



The Crossley Heath School

EXAMS POLICY

September 2026

REVIEW DATE: September 2026

Exams and Non-Exam Assessment Policy (includes Payment for Exams)

Responsibility: AAH Achievement
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Note

This policy covers how the school manages public examinations. In the event of major disruption and/or cancellation of public exams, the school will follow the guidance issued by the DfE, Ofqual, JCQ or other relevant body.

Further information:

www.aqa.org.uk

www.ocr.org.uk

www.edexcelonline.com

www.wjec.co.uk

www.jcq.org.uk

1. Exam Conduct and Invigilation

For full guidance refer to JCQ publication '*Instructions for conducting examinations*'

In order to ensure that all students comply with the regulations for the conduct of examinations the school will follow the procedures listed below.

Procedures for informing candidates of Awarding Bodies' regulations

- All candidates receive a copy of the Awarding Bodies' regulations regarding coursework and non-examined assessment examinations.
- During the course of the examination period notices are displayed both in the area immediately outside the examination room and in the examination area.

Notice 1: Warning to Candidates

This notice covers:

- Punctuality
- Unfair and dishonest practice in the examination
- Impersonation
- Unauthorised material
- Communication
- The role of the Invigilator

Notice 2: Notice to Candidates

This notice covers:

- Regulations – make sure you know the rules
- Information – make sure you attend
- Bring what you need
- Calculators, dictionaries and computer spellcheckers
- Examination instructions
- Advice and assistance
- The end of the examination

Notice 3: Mobile Phones Prohibited

This notice warns candidates that possession of a mobile phone or other internet enabled device in the examination room will mean disqualification. The invigilator will ensure all candidates have seen the warning by announcing this again before the exam starts and will ensure any devices collected will be kept safe in the school office until the end of the exam.

Notice 4: Privacy Notice

Identification of candidates (internal/external/transferred)

Post 16 candidates must bring their ID badges with them to all examinations. Failure to present an ID badge would result in the candidate obtaining a copy of their ID from the Post 16 office before being allowed back in the exam room.

All GCSE candidates will wear their school uniform and also be identified by their Year Group Leader or other senior teacher on entry to the examination room. A photographic list of candidates is available from the school office on request in the event of a query.

Verbal Announcements

Before the beginning of every exam, candidates are given a verbal reinforcement of the Awarding Body's regulations.

In addition, candidates are given the opportunity to hand in mobile phones by passing them to an invigilator who will ensure that the device is switched off and place it at the front of the exam room.

In order to ensure the consistent application of JCQ regulations:

- All invigilators appointed by the school are given induction training by the Exams Officer.
- JCQ publication *Instructions for conducting examinations* is used as a key part of this training and a copy of this document is available in every exam room. Further reference may be made to JCQ publications *General Regulations for Approved Centres* and *Access Arrangements, Reasonable Adjustments and Special Consideration*.
- All invigilators are made aware of this policy and any other relevant school policies and procedures.

2. Contingency Arrangements

There are a range of circumstances which may arise during the exam process. These are listed below and contingency plans are outlined:

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 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

- SLT Lead to make reference to the roles, responsibilities and processes required detailed in the school Exam Policy and will nominate roles to other staff, i.e. Exam assistant, invigilators.
- Further support and advice available on awarding bodies websites and customer service telephone lines, and advice from local schools Exam Officers such as at NHGS.

2. ALS lead/SENCo 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 arrangements and support not arranged for candidates in exam rooms

Centre actions to mitigate the impact of the disruption

- SLT Lead and SENCO to carry out key tasks required in Planning and Pre-exams.
- Exams Officer to ensure candidate support for exams is in place in exam rooms.

3. 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

- Centre staff will be requested to cover in exams, prioritising support and non-teaching staff and teaching staff thereafter.

4. 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

- Priority to be given to Exams during exam periods of non-teaching and free classrooms.
- Priority to be given to Exams during exam periods of classrooms with IT facilities where needed.
- In the event of an unexpected incident the Exams Officer would contact local centres for available space i.e. NHGS
- Exams Officer to notify Awarding bodies as per JCQ instructions.

