



**ST MARGARET'S
CHURCH OF ENGLAND
HIGH SCHOOL**



Headmaster
Dr D F Dennison

"Achievement by faith and work"

To be part of the Church's service to the Diocese of Liverpool, in the task of education, by working in partnership with parents and the wider community to create a stimulating environment. To this end Governors, Staff and Students feel involved as individuals and can develop their intellectual, moral, social, aesthetic and spiritual potential to the full in the light of the Christian Gospel.

(School Mission Statement)

POLICY ON: PUBLIC EXAMINATION ENTRIES

RATIONALE

This policy lays down in principle and practice the guidelines whereby students are entered for Public Examinations between Years 10 and 14.

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam 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.

Persons responsible and to whom observations and comments should be made:-

Dr D F Dennison	Headmaster
Mr A Hayhurst	Deputy Head
Mrs J Anders	Examinations Officer

Review and Evaluation

This policy will be reviewed annually by the appropriate Governors' Committee in the light of advice from:

1. The Examination Boards
2. The Headmaster and other responsible persons.

Reviewed and updated: October 2010.

Next review: October 2011.

Recommended by CSW on:

Approved by full Governing Body on:



TECHNOLOGY
COLLEGES

ST.MARGARET'S CHURCH OF ENGLAND HIGH SCHOOL
MISSION STATEMENT



‘ACHIEVEMENT BY FAITH AND WORK’

"To be part of the Church's service to the Diocese of Liverpool, in the task of education, by working in partnership with parents and the wider community to create a stimulating environment. To this end Governors, Staff and Students feel involved as individuals and can develop their intellectual, moral, social, aesthetic and spiritual potential to the full in the light of the Christian Gospel."

It is intended that education at St.Margaret's should be both life-lasting and life-enhancing. Our mission statement focuses on the work and the life of the school which takes place in an orderly atmosphere where self-discipline, mutual respect and the welfare of each individual is greatly valued. Importance is given to regular worship, religious education in the classroom and on the general presentation of Christianity in the school family. The school presents the teaching of Our Lord but recognises that commitment is a matter which must be left to each individual.

We regard the school as an extension of the family. We want everyone to enjoy their time with us, to be proud of their school and to uphold the principles that underpin a Christian School.

School Aims and Vision

- (i) to promote Christian values and service in order that all may discover their own individual value and self-worth and to encourage them to respect the rights and beliefs of others;
- (ii) to enable everyone to maximise their intellectual achievement and develop their talents in a wide range of educational skills according to each persons abilities;
- (iii) to develop lively, enquiring minds with a sense of excitement and curiosity about the world, which will encourage the search for truth and equip all for lifelong learning;
- (iv) to provide a safe, supportive and stimulating environment where all may grow towards a sense of fulfilment;
- (v) to promote physical development and health education and to recognise the benefits of physical endeavour;
- (vi) to help students find a true vocation in life; to take their place in an increasingly global and technological work environment; to prepare them for life in the community beyond school and the part they, as individual Christians, can come to play in society;
- vii) to generate an enthusiasm for the protection of the environment on a local, national and international level;
- (viii) to enhance the concept of partnership between students, parents, teachers and the broader community, including the church, charitable organisations, primary and tertiary educational institutions, employers, industry and commerce.

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1. Exam Responsibilities

Head of centre / principal

Overall responsibility for the school/college as an exam centre:

- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams office manager / exams officer

Manages the administration of public and internal exams and analysis of exam results:

- advises the senior management team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SMT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SMT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Deputy head / vice principal

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Heads of department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer, in order that they may be collated and sent to the Boards by their deadlines.
- Accurate notification of subject specification and module codes to exams officer and students

Head of careers

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to heads of department / faculty.

SENCO

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Lead invigilator/invigilators

- 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 and with correct candidate numbers, at the end of the exam and their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

- Support for the input of data.
- Posting of exam papers.

2. The Statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the head of centre, deputy head, heads of department and the heads of sixth form.

