



## UTC Cambridge

### UTC Cambridge Exams Policy

Lead member of SLT:  
Governor Committee:

Deputy Principal  
Interim Management Board

#### Associated documentation

JCQ Guidelines

#### UTC Cambridge Vision

UTC Cambridge: Delivering Future Scientists

#### UTC Cambridge Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

#### UTC Cambridge Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best.  
By respecting one another we enhance our experience and benefit from different perspectives.  
We take individual responsibility, ensuring team delivery.  
By respecting our environment, our world, we make a difference.  
We celebrate positive contribution and aspire to excellence.  
We are morally and ethically responsible in scientific and environmental innovation.

#### Contents

1. Aims and Objectives of the procedure
2. Responsibilities
3. Examination Organisation
  - 3.1 Exam timetable
  - 3.2 Entries, entry details and late entries
  - 3.3 Examinations Charging
  - 3.4 Equality Legislation
  - 3.5 Access arrangements
  - 3.6 Contingency planning
  - 3.7 Exam days
  - 3.8 Candidates
  - 3.9 Clash candidates
  - 3.10 Special consideration
  - 3.11 Internal assessment/Controlled assessment
  - 3.12 Malpractice
  - 3.13 Results
  - 3.14 Enquiries about Results (EAR)
  - 3.15 Access to Scripts
  - 3.16 Certificates
  - 3.17 Storage Assessment Information

Appendix A - Reasonable adjustment

Appendix B - Internal Assessment

Appendix C: Appeals

Appendix D: Malpractice Policy

Appendix E: BCS required additional details

**Review date: March 2018**

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## 1. Aims and Objective of the Procedure

The purpose of this exams policy is to:

- Ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- Ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exams policy will be reviewed annually by the Deputy Principal.

Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk) and ECDL qualifications are regulated by BCS <https://login.bcs.org>.

The Exams Officer will ensure that relevant staff have access to these guidelines

Where references are made to specific awarding bodies, further details can be found on websites and log-ins are obtained through the exams office.

## 2. Responsibilities

### Exam responsibilities

The Principal (Head of Centre)

- Has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document 'Suspected Malpractice in Examinations and Assessments'.

The Exams Officer and Assistant

- Manage the administration of external exams with delegation of tasks to defined support staff
- Advise the leadership team, subject and class teachers, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Over-see the production and distribution, to all centre staff and candidates, of an annual calendar for all exams and communicates regularly with staff concerning imminent deadlines and events.
- Ensure that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.

- Administers access arrangement requests to boards, and makes applications for special consideration following the regulations in the JCQ publication 'A guide to the special consideration process.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages exams invigilators and has responsibility for organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Ensure candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks, dispatches, and stores returned coursework / controlled assessments.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Heads of Faculty and Subject Leads are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- Accurate completion of coursework / controlled assessment/IA mark sheets and declaration sheets.
- Decisions on post-results procedures.

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.

The SENCO/ Director of Progress is responsible for:

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time with a written record or report so that they are able to put in place exam day arrangements.
- Working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Lead invigilator/invigilators are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

### 3. Examination Organisation

#### 3.1 Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal 'mock' exams and external exams at a specified date before each series begins.

#### 3.2 Entries, entry details and late entries

Candidates or parents/carers can request a subject entry change of tier or withdrawal, however it would only be actioned following consultation with staff at UTC Cambridge.

The centre only accepts entries from private candidates in exceptional circumstances and if circumstances allow this to happen without detriment to other candidates or to the efficient functioning of the organisation.

Heads of faculty/subject leads will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines. Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of a Departments line manager.

#### 3.3 Examinations Charging

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Late entry or amendment fees are paid by the centre or candidate depending in circumstances.

Fee reimbursements are sought from candidates without medical evidence or evidence of other mitigating circumstances:

- If they fail to sit an exam
- If they do not meet the necessary internal assessment requirements

Resit fees are paid by the candidates.

#### 3.4 Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ. **See Appendix A: Reasonable Adjustment**

#### 3.5 Access arrangements

The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams. A candidate's access arrangements requirement is determined by the SENCo. Ensuring there is appropriate evidence for a candidate's access arrangement is also the responsibility of the SENCo. Special equipment is arranged by the SENCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo. Rooming for access arrangement candidates will be arranged by the exams officer and SENCo and is determined by the protocol around reasonable adjustment.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer in consultation with the SENCo. Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENCO, as will appropriate training for those adults supporting learners with access arrangements

### **3.6 Contingency planning**

Contingency planning for exams administration is the responsibility of the Exams Officer's line manager and is in line with the guidance provided by Ofqual, JCQ and awarding organisations.