5. Failure of IT systems (including Cyber-attack)

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
- Where a cyber-attack may compromise any aspect of delivery of exams

Centre actions to mitigate the impact of the disruption

- Our School takes the potential threat of a Cyber Attack very seriously and as a school, we have a Response Plan set out with our Insurer. The plan is outlined in section 6 of the school IT Security Policy.
- This Response Plan details the specifics related to our examination series and should be only actioned in conjunction with the School's general plan. Further advice has been provided by JCQ: <https://www.jcq.org.uk/dfc-and-national-cyber-security-centre-ransomware-update/>
- Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations the Exams Officer will work with IT staff and make contact with the relevant Awarding Body to seek further guidance. Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.
- Entries: Exams Officer to submit entries via awarding bodies secure websites and input details on MIS when possible.
- Exam Preparation: Exams officer to prepare seating plans using Excel Spreadsheet. Exam Registers to be downloaded from awarding bodies secure websites.
- Results Release: Exams officer to download results from awarding bodies secure website, where this is not possible Exams officer to contact awarding bodies to request results via secure email.
- Cyber-attack: Exams officer will work with IT and contact the relevant awarding bodies for guidance.
- SLT will monitor and take action required as directed by the awarding bodies.

6. Centre may not be able to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency) or Emergency evacuation of the exam room (or centre lockdown)

In the absence of any instruction from the relevant awarding organisation, the school will ensure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

In the event of any disruption the school would:

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- 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 of North Halifax Grammar School, HX2 9SU
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination follow the policy as outlines in section 3 below.
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

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

Criteria for implementation of the plan:

Candidates may not be able attend the examination centre to take examinations as normal due to illness or other reason.

Centre actions to mitigate the impact of the disruption

- A candidate may (as a last resort) take examinations at an alternative site e.g. the candidates home, or hospital. The Exams officer must notify the awarding bodies and complete the JCQ Alternative Site form online and ensure the exams are conducted as per JCQ ICE 11.3 regulations.

8. 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

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such 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.

9. Disruption to transporting 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

- Where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, the Exams Officer should seek advice from awarding organisations bodies and should not make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for conducting examinations.
- The Exams Officer is to ensure secure storage of completed examination scripts until collection.

10. 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

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

**11. Centre unable to distribute results as normal or facilitate post results services
(Including in the event of the centre being unavailable on results day 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

- Distribution of results: Results would be released to candidates electronically only. SLT available to students electronically only.
- Facilitation of post results services to all be done electronically. SLT/ Exams Officer to contact the relevant awarding organisation if electronic post results requests are not possible.

3. Policy for emergency evacuation of the exam room:

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

- Stop the candidates from writing.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Collect the attendance register and evacuate the examination room. Candidates should be escorted in silence out of the exam room. ***Candidates sitting an exam in the main school hall or a classroom in school should be escorted to the lawn behind the war memorial. Candidates sitting an exam in the Sports Hall/Conference Suite should be escorted to the area behind the sixth form block.***
- The designated school attendance officer should ensure that a list of candidates in the exam(s) is cross referenced with the form lists used for the rest of the school who will be assembling on the moor.
- Where the Attendance Officer is absent the Office Manager will assume responsibility for this.
- 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.

4. Artificial Intelligence (AI)

Definition

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. AI chatbots are AI tools which generate text in response to user prompts and questions. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

The use of AI chatbots can pose significant risks if used by students completing qualification assessments. They have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/articles by real or fake people.

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not.

As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), all work submitted for qualification assessments must be the students' own.

Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), an investigation will take place and any appropriate action taken.

AI misuse

As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

5. Coursework and Non-examination Assessment (NEA)

For full guidance refer to JCQ publication '*Instructions for conducting coursework and Instructions for conducting non-examination assessments*'

It constitutes varying proportions of the marks in different subjects and is vital for students to gain success in external examinations at the end of the Key Stage.

External Dependencies

Coursework/NEA forms an element of the assessment procedures of both the internal and external examination system of students and as such is subject to regulation by the relevant examining body and JCQ.

Controlled Assessment Scheduling

Due to the number and range of subjects in which students will take controlled assessment it will not be possible to ensure that students are not undertaking more than one piece of coursework/NEA at once and therefore students may be under considerable pressure at certain points during their courses with coursework/NEA preparation and deadlines.

