



EXAMS POLICY

Contents

- 1. Exam responsibilities**
- 2. Entries, entry details, late entries and retakes**
- 3. Exam fees**
- 4. The Disability Discrimination Act (DDA), special needs and access arrangements**
- 5. Estimated grades**
- 6. Managing invigilators and exam days**
- 7. Candidates, clash candidates and special Consideration**
- 8. Responsibilities for Conducting Controlled Assessments**
- 9. Appeals against internal assessments**
- 10. Results, enquiries about results (EARs) and access to scripts (ATS)**
- 11. Fire Evacuation Policy**
- 12. Controlled Assessment Policy**
- 13. Examination Contingency Policy**
- 14. Risk Assessment**

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.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Head of School and the exams officer.

1. Exam responsibilities

Head of School

Overall responsibility for the school as an exam centre:

Exams officer

Manages the administration of examinations and provides data to the Data Manager for the analysis of exam results:

- advises the senior leadership 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 Joint Council's *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- line manages exams invigilator
- Ensures candidates' coursework marks are submitted, 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 SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Teachers

- 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.
- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Exams officer
- 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 learners achieve their course aims.

Candidates

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

Administrative staff

- Posting of exam papers.

2. Entries, entry details, late entries and retakes

2.1 Entries

Candidates are selected for their exam entries by the heads of subject. A candidate can request a subject entry, or withdrawal.

2.2 Late entries

Entry deadlines are circulated to teaching staff via email. Late entries are authorised by heads of subject and exams officer.

2.3 Retakes

Retake decisions will be made in consultation with the candidates, subject

teachers, exams officer and Head of School

Initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre.

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

3.1 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.

3.2 Special needs

A candidate's special needs requirements are determined by the subject teacher, form tutor and the educational psychologist.

The Form Tutor 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 Exams officer can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

3.3 Access arrangements

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

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Subject teacher.

Rooming for access arrangement candidates will be arranged by the Subject Teacher with the exams officer.

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

4. Estimated grades

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

5. 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 invigilators.

Site management is responsible for setting up the allocated rooms.

The Subject teacher where possible will start all exams in accordance with JCQ guidelines and with the support of the Exams officer.

6. Candidates and Special Consideration

6.1 Candidates

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 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.

6.2 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.

7. RESPONSIBILITIES FOR CONDUCTING CONTROLLED ASSESSMENTS

Head of School and Exams officer

The Head of Centre is responsible for ensuring that controlled assessment work is conducted in accordance with JCQ regulations (Instructions for Conducting Controlled Assessments) and any subject specific instructions issued by the Awarding Bodies

Teacher's responsibilities

- ◇ To be familiar with and adhere to the general guidelines contained in the JCQ regulations
 - ◇ To be familiar with and adhere to the specific instructions for conducting controlled assessments contained in the awarding body regulations, specifications and websites for each specific subject. See addresses below.
 - ◇ To obtain from the Exams Officer confidential material and tasks as set by the awarding bodies in sufficient time to make preparation for the assessments.
 - ◇ To supervise to the correct standard all assessments for which they are responsible, undertaking such tasks as the regulations require and permitting only such assistance as the specifications allow.
 - ◇ To ensure that authentication forms are signed by students and supervising teachers on completion of the assessment.
 - ◇ To mark such assessments according to the mark schemes provided by the awarding bodies and submit the marks through the Exams Office to the awarding bodies when required, retaining a copy of the marks awarded.
 - ◇