The statutory tests and qualifications offered, GCSE, A levels and BTEC, DIDA.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by April of the previous year.

At key stage 3

All candidates will take English, mathematics and science and ICT (from 2008). The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level.

Decisions on whether candidates should not take an individual subject or all NCTs will be taken in consultation with the candidates, parents/carers, SENCO and the subject teachers.

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At post-16

It is expected that AS modules will be completed during year 12 and A2 modules during year 13, although AS modules may be re-taken during year 13.

3. Exam Session and timetables

3.1 Exam seasons

Internal exams are scheduled in February, May, June and September.

External exams are scheduled in November, January, March and June.

Internal exams in Yr 11, Yr 10, Yr 7 & 8 optional tests are held under external exam conditions.

Which exam series are used in the centre is decided by the heads of department.

3.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the heads of subject, heads of department and the subject teachers.

It is the responsibility of The Heads of Department to ensure the correct specification and module codes are given to the Examination Officer. Also that all relevant student names have been entered for each module and any amendments reported before the deadlines to the Examination Officer.

A candidate or parent/carer can request a subject entry, change of level or withdrawal, although the final decision will remain with the Head of Department, Head of Year, Pastoral Deputy and Curriculum Deputy.

The centre does not accept entries from external candidates.

4.2 Late entries

Entry deadlines are circulated to heads of department via notice board and post.

Late entries are authorised by exams officer.

4.3 Retakes

Retake decisions will be made in consultation with the candidates, subject teachers, exams officer and the heads of department.

(See also section 5: Exam fees)

5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A2 initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre unless the late entry is the fault of a resit candidate in which case the candidate is responsible for the additional cost.

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.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Retake fees for first and any subsequent retakes are paid by the candidates.

(See also section 4.3: Retakes)

Candidates must pay the fee for an enquiry about a result, unless specifically requested by the centre. (See also section 11.2: Enquiries about results [EARs])

6. The Disability Discrimination Act (DDA), special needs and access arrangements

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

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 SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

7. Estimated grades

Estimated grades

The heads of department will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will be used for exam supervision.
They will be used for all exams.

The recruitment of invigilators is the responsibility of the exams office.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the centre administration.

CRB fees for securing such clearance are paid by the invigilators.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the centre administration.

8.2 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 is responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff must be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical exams subject teachers must be on hand in case of any technical difficulties.

Exam papers must not be removed from the exam room before the end of a session. Papers will be distributed to heads of department/faculty at the end of the exam session.

ST MARGARET'S C.E. HIGH SCHOOL

9. EXAMINATION EMERGENCY EVACUATION PROCEDURE

An emergency is declared when the Fire Bell is rung. **Invigilators and candidates must ignore the Fire Bell until a “real emergency” requiring an evacuation is reported to the examination room.** If an emergency examination evacuation is declared then the following procedure should be followed.

1. If an emergency is declared the invigilators will evacuate the examination room when the Fire Bell sounds, taking the attendance register with them.
2. The invigilators will ensure that all question papers and scripts are left in the examination room.
3. In the case of on screen tests invigilators should pause the test for all candidates and lock the assessment room after evacuation without closing down the software.
4. The invigilators will ensure that the candidates are supervised as closely as possible whilst they are not in the examination room so as to ensure there is no collusion.
5. The invigilators will continue to supervise the candidates whilst the examination room and surrounding area is inspected or searched.
6. The invigilators must ensure that the candidates or other persons do not re-enter the building until the “All Clear” is declared by the Master-in-Charge of co-ordinating the emergency.
7. After the candidates have returned to the examination room and before the examination is resumed, where it is feasible to do so, the invigilator will indicate on the candidates' work the point at which the interruption occurred.
8. The invigilator **must** note the time and duration of the interruption and advise the examinations officer of this.
9. The full working time prescribed for the examination must be given to the candidates.
10. For on-screen tests invigilators must control the restart to reset timing if applicable and ensure candidates can re-access their various responses. If failure with hardware or software occurs then candidates should continue the assessment session at a different workstation or at a later time, if necessary, without loss of working time. In extreme cases it may be preferable to provide a paper assessment.
11. The invigilators must liaise with the examinations officer to complete a full report of the incident for submission to the Examining Board/Group.