Therefore the school will:

- Ensure that students are supported and appropriately paced throughout their controlled assessments (as far as is possible).
- Ensure that students are supported through the tutorial system with the recording and management of assessment deadlines and preparation pressures.
- Where feasible provide catch up sessions for students who miss a coursework/NEA session when initially scheduled.

The School's Responsibilities are:

- Ensure that all students have equal access to everything they need to complete their coursework/NEA in a fair way.
- Ensure that an effective communications strategy is in place to make sure that parents are fully informed about their child's preparation and progress in coursework/NEA in alignment with the whole school policy on reporting.
- Ensure that each academic department develops, maintains and implements its own internal assessment procedures in line with the whole school policy for assessment and recording.
- Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc.) for assessments and stress to them and to their parents/carers the risks of malpractice.
- Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools
- Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents)
- Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject
- Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

The Department Leader's Responsibilities are:

- Decide on the awarding body and specification for a particular GCSE/A level and implement the appropriate assessment arrangements outlined by the board.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure the assessment procedures as outlined in the Department's policy are in accordance with the examination board's policy and are implemented fully in practice.
- Ensure the deadlines are clear, realistic, agreed and shared with department teaching staff, other school staff with an interest (Progress Leaders, pastoral team etc), students and parents/guardians as appropriate.
- Ensure that students are informed of their marks and of their right to request a review of marking before marks are submitted to the board.
- Ensure that individual teachers understand their responsibilities with regard to coursework/NEA.
- Ensure that individual teachers are aware of the risks of AI misuse and how to spot it.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that all teacher feedback refers to published mark schemes and guidelines.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Keep records of coursework/NEA preparation and task taking maintained and up to date.
- Supply to the exams officer any necessary details of the coursework/NEA assessments.
- Ensure that all staff in the department follow the same procedures.

Individual Subject Teachers' Responsibilities:

Each subject teacher is responsible, under the guidance of the DL, for the implementation of external and internal assessment of classes allocated to them in the relevant academic year. Classroom teachers will be supported in all of these activities by the management structure of the school and specifically their DL. Therefore class teachers are required to:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting coursework & instructions for conducting non-examination assessment*.
- Understand the risks associated with the misuse of AI.
- Understand how to identify where AI misuse may have taken place and the procedure that needs to be followed to raise this with the exams team.
- Understand and comply with the awarding body specification for conducting coursework/NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Understand the scheduling of coursework/NEA in their department.
- Ensure that students are fully aware of the implications of coursework/NEA and the procedures for task marking, internal standardisation and external moderation.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, using the password provided from the exam board, keeping a record of the marks awarded.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

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- Ensure students are fully aware of coursework/NEA requirements by giving them the task requirements, course specification and marking criteria in advance of the task being taken.
- Retain candidates' work securely between and after assessment sessions.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for individual units, whether internal assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.
- Distribute marksheets from the exam board (where these are provided) for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where coursework/NEA cannot be conducted in the classroom arrange suitable accommodation where it can be carried out, at the direction of the senior leadership team.
- To ensure any suspicions of AI misuse are raised with AAHT (Achievement & Curriculum) such that a full investigation can take place in accordance with section 7 of the policy).

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for where applicable. Candidates with a physical disability are allowed to sit their examinations in a ground floor room. A scribe or reader will be provided where appropriate. Students with a mental health condition will be given the option to sit their examinations in a separate, smaller room.
- Work with teaching staff to ensure requirements for support staff are met.

Student and Parental Responsibilities are:

- Parents - avoid taking their child out of school where such actions will impact on their child's ability to complete coursework/NEA.
- Students – understanding coursework/NEA regulations and signing a declaration that authenticates the work as their own work.

Ownership of Coursework/NEA

Any piece of controlled assessment created by the student remains under ownership of the school and once submitted will be securely stored by the school until it has no further value as examination materials. The examination board will request samples of students work to assess the internal marking of student work. In these circumstances any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

It is recommended that students are given a copy of any coursework/NEA for their own records. This may be before or after the work has been marked depending on the requirements of the task. DLs may make their own arrangements to return work to students once it has no further value to the school.

Written Appeals Procedure for internal assessments

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning internal assessment:- Please see section 7 of this policy.

