



# Braidwood School

## Exam Contingency Plan

(including the escalation process)

### 2023-2024

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Braidwood Trust School for the Deaf. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

This plan will be implemented in the event of major disruption, such as the centre is unable due to open due to fire or flood, widespread illness, travel disruption, bad weather, or power failure.

Any actions taken will be subject to the advice of official agencies dealing with the specific circumstances being faced, including Awarding organisations, for example the Police, Fire, Environment Agency or Health Protection Agency.

In the event that the Head of Centre decides the centre is unable to open for scheduled examinations the relevant awarding organisations should be informed as soon as possible. Awarding organisations will be able to offer advice regarding alternative arrangements for holding examinations that may be available, and options for students who have not been able to take scheduled examinations.

Implementing the plan will safeguard the interests of candidates whilst maintaining the integrity of the examination system and safeguarding qualification standards.

Alongside internal processes, this plan is informed by the *Ofqual Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ** Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023)..

This plan also confirms Braidwood Trust School for the Deaf is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2023-2024*) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

### National Centre Number Register and other information requirements

The head of centre will also ensure that Braidwood Trust School for the Deaf as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre will ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

For the purposes of this document, the “centre” referred to in it is Braidwood Trust School for the Deaf and is located at: Bromford Road, Hodge Hill, Birmingham, B36 8AF.

## **Possible causes of disruption to the exam process**

### **1. Exam officer extended absence at a critical stage of the exam cycle**

#### Criteria for implementation of the plan

*Key tasks required in the management and administration of the exam cycle not undertaken including:*

##### *Planning*

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited*

##### *Entries*

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

##### *Pre-exams*

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates’ work not stored under required secure conditions*
- *internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators*

##### *Exam time*

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates’ scripts not dispatched as required for marking to awarding bodies*

##### *Results and post-results*

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

## Centre actions to mitigate the impact of the disruption

- The centres head will take responsibility and identify a deputy to ensure all key tasks are undertaken
- The JCQ exam cycle timetable and the Braidwood exam calendar will ensure key task are identified and deadlines met
- Access to awarding body websites will be facilitated by the School Business Manager
- The Exams Officer will keep live documents for estimated entries and candidate entries, accessible to all relevant members of staff
- The Exams Officer will maintain orderly records of all exam related documents, including checklists and plans
- Training is delivered through the Exams Office invigilator training portal
- All members of staff are aware of exam paper security. The School Business Manager will take responsibility for exam paper secure storage. Subject leaders also have a secure storage cabinet
- Subject leaders will take responsibility to ensure internal assessments deadlines are maintained. All relevant teaching staff are aware of internal assessment deadlines throughout the year
- Subject leaders and teaching will be notified when candidate entries have been made

Effective leadership of the Exams Officer will ensure shared knowledge of progress throughout the exams cycle

## **2. Relevant SEN Team Leader extended absence at a critical stage of the exam cycle**

### Criteria for implementation of the plan

*Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:*

#### *Planning*

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

#### *Pre-exams*

- *approval for access arrangements not applied for to the awarding body*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*

- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

#### *Exam time*

- *access arrangement candidate support not arranged for exam rooms*

#### Centre actions to mitigate the impact of the disruption

- The centres head will take responsibility for access arrangement applications and evidence gathering
- Where necessary, external advice for assessments will be sort
- Teaching staff will support the senior leadership team to guarantee that the normal way of working is identified and evidenced when making access arrangement applications
- The Exams Officer will ensure access arrangement deadlines are met and will facilitate the delivery of access arrangement in exams, with the support of the senior leadership team

### **3. Teaching staff extended absence at a critical stage of the exam cycle**

#### Criteria for implementation of the plan

##### *Key tasks not undertaken including:*

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*
- *Non-examination assessment tasks not set/issued/taken by candidates as scheduled*
- *Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*
- *Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