### **3.7 Exam days**

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance. The Exams officer or a delegated staff member will start and finish all exams in accordance with JCQ guidelines.

Subject staff should be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of faculty/subject leads in accordance with JCQ's recommendations. After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts.

### **3.8 Candidates**

The exams officer will provide written information to candidates in advance of each exam series. The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage outside exam rooms.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Principal. Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. The student progress team is responsible for handling late or absent candidates on exam day.

### 3.9 Clash candidates

The Deputy Principal will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### 3.10 Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's exam officer to that effect. The candidate must support any special consideration claim with appropriate evidence within days of the exam. The Exams Officer will make a special consideration application to the relevant awarding body.

### 3.11 Internal assessment/Controlled assessment

It is the duty of heads of faculty/subject leads to ensure that all internal assessment (GCSE and BTEC) is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent. The Quality Nominee for BTEC will ensure that all quality systems are kept up to date and that all staff are informed of their responsibilities in terms of Internal Verification. The Centre Handbook and Quality Handbook are available on the BTEC website or in the exams office. A detailed Internal Verification Policy can be found in the discussion of internal assessment found in **Appendix B: Internal Assessment**

Marks for all internally assessed work are provided to the exams office by the appropriate teacher or Head of faculty/subject lead. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document. See **Appendix C: Appeals**

### 3.12 Malpractice

The Head of Centre in consultation with Exams Officer and his/her line manager are responsible for investigating suspected malpractice. See **Appendix D: Malpractice Policy**

### 3.13 Results

Candidates will receive individual results slips on results days, in person at the centre or by email/post to their home address

Arrangements for the centre to be open on results days are made by the SLT. The provision of the necessary staff on results days is the responsibility of the SLT.

### 3.14 Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted but does require the consent

of the whole group of candidates who are being re-moderated. The cost of EARs will be paid by the candidates (A bursary may be made available in exceptional circumstances).

All processing of EARs will be the responsibility of the exam officer following the JCQ guidance.

### **3.15 Access to Scripts**

After the release of results, candidates may ask subject staff to request the return of written exam papers. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

### **3.16 Certificates**

Candidates will receive their certificates collected and signed for. Certificates can be posted if recorded delivery and postage costs paid by the candidate, however UTC Cambridge will not be responsible for the cost of replacement certificates that are lost in the post.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them.

### **3.17 Storage Assessment Information**

Student work and assessment information will be stored securely until examination boards allow it to be disposed. For BTEC students, any internal and external assessment learner records and cohort summary records will be stored securely for at least three years after certification.

## Appendix A: Reasonable Adjustment

We seek to provide equal access to examinations for all candidates, ensuring that there are no unnecessary barriers and that any reasonable adjustments for candidates preserve the validity, reliability and integrity of the qualification.

We will endeavour to accommodate the needs of candidates with a particular examination requirement, according to individual circumstances, ensuring such candidates are not disadvantaged in relation to other candidates and that certificates accurately reflect candidate attainment.

We will give every consideration to requested access arrangements/reasonable adjustments, ensuring that there are no unnecessary barriers to the examination and candidate attainment. However, all requests will be considered on the information received and the resources available to the school. Requests which do not meet the Access/Reasonable Adjustment guidelines of examinations covered by QCA or BTEC will be declined. For the detail of these guidelines please refer to [www.jcq.org.uk](http://www.jcq.org.uk).

The Examinations Officer can provide further information about these guideline.



## **Appendix B: Internal Assessments for External Qualifications**

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, UTC Cambridge is committed to ensuring that:

Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills relating to the specification of the qualification concerned;

Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;

The consistency of the internal assessment is secured through internal standardisation as necessary;

Staff responsible for internal standardisation attend any compulsory training sessions.

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to UTC Cambridge concerning internal assessments.

Please note that the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgements themselves; you cannot appeal against the mark or grade, only the procedures used.

Initial concern should be raised with the teacher and Head of Faculty. If there is no resolution at this stage, then the formal appeal procedure detailed below may be used.

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside UTC Cambridge's control will not be considered in the UTC Cambridge's appeals procedure.

### **Internal Assessment & Verification of Standards BTEC**

Assessment must be accurate, consistent, current, timely, valid, authentic and to BTEC.

Internal Verification must be valid, reliable and covers all assessors and programme activity. It is open, fair and free from bias.

There is accurate and detailed recording of decisions and assessment instruments are fit for purpose.

#### **To do this we ensure that:**

All appropriate staff are regularly briefed on GCSE, A level and BTEC processes. New regulations are distributed widely.