6. Plagiarism

Where Plagiarism is identified the sanctions outlined in Section 5 of this policy will be applied.

What is plagiarism and why is it important?

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is very important that you give credit where it is due.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion or theory
- any facts, statistics, graphs, drawings – any pieces of information that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrase of another person's spoken or written words.

Plagiarism and the World Wide Web

The World Wide Web has become a popular source of information for student papers, and many questions have arisen about how to avoid plagiarising these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or a quote from a website, they must cite that source.

If a writer wants to use visual information from a website, many of the same rules apply. Copying visual information or graphics from a website (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from websites – for example, if a student is constructing a web page as a class project, and copies graphics or visual from other sites, they must also provide details about the source of this information. In this case, it might be a good idea to obtain permission from the website's owner before using the graphics.

Strategies for Avoiding Plagiarism

- Put in quotations everything that comes directly from the text, especially when taking notes.
- Paraphrase*, but make sure you are not just rearranging or replacing a few words. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Using someone else's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Acknowledgement of sources

In many subjects candidates will need to use information from published sources (including the internet) when carrying out their coursework. However, candidates must not copy published material and claim it as their own work. If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material.

- A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000 p 29).
- For material taken from the internet, the reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:
http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm

[downloaded 5 February 2023].

Candidates may be required to produce a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to, for example: Curran, J. Mass Media and Society (Hodder Arnold, 2005)

It is expected that teachers will cover plagiarism during their lessons. Copies of this policy document are published on the School's website and are available on staff public. Also included is a plagiarism contract which subject teachers can ask students to complete before commencing work (example overleaf):

The Crossley Heath School
_____ **Department**

Plagiarism home / school contract

Plagiarism is defined by the Joint Council for Qualifications as 'unacknowledged copying from published sources (including the Internet) or incomplete referencing' NB this refers to even a short phrase.

It would include:

- buying an essay,
- getting someone to do the work,
- giving false information about a source,
- copying sections from a friend,
- having someone telling you what you could put (eg dictating a phrase),
- copying and pasting from the internet,
- use of AI or AI chatbots to produce your work,
- copying from a textbook,
- omitting quotation marks from a quotation,
- paraphrasing without referencing the source.

Within the department, the subject teachers will endeavour to ensure that the work is the candidate's own. However, once a coursework folder has been submitted to the board, any plagiarism found would be dealt with through the exam board's procedures. Such serious candidate malpractice may result in the following:

- Disqualification from a unit
- Disqualification from a whole qualification
- Disqualification from all exams taken in that series
- Candidate debarment for a number of years

It may also jeopardize the GCSEs/A levels of other students at this centre and may even result in a series of sanctions for the department and school, potentially leading to the suspension of our ability to issue A level certificates.

As parent / guardian I understand the regulations and consequences outlined above.

Signed.....date.....

As the student, I understand the above and will ensure that all work submitted is my own.

Signed.....date.....

7. Disciplinary Procedures for Academic Misconduct

Academic misconduct can be defined as any attempt by a student to gain an unfair advantage in either internal or external assessments. Academic misconduct is widely recognised to be (but may not be limited to):

- ◇ *Copying*: an imitation or reproduction of another student's work.
- ◇ *Plagiarism*: the reproduction of another person's work, which may have been copied from a book or downloaded from the internet and not duly acknowledged.
- ◇ *Collusion*: a secret agreement between students to gain advantage during internal/external assessment.
- ◇ *Bribery/attempting to bribe*: attempting to bribe a teacher for the answers to any assessment or for their assistance during the assessment.
- ◇ *Misuse of AI*: a student using AI to produce work and submitting it as their own.
- ◇ *Impersonation*: one student taking an assessment on behalf of another in order to gain advantage.
- ◇ *Falsifying/fabricating data*: students making up data on which an internal assessment is based which they were supposed to have collected.
- ◇ Any other attempt to deceive the school and examination body in order to gain a mark which they would not have achieved without the deception.