#### Centre actions to mitigate the impact of the disruption

- The senior leadership team, with support of the subject leaders and the Exam Officer, will establish if an award can be delivered. They will determine if cover staff are trained to fulfil the teaching and assessment role.
- Subject leaders will take responsibility for monitoring the teaching, assessment and administration of an award, and submission of entry details to the Exams Officer
- In the case of modular courses, the centres may advise candidates to sit examinations in an alternative series
- The exam budget will fund any late entry fees

#### 4. **Invigilators - lack of appropriately trained invigilators or invigilator absence**

##### Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

##### Centre actions to mitigate the impact of the disruption

- Invigilators at Braidwood Trust School for the Deaf have to be qualified, to a minimum of level 3, in British Sign Language. These specific requirements can only be fulfilled by permanently employed support staff. As a contingency, the centre has trained an oversupply of invigilators and communicators.

#### 5. **Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

##### Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

##### Centre actions to mitigate the impact of the disruption

- If the centre is unable to accommodate all candidates, each awarding organisation with which examinations are due to be taken will be notified as soon as possible.
- The centre will seek to displace non-examination students from any other appropriate room as an alternative.
- The centre is to use an alternative venue in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- Candidates and invigilators will be informed of any changes via Group Call with a request for a reply. Where no reply is received, a telephone call will be made. A notice will also be added to the centres website.
- Priority will be given to students whose progression will be severely delayed if they do not take their exam or timetables assessment when planned.
- The centre may offer candidates an opportunity to sit examinations missed at the next available series.
- The centre will consider whether to apply to the awarding body for special consideration for candidates where they have met the minimum requirements
- Alternative venue details

## 6. **Cyber-attack**

### Criteria for implementation of the plan

- The school becomes subject of cyber attack e.g. ransom demand, malware, phishing, password, man in the middle, denial of service attack, etc

### Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact all awarding bodies to warn them of circumstances
- The school will contact Birmingham Local Authority - *Entrust* for guidance
- All candidates and staff will log out of the system
- No candidates or staff will log into system until the school has been given the 'all clear' from *Entrust*

## 7. **Failure of IT systems**

### Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

### Centre actions to mitigate the impact of the disruption

- The Exams Officer will use the awarding bodies portal to perform the required tasks
- As a small school, the centre is not reliant on MIS
- The Exams Officer will contact the awarding body for guidance, if required

## 8. **Emergency evacuation of the exam room (or centre lockdown)**

### Criteria for implementation of the plan

- *Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams*

### Centre actions to mitigate the impact of the disruption

In the event of an emergency evacuation, the school will follow the JCQ's centre emergency policy.

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- If using I.T equipment, candidates must stop and save work immediately.
- Advise candidates to leave all question papers and scripts in the examination room.
- Collect the attendance register (in order to ensure all candidates are present).

- Evacuate the examination room in line in order of the seating plan.
- Candidates must leave the room in silence and not use BSL to communicate to each other.
- Lock the door once all the pupils have left.
- Do not use the lift
- Leave the building via the nearest available fire exit and guide candidates to the furthest area of the assembly point. Ensure candidate stand with distance between each of them and other school pupils at the assembly point.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.
- Plans will be in place to safely enable the exit of a candidate with mobility difficulties.

In the event of a centre lock down, the centres lock down procedures will be followed. The exam will be stopped during the lockdown. If possible, the candidates will be kept under exam conditions. Where the exam can be resumed, candidates will be allowed the full working time set for the examination. The awarding body will be notified and advice sort. A full report of the incident and action taken will be sent to the awarding body.

## 9. **Disruption of teaching time in the weeks before an exam – centre closed for an extended period**

### Criteria for implementation of the plan

- *Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning*

### Centre actions to mitigate the impact of the disruption

Where there is disruption to teaching time and students miss teaching and learning it remains the responsibility of the centre to prepare the students, as usual, for examinations.