Staff responsible for internal standardisation attend training sessions. Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;

All internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills relating to the specification of the qualification concerned. There are verification/moderation schedules which are annually agreed to cover all assessors and these assessment schedules are drawn up and monitored through the year.

Internal verification of all assignments/controlled assessments are carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned before they are given to students.

Internal verification of learner work is verified to sufficiently ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given.

The verification procedure and processes are articulated with appeals processes, and authenticity of learner work requirements. There are procedures in place that deal with failed standards verification samples.

### **Additional Mandatory Requirements for BTEC Internal Assessment**

For all students starting BTEC Firsts and Nationals in September 2014 (not Level 1 students) on both NQF and QCF courses.

#### **Preparing for assessment**

Before students start to work on an assignment task, the assessor must ensure that each learner understands the assessment requirements, the nature of the evidence needed and the importance of meeting the deadline for the task.

#### **Students working on the assessment**

Once a student begins work on an assignment task, the assessor must not provide feedback on the evidence produced by the student or confirm achievement of criteria before the task is submitted.

#### **Submission of an assignment task**

Students must sign and date a declaration of authenticity with each assignment task which confirms they have produced the evidence themselves (Learner Assessment Submission Declaration)

Assessors must confirm on the Assessment Record Sheet that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not provide feedback or guidance on how to improve the evidence to achieve higher grades.

#### **Resubmission**

Only one resubmission is allowed and this must be authorised by the Lead Internal Verifier on the assessment form but only if the following conditions have been met (if they are not met, resubmission must not be authorised):

The learner has met the initial deadline for the assignment submission or has met the agreed deadline extension (only granted for genuine reasons for not meeting the original deadline).

The learner will be able to provide improved evidence without further guidance.

The assessor has authenticated the evidence and the learner has confirmed its authenticity.

Work is resubmitted within 10 working days within term time of the learner receiving the results of the assessment (and in the same academic year).

#### **Retakes**

No retakes can be taken on NQF BTECs and only one retake is possible on QCF BTECs. In exceptional circumstances, the Lead IV can authorise one retake opportunity if the opportunities for resubmission.

This retake must be a new task or assignment targeted only to the Pass criteria (Merit or Distinction grades cannot be awarded for retakes) with a clear deadline. Declarations of authentication must be signed by the assessor and learner as with the original submission.

## Appendix C: Appeals

### Appeals against internally assessed marks

UTC Cambridge is committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. UTC Cambridge is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

**N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.**

1. The parent or guardian ('the appellant') must make the appeal in writing to the UTC Cambridge's Examinations Officer and Deputy Principal as soon as possible but at least two weeks before the date of the last externally assessed paper of the series. This should detail the precise concerns, eg course, unit, outcome, teacher and specific procedure
2. The enquiry into the internal process will normally be led by a member of the Senior Leadership Team who has not played any part in the original internal assessment process. The relevant teacher(s) concerned with the assessment in question will receive a copy of the appeal and may respond to this in writing.
3. The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.
4. The appellant will be informed in writing of the outcome of the appeal within five days of the receipt of the letter. The reply will include
  - relevant communications with the Awarding Body;
  - the right to a hearing;
  - any steps taken to further protect the interest of the candidates.
5. Appellants not satisfied with the written response have the right to an interview with a three person panel, and the appellant is welcome to bring along a friend/supporter. The panel will include a senior member of staff who has not yet been involved in the process and a governor. The Principal should be contacted in this instance.

The only grounds for appeal are irregularities in:

- UTC Cambridge's appeal process
- UTC Cambridge's procedures for assessing candidate evidence or processing candidate results.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Parkside Federation Academies and is not covered by this procedure.

## Appendix D: Malpractice Policy

### Plagiarism and Assessment Malpractice Policy for GCSE, A level and BTECs

- We identify and minimise the risk of malpractice by staff or students.
- We respond to any incident of alleged malpractice promptly and objectively.
- We standardise and record any investigation of malpractice to ensure openness and fairness.
- We impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven.

#### To do this we:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ask students to declare that their work is their own.
- Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Principal and all personnel linked to the allegation.

### Definitions/Terminology

**Student Malpractice:** Any action by the student which has the potential to undermine the integrity and validity of the assessment of the student's work, (plagiarism, collusion, cheating, etc.). For a fuller definition please see below.

**Staff Malpractice:** Any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications or any other externally marked qualifications taken by students attending PFA. For a fuller definition please see below.