Candidates **must not**:

- submit work which is not their own;
- lend their own work to others or allow their work to be copied;
- allow others access to, or the use of, their own independently sourced material (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);
- use any books, the internet or other sources without acknowledgement or attribution;
- submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

In the case of suspected malpractice, the following procedures must be followed as per JCQ guidelines:

If irregularities in controlled assessments are discovered **prior** to the candidate signing the declaration of authentication this should be dealt with under the centre's internal procedures and need not be reported to the awarding body. Details of any work which is not the candidate's own **must** be recorded on the authentication form supplied by the awarding body or other appropriate place.

If irregularities in coursework/NEA are identified by a centre **after** the candidate has signed the declaration of authentication, the head of the assessment centre (Head Teacher) **must** submit full details of the case to the relevant awarding body at the earliest opportunity.

In the case of reports of suspected malpractice in coursework NEA received from examiners or moderators, the awarding body, where necessary, will ask the head of the assessment centre (Head Teacher) to conduct a full investigation into the alleged malpractice and report his/her findings to the awarding body.

Awarding bodies reserve the right to submit candidates' work to third party IT service providers in order to detect potential and suspected malpractice. Any such submissions will be done in a way which protects the identity of the candidate.

Procedures for investigating alleged malpractice

All cases of malpractice are reported to the Examinations Officer who will inform the head of the assessment centre (Head Teacher). The head of the assessment centre (Head Teacher) will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in coursework or non-examination assessments where the offence relates to the content of candidate work (copying / collusion, plagiarism and/or AI misuse) and the authentication forms have not been signed by the candidate. If it is necessary to delegate the gathering of information to a senior member of centre staff, the awarding body's agreement is obtained and the senior member of centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice. The head of the assessment centre (Head Teacher) should ensure there is no conflict of interest (see below), which might compromise the investigation. The head of the assessment centre (Head Teacher) must lead on submission of the report to the exam board.

Investigation by the School into alleged malpractice by candidates

The head of the assessment centre (Head Teacher) or delegated information gatherer will conduct a full enquiry into the malpractice. If malpractice is suspected to have taken place, then a full written report (using Form JCGQ/M/01 where appropriate) is submitted to the Awarding Body with supporting evidence.

- Candidates accused of malpractice are made fully aware at the earliest opportunity of the nature of the alleged malpractice, and of the possible consequences should malpractice be proven. The parents/guardians of the candidates are also notified of the alleged malpractice and of the possible consequences.
- Candidates accused of malpractice must be given the opportunity to respond (preferably in writing) to allegations made.
- Candidates accused of malpractice should be made aware of the avenues for appealing should a judgement be made against him or her.
- Full details of an Awarding Body's appeals procedure will be sent to the candidate and parents/guardians if the judgement goes against the candidate.
- The candidate and parents/guardians will be informed in writing of the outcome of the Awarding Body's decision.

Investigation by the School into alleged malpractice by members of staff

- Investigations into any case of malpractice or irregularities against a member of staff must normally be carried out in the first instance by the head of the assessment centre (Head Teacher) of the school, in conjunction with the Awarding Body.
- Investigations into alleged malpractice or irregularities against the head of the assessment centre (Head Teacher) must be carried out by the Chair of the School's Governing Body, or the responsible employer, and reported to the Awarding Body when completed.
- Any member of staff accused of malpractice or irregularities must be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice, and the possible consequences should malpractice be proven.
- Any member of staff accused of malpractice or irregularities must have the opportunity to respond (preferably in writing) to allegations made.
- Any member of staff accused of malpractice or irregularities must be made aware of the avenues for appealing should a judgement go against him or her.
- When investigating serious cases or alleged staff malpractice, it may be necessary for a member of the Awarding Body staff to be present at an interview with the staff member concerned. The member of staff being interviewed may be accompanied by a friend or union representative.
- In accordance with the requirements of the Code of Practice and the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland, a report on

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cases where members of staff are found to have committed malpractice, together with details of the action taken by the head of the assessment centre (Head Teacher), the Governing Body or the responsible employer must be forwarded to the regulatory authorities and may be made available to other Awarding Bodies if the Awarding Body decides that the circumstances of the case are sufficiently serious to warrant such reports being made.

Centre Staff Malpractice

The following are examples of malpractice by Centre staff. The list is not exhaustive and other instances of malpractice may be considered and acted upon.