- The centre may apply the established Business Continuity Plan to continue operating. This plan should be used in conjunction with the centre's Critical Incident Plan.
- In the case of modular courses, the centres may advise candidates to sit examinations in an alternative series

## 10. Candidates may not be able to take examinations – centre remains open

### Criteria for implementation of the plan

- *Candidates may not be able to attend the examination centre to take examinations as normal*

### Centre actions to mitigate the impact of the disruption

- The centres priority action will be to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisation
- As a last resort, the centre will offer candidates an opportunity to sit any examinations missed at the next available series
- In the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable.
- The centre is to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. These include temporary illness or accident/injury at the time of the assessment or when they have been advised by the centre not to attend an examination. If a candidate chooses not to sit an examination for other reasons they should be made aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website: [http://www.jcq.org.uk/exams\\_office/access\\_arrangements](http://www.jcq.org.uk/exams_office/access_arrangements)

## 11. Centre may not be able to open as normal during the exams period

*(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)*

### Criteria for implementation of the plan

- *Centre may not be able to open as normal for scheduled examinations*

### Centre actions to mitigate the impact of the disruption

If the centre is unable to open as normal for examinations, each awarding organisation with which examinations are due to be taken should be notified as soon as possible.

The responsibility for deciding whether it is safe to open the centre lies with the head of centre. The head of centre is responsible for taking advice, or following instructions from relevant local or national agencies, in deciding whether they are able to open.

- Alternative venue details: Hodge Hill College

#### Recommended actions:

- The centre is to open for examinations and examination candidates only, if possible
- The centre is to use an alternative venue in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible). The Exams Officer is responsible for the safe transport of all exam material. Any movement of exam material will be recorded.
- Candidates and invigilators will be informed of any changes via Group Call with a request for a reply. Where no reply is received, a telephone call will be made. A notice will also be added to the centres website.
- As a last resort, the centre may offer candidates an opportunity to sit examinations missed at the next available series.
- The centre should consider to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements
- The centre will seek advice from the awarding body for possible use of the 'contingency day'. All pupil will be notified of the contingency day and be instructed that they must remain available on this date until the exam series ends.
- In the event the alternative centre is used to conduct examinations, the exams officer will notify the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).

## 12. Disruption in the distribution of examination papers

#### Criteria for implementation of the plan

- *Disruption to the distribution of examination papers to the centre in advance of examinations*

#### Centre actions to mitigate the impact of the disruption

- The Examinations Officer is to monitor the arrival and secure storage of all examination papers from the awarding bodies. If papers are not received 3 days prior to an examination, the Exams office is to contact the Awarding organisation
- Request that the Awarding organisation provide the centre with electronic access to examination papers via their secure network. Alternatively, request a faxed examination paper to the centre if electronic transfer is not possible. The Examinations Officer would need to ensure that copies are received and recorded, made and stored under secure conditions to maintain the examinations' integrity. The procedures for receiving exam papers electronically will be followed. The Exams Officer will follow guidance from the Awarding Organisation when conducting exams in these circumstances.

As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

### 13. **Disruption to the transporting of completed examination scripts**

#### Criteria for implementation of the plan

- *Delay in normal collection arrangements for completed examination scripts /assessment evidence*

#### Centre actions to mitigate the impact of the disruption

- The centre is to seek advice from Awarding organisations and the normal collection agency regarding collection. Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, the centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding body.
- Where the centre has to make their own collection arrangements, including examinations papers, assessments, or work for moderation, the dispatch options that complies with the requirements detailed in the JCQ Instructions for Conducting Examinations will be used. Recorded postage will always be used unless specified otherwise by the Awarding Organisation.
- The centre is to ensure that all completed examination script are stored securely, and in accordance with JCQ regulations, until collection or dispatch.

### 14. **Assessment evidence is not available to be marked**

#### Criteria for implementation of the plan

- *Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked*
- *Completed examination scripts/assessment evidence does not reach awarding organisations*

#### Centre actions to mitigate the impact of the disruption

- The centre is to contact the appropriate Awarding organisations as soon as it becomes aware of damage or destruction to scripts / assessment work and request that candidate marks are generated based on appropriate evidence of candidate achievement as defined by the awarding organisations
- Where marks cannot be generated, candidates may need retake affected assessments in a suitable assessment window.