**Plagiarism:** Taking and using another's thoughts, writings, inventions, etc. as one's own.

**Minor Acts of Student Malpractice:** Handled by the assessor by, for example, refusal to accept for marking and student being made aware of malpractice policy. Student resubmits work in question.

**Major Acts of Student Malpractice:** Extensive copying/plagiarism, 2<sup>nd</sup> or subsequent offence, inappropriate for assessor/school leader to deal with.

### Procedures

#### Addressing student malpractice:

- Promote positive and honest study practices.
- Students should declare that work is their own.
- Use student induction and handbook to inform about malpractice and outcomes.
- Ensure students use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

#### Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit student records, assessment tracking records and certification claims.

#### Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences by making the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.

- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner. Investigations will be carried out by the executive Principal or a designated senior manager.
- Inform the examining board of any malpractice or attempted acts of malpractice, which have compromised assessment. Examination boards will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, UTC Cambridge will refer to student and staff disciplinary procedures.

### **Definition of Malpractice by Students**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature (Unacknowledged copying from published sources, including the Internet and incomplete referencing).
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of work, including defacing your own script.
- Including inappropriate, obscene or offensive material in scripts or controlled assessments, including drawings/comments which would cause offence to others
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### **Definition of Malpractice by Staff**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

### **Malpractice in an Exam Context**

Invigilators will be given specific training on malpractice with reference to the JCQ documents and JCQ Exam posters. Invigilators will be trained so that they understand if a candidate is suspected of malpractice they must warn the candidate that the awarding body will be informed and may decide to disqualify the candidate. To this end included in the Invigilator training will be reference to the 'Notice to Candidates' poster, and warnings that can be given as indicated on page 36 in the Instructions for Conducting Exams (ICE) book which must be in all rooms where examinations are taking place.

### **Procedures**

Invigilators are made aware that malpractice is taken seriously and all cases must be treated in the same way.

Invigilators have access to good training and have the necessary materials for this including the rule book, posters and invigilator log for documenting all circumstances which may seem 'suspicious'.

Invigilators use the materials they have to document details of the incident including time and actions observed using the invigilator log document.

Invigilators verbally inform the candidate that the awarding body will be informed and may decide to disqualify the candidate by using the Notice to Candidates poster and ICE book, and to make a note of the invigilator making the warning to whom and at what time.

Invigilators inform the exams officer immediately, preferably before the end of the exam.

Exams officer inform the Head of School with details as documented by the invigilators, including the warning given to the candidate during the exam and possibly with her/his own 'eye witness' report.

The Head of Centre before reporting the 'suspected malpractice' following procedures in accordance with the JCQ Malpractice M1 form. Here the Head of centre must inform the student in writing of the allegation, that there is supporting evidence, so that they can be informed of consequences should malpractice be proven, have the opportunity to consider their response to the allegation, have the opportunity to write a statement, to be informed of the appeals procedure should a decision be made against him/her and be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators the police and/or professional bodies including the Teaching Agency as appropriate. (Reference Form Jcq M1 requirements from the Head of Centre).

## Appendix E: BCS required additional details

### Quality Assurance Procedures

- UTC Cambridge is committed to Quality Assurance and believes it is an integral part of our processes.
- The focus of UTC Cambridge is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The provision is regularly monitored and reviewed by the BCS quality assurance representative.
- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role
- All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.
- Existing invigilators will be observed conducting an assessment at least once a year.
- Information from BSC is disseminated to all members of staff involved in the delivery of qualifications.
- The organisation's policy for Equal Opportunities is followed and monitored.

### Learner Appeals Procedures

#### **For all assessments:**

- Learners who are unhappy with any aspect of the assessment and award process should first discuss the problem with their Exams officer or the Centre Manager. The reasons for dissatisfaction must be made clear by Learner at this time.
- UTC Cambridge will keep a record of such discussion together with date and outcome.
- If a Learner is not able to resolve an appeal at UTC Cambridge then he/she has the right to appeal to BCS. This may be done via the Centre Manager or direct to the BCS Quality Assurance Team in writing. Learner appeals must be made to BCS as per the BCS Learner Appeals Policy within 20 days of the assessment.
- During any stage of the Appeals Procedure the Learner is entitled to be represented or accompanied, should they wish.

#### **For Automated Assessment:**

- Assessments are undertaken using automated testing software which has been approved by the ECDL Foundation. In the event of a Learner raising a complaint the assessment report that will have been produced by the system will be fully discussed with the Learner
- An action plan will be agreed and a further assessment date scheduled. In some circumstances the Learner may be offered a free re-test (e.g. if there had been hardware or software problems)