- Moving the time or date of a fixed examination (beyond that permitted) without notifying the relevant Awarding Body.
- Failing to keep examination papers secure prior to the examination.
- Obtaining unauthorised access to examination material prior to an examination.
- Assisting candidates in the production of assessed work, beyond that permitted by the regulations.
- Allowing candidates unsupervised access to controlled exemplar material, whether this is the work of former students or that provided by the Awarding Body.
- Failing to keep student computer files secure.
- Assisting or prompting candidates with the production of answers.

Reports

It is the responsibility of the head of the assessment centre (Head Teacher), acting on behalf of the Awarding Body, to submit a full written report of an investigation and to provide the following where appropriate:

- A statement of the facts, a detailed account of the circumstances and details of any investigations carried out by the Centre.
- Written statement(s) from the invigilators or other staff concerned.
- Written statements from the candidate(s) concerned.
- Any mitigating factors (e.g. relevant medical reports).
- Information about the School's procedures for advising candidates of the Awarding Bodies' regulations.
- Seating plans.
- Unauthorised material found in the examination room.
- Any work of the candidate and any associated material (e.g. source material for coursework) which is relevant to the investigation.
- The form JCQ/M01 should be used as the basis of the report for candidate malpractice.
- The form JCQ/M02 and then JCQ/M03 should be the basis of the report for staff malpractice.

8. Management of public examinations entries for students

The purpose of this section of the policy is to provide clear guidance on the procedures to be followed when managing student entries for public examinations. It should be noted that students will only be withdrawn against their wishes in exceptional circumstances.

Student entries

- The Exams Officer will make the provisional exam entries in January. Department leaders will be asked to check and verify this initial list of entries by the Exams Officer.
- Students requiring modified papers must have their entries made for all subjects prior to the deadline at the end of January. All exam entries must be confirmed by the access arrangements deadline (late March).
- Where there is uncertainty on the qualification a student will sit e.g. Further vs Additional Maths or Triple vs Combined Science, our exams team will enter students for both and make the appropriate withdrawal following confirmation of the correct qualification.

Students withdrawn from examinations at the request of teaching staff

- Department Leader to ensure that adequate support has been provided for the student throughout the examination course. This will include the use of the school systems to ensure that all relevant pastoral staff and parents are aware of any issues.
- A final warning to have been given to the student and communicated in writing to the pastoral staff via a referral and to the parents in the form of a letter from the Department Leader (via the Deputy Head).
- The Deputy Head and appropriate Pastoral/Progress Leaders to agree with the Department Leader that withdrawal from the examination(s) is appropriate.
- The student to be informed by the Department Leader that they are being withdrawn from the examination(s).
- Examinations officer and data manager (ref PARS/school data etc) to be informed by the Department Leader.
- Parents to be informed of the decision by letter from the Deputy Head.

Students requesting withdrawal from an examination

- Department Leader/Progress Leader to interview the student and ensure there are appropriate reasons for withdrawing from the examination.
- Appropriate academic and pastoral staff to be consulted (subject teacher, form tutor, progress leader, Assistant Head) via referral and information to be collated in written form and passed to Deputy Head.
- The Deputy Head to discuss with Headteacher to decide whether a withdrawal from the examination is appropriate and inform the Department Leader/teacher.
- The student to be informed by the Department Leader that they are being withdrawn from the examination.
- Examinations officer and data manager (ref PARS/school data etc) to be informed by the Department Leader.
- Parents to be informed of the decision by letter from the Deputy Head.

9. Appeals Procedure & 10. Reviews of Centre Marking

Written Appeals Procedure

There may be circumstances when a student feels that their work has not been treated fairly and therefore all students and/or parents may submit an internal appeal to examine whether the work was treated in accordance with the policies and procedures laid down by the school and the examination bodies. This procedure also covers appeals against decisions to reject a candidate's coursework/NEA on grounds of malpractice. This is similar but separate to requests for reviews of marking (see section 8a). Each awarding body publishes its arrangements for appeals against its decisions.

"The appeal applies to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used."

"The parent or guardian must make the appeal in writing to the School's Examinations Officer. The appeal must be submitted to the Exams Officer in writing at least 4 weeks before the last examination in the series in which the assessment was submitted (normally by 30 April for examinations in the summer series). This deadline may be extended in exceptional circumstances in situations where the marking and moderation schedule extends beyond this time."