## 15. Centre unable to distribute results as normal or facilitate post results services

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

### Criteria for implementation of the plan

- *Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services*

### Centre actions to mitigate the impact of the disruption

- The centre is to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation.
- The centre is to make arrangements to coordinate access to post result services from an alternative site
- The centre is to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- For the facilitation of post result services, the centre is to make arrangements to make post results requests at an alternative location and contact the relevant awarding organisation if electronic post results requests are not possible)

# Ofqual contingency planning steps taken at Braidwood Trust School for the Deaf

## Exam planning

Contingency plans are reviewed well in advance of each exam or assessment series. In the event of the implementation of a contingency plan, the centre will comply with the awarding organisation's requirements.

### In the event of disruption, Braidwood School will:

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

### After the exam, Braidwood School will:

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## Widespread national disruption to the taking of examinations / assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

### National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. [Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK](#)
2. [Mitigating malware and ransomware attacks](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help schools improve their cyber security](#)
6. [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

# Escalation Process

## Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Braidwood Trust School for the Deaf has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent. This process confirms the main duties and responsibilities to be escalated.

This process also supports Braidwood Trust School for the Deaf being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

## Before examinations (Planning)

In the event of the absence of the head of centre, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Phil Bailey, Deputy Head Teacher.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

### **Main duties and responsibilities relate to:**

- Third party arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment and selection
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- o JCQ Centre Inspection Service Changes

- Policies available for inspection  
Specific JCQ publications for reference:
  - General Regulations for Approved Centres (section 5)
  - Instructions for conducting examinations (section 25)
  - Access Arrangements and Reasonable Adjustments (section 5)
- Adhering to the school's Examinations Policy
- Personal data, freedom of information and copyright  
Additional JCQ publication for reference:
  - Information for candidates – Privacy Notice

### **Before examinations (Entries and Pre-exams)**

In the event of the absence of the head of centre, JCQ regulations and requirements relating to entries and exam preparation will be escalated to Phil Bailey, Deputy Head Teacher.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

### **Main duties and responsibilities relate to:**

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)  
Additional JCQ publications for reference:
  - Key dates
  - Guidance Notes for Transferred Candidates
  - Alternative Site guidance notes
  - Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)  
Additional JCQ publication for reference:
  - Guidance Notes – Centre Consortium Arrangements
- Candidate information  
Additional JCQ publications for reference:
  - Information for candidates documents
  - Exam Room Posters
- Invigilator recruitment and training

### **During examinations (Exam time)**

In the event of the absence of the head of centre, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Phil Bailey, Deputy Head Teacher.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

**Main duties and responsibilities relate to:**

- Conducting examinations and assessments  
Additional JCQ publication for reference:
  - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

**After examinations (Results and Post-Results)**

In the event of the absence of the head of centre, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to Phil Bailey, Deputy Head Teacher.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

**Main duties and responsibilities relate to:**

- Results  
Additional JCQ publication for reference:
  - Release of Results notice
- Post-results services and appeals  
Additional JCQ publications for reference:
  - Post-Results Services (Information and guidance to centres)
  - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

## Summary of responsibilities in the event of disruption to examinations

Awarding organisations are responsible for:	Examination Centres are responsible for:
	Preparing plans for any disruption to exams as part of centres general emergency planning.
	Preparing candidates for examinations.
Ensuring centres received examination materials for scheduled examinations.	
	Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
	Ensuring, where relevant, that assessment materials and candidates work are stored under secure conditions.
	Deciding whether a centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
Advising centres on possible alternative examinations arrangements and declining/approving proposals for alternative examination arrangements.	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations or agreeing such arrangements with the awarding organisations.
Evaluating and declining/approving requests for special consideration	Judging whether candidates meet the requirement for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations.
	Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.
Marking, moderating and grading candidate work	
Issuing results to centres on scheduled dates	
	The distribution of examination results to candidates.