10. Candidates, clash candidates and special consideration

10.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The exams officer/Head of Year/Head of Department will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

10.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

10.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

11. Coursework and appeals against internal assessments

11.1 Coursework

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of department will ensure all coursework is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams office by the heads of department.

11.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework / controlled assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

12. Results, enquiries about results (EARs) and access to scripts (ATS)

12.1 Results

Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates to provide sae).

Arrangements for the school to be open on results days are made by the head of centre.

The provision of staff on results days is the responsibility of the exams officer.

The centre aggregates at the end of year 12 for AS grades, and at the end of year 13 for A2 grades.

12.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not request an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this, they will be charged.

(See section 5: Exam fees)

12.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

13. Certificates

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for five years.

14. Entry Entitlement

1. ENTRY LEVEL CERTIFICATE

Candidates are entitled to have their entry paid from the appropriate budget line. Assessment is continuous and there are no written examinations. Repeat courses are not available in Year 12.

2. GCSE

a) First Time Entry

Candidates are entitled to one examination entry paid for from the appropriate budget line. Entries are to be made at the discretion of the subject Head of Department, following Mock Examinations, successful meeting of coursework deadlines and monitoring of progress.

b) Re-entries

The school does not normally re-enter candidates for GCSE subjects, except in exceptional circumstances. These will be at the discretion of the Head of Department concerned/in consultation with the Examinations Officer.

c) Absences

A student who fails, without good reason, to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) an entry fee, by absence from the written paper(s) and/or failure to complete coursework, then the Governing Body may seek to recover that fee from the parent.

d) Extra Subjects

Where a student has not been prepared for a public examination by the school, the Governing Body will make a charge for the cost of entering the student for the subject, as they can for entries to non-prescribed subjects whether or not prepared by the school.

3. GCE(A2) COURSES

4. GCE (AS)COURSES

(all new courses have modular specifications)

- a) Only ONE attempt at each Module will be allowed at school expense.
- b) The cost of re-entries for Modules is to be met by the candidate. In the light of new QCA regulations (Jan. 2004) candidates may resit modules an unlimited number of times.

5. BTEC

- a) Candidates are required to complete Units by set dates.
- b) Candidates absent from, or failing to achieve the required level in, end of Unit tests or wishing to resubmit their portfolio are able to resit at their own expense.
- c) Candidates must be prepared to meet the deadline dates for verification of their portfolio.

6. ASSET LANGUAGES

All candidates are entitled to one examination entry paid for from the appropriate budget line. Any resits are at the discretion of Head of MFL and paid for by the MFL Department.

15. Management Policy for controlled Assessments

Outlining staff responsibilities - GCSE controlled assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

- 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.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. (To be found on the JCQ website under controlled assessment).
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- 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, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- 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 assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Send marksheets to awarding bodies before deadlines.

- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Curriculum Manager
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Curriculum Manager
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Curriculum Manager H.O.D.
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Use more than one classroom or multiple sittings where necessary	Curriculum Manager H.O.D. E.O.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	H.O.D. Network Manager
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	E.O. Network Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	H.O.D. Network Manager E.O.
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Pre-book IT equipment for a second session as a precaution.	H.O.D.
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	H.O.D. E.O.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	E.O.
Supervision			
Student study diary/plan not provided or completed if required.	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	SUBJECT TUTOR.
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Exam Officer ensures H.O.D. are aware of this.	E.O.
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	H.O.D. to advise E.O. in advance.	E.O.

Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification.	Seek guidance from the awarding body	E.O.
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	H.O.D.
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	E.O.
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	H.O.D. E.O.
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	H.O.D. E.O.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	H.O.D. E.O.
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	H.O.D. E.O.
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	SUBJECT TUTOR H.O.D.
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	E.O.