The enquiry into the internal process will normally be led by the Examinations Officer and the Leadership Group curriculum manager, provided that neither has played any part in the original internal assessment process. The Exams Officer will investigate any breaches to the school's coursework/NEA, internal assessment or marking policies. This will include consideration of the examination body's procedures. Wherever possible this investigation will take place before the final examination in the series has been completed.

The teacher making the assessment will be able to respond to the appeals in writing, and a copy will be sent to the appellant.

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".

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interest of the candidates.

If the appellant is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of 3 persons not previously involved, normally the head of the assessment centre (Head Teacher) and 2 relevant members of the Governing Body.

Enquiries About Results (Re-marks)

In case of Enquiries About Results, where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

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Note:

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 the School's control will not be considered in the School's appeals procedure.

10a. Reviews of marking - centre assessed marks

(GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Crossley Heath School is committed to ensuring that whenever its staff mark candidates' work 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. Crossley Heath School 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.

1. Crossley Heath School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Crossley Heath School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Crossley Heath School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Crossley Heath School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Crossley Heath School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. Crossley Heath School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Crossley Heath School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Crossley Heath School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Crossley Heath School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

10b. Review of centre assessed marking

The process and procedure outlined below should be planned and completed ahead of the examination body's published deadlines for the submission of centre assessed marks.

The aim of the review is to ensure that a student's mark is consistent with the standard set by the centre. Therefore other students work may also be marked to determine and judge consistency across the cohort. The centre's marking will continue to be moderated by the examination board.

Procedures

1. Inform students of their centre assessed mark after all work has been marked.
2. The marks will be sent off to the exam board and will be moderated – marks may be adjusted.
3. Inform students they may request a review of the centre's marking. The following should be explained to the students;
 - A written request must be within 2 days of the student receiving their mark. Requests after 2 days will not be accepted.
 - The student must complete a written proforma requesting a review and outline the reasons for the request. The proforma is available from the Exams Officer.
 - Students may request copies of materials to assist them in making a decision. Such materials may include the relevant specification and any associated subject-specific documents as required.
 - Students will not be allowed to take their work out of school. Students will make a decision whether to request a review of the centre assessed marking based on work they do (with teacher supplied materials as requested) during a lunchtime as arranged by the teacher.
 - Students should understand that there will be a full review of the centre's marking which may include other students' work.
 - Students should understand that marks can go down as well as up.
 - The reviewer will be of 'appropriate competence' and may be another member of staff in school or an assessor from another school.
 - If a disagreement in the marking is highlighted then the Head of Centre has the final decision.
 - The cost of the request will be £90 based on 3 hours work.
4. Students will be informed in writing by the centre regarding the outcome of the review.
5. The Head of Centre's decision will be final if there is a discrepancy in the original and reviewed marking.

11. Payment for Exams & Private Candidates

Full time students (11-19)

In this section the term student refers specifically to students enrolled full-time at the Crossley Heath School.

1. The school will pay the fees for exam entry for students taking an exam(s) that arise(s) directly from their timetabled studies at the Crossley Heath School providing they have completed all the required elements of a course.
2. Students taking exams in subjects for which they have not been prepared by the school will be expected to pay examination administration and invigilation costs. The school may, at the Head's discretion, pay the exam fees for students to complete GCSEs in languages they have learnt outside of school.
3. Students enrolled in the sixth form re-taking GCSE exams they have previously sat will be required to pay the costs of these examinations and administration costs.
4. Students re-sitting a whole year will be considered to have begun a new course and examinations taken prior to starting the year again will not be taken into account when deciding if they should pay examination costs.
5. Students who do not attend for an examination or part thereof for which they have been entered will be charged the examination fee. Where a student makes a request to be entered for an examination which is not one the school is preparing them for, and where they subsequently change their mind, the candidate is liable for any costs already incurred by the school as a result of their request.

Former students

In this section the term 'former student' refers specifically to students who were previously enrolled full-time at the Crossley Heath School but have subsequently left and are no longer on roll.

6. Where a former student requests to sit (or re-sit) an exam at the school a decision will be made by the Head of Centre in consultation with the Exams Officer as to whether the requested exam can be reasonably accommodated, taking into account factors such as availability of rooms and invigilators. Requests will only be considered for students to re-sit exams for courses they completed at the Crossley Heath School, and to re-sit GCSE exams they must be a student attending our sixth form.
7. Where it is possible to accommodate the request without disruption or significant extra cost to the school, former students will be allowed to take examinations at the school but they are expected to pay their own examination fees as well as any costs arising from the examination such as additional invigilation and administration costs.
8. In addition to the above fees and costs, a £10 administration fee will be added to the application.
9. Private candidates will be notified of the fees and costs and full payment should be received by the school before the examination date through the school online payment system.

External Candidates

10. The school does not normally offer the opportunity to sit examinations at the centre if the candidate is not a former student.

The Crossley Heath School

Review of marking – centre assessed marks

Name	
Candidate number	
Subject	
Centre informs candidates of centre assessed marks	Date
Request for review to be returned by	Date
Review of centre's marking requested for the following reasons;	
Candidate signature	Date
Head of Centre – consideration of review	
Date	
Request approved	
Request denied	
Outcome of marking review	
Reviewer signature	Date
Student to be informed in writing by centre	

April 2025

GCSE Food and Nutrition

Dear Student

Your marks for the non-examination assessment are below. The examination board will moderate the centre's marking.

NEA1 (30)	
NEA2 (70)	

Review of NEA procedure

As per the Joint Council for Qualifications regulations we are obliged to inform you that a student can request an appeal of the centre's marking procedures.

The aim of the review is to ensure that the centre has followed a consistent procedure that has been applied to all students' coursework equally. It must be stressed that this is NOT a review of an individual's mark, but a review of the assessment procedure carried out by the school

It is important that candidates understand that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and therefore should be considered provisional.

Procedures

The review procedure is outlined below:

- A written request to review the marking must be received by **4pm Thursday 2nd May**. Requests after this time will not be accepted.
- The student must complete a written pro-forma requesting a review and outline the reasons for the request. The pro-forma is available from the Exams Officer.
- Students may request copies of materials to assist them in making a decision. Such materials may include the relevant specification and any associated subject-specific documents as required.
- Students will not be allowed to take their work out of school. The opportunity to review the relevant materials will be provided on a lunchtime upon request and by arrangement with the teacher.
- Students should understand that marks may go down as well as up following a procedure review.
- The reviewer will be of 'appropriate competence' and may be another member of staff in school or an assessor from another school.
- If a concern is highlighted in the procedure then the Head of Centre has the final decision.
- The cost of the request will be £90 based on 3 hours work.
- Students will be informed in writing by the centre regarding the outcome of the review.

Dr/Mr/Mrs/Ms xxxxx

Teacher of xxxx

Word Processor Procedure (Exams) 2026

This procedure is reviewed annually to ensure compliance with current regulations.

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENco	Chris Davis
Assistant SENCo	Emma-Louise Haigh
IT Manager	Ben Bale

This process is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams. References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2021-2022 and Instructions for Conducting Examinations 2021-2022 publications.

Introduction The use of a word processor in exams and assessments is an available access arrangement.

(AA 4.2.1) The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENCo, or an equivalent member of staff within the school, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.

(AA 4.2.2) Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3) Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos/ALS Manager must consider the need for access arrangements on a subject-by-subject basis.

Purpose of the policy

This policy details how The Crossley Heath School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams. The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs Needs may include:
 - A learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - A medical condition
 - A physical disability
 - A sensory impairment;
 - Planning and organisational problems when writing by hand
 - Poor handwriting (AA 5.8.4)

Only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)

- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- Must consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)

- Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not:

- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4) **Exceptions**

The only exceptions to the above where the use of a word processor would be considered for a candidate would be:

- 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 (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in a different room from the main cohort, usually with a small number of other candidates using a word processor.

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals
- instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24) (ICE 14.25)

The centre will ensure the word processor

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a type-writer, not as a database, although standard formatting software
- is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- Does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.

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- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- is provided by the centre
- is cleared of any previously stored data **Printing the script after the exam is over**

The centre will ensure to:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word-processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script

(if required by an awarding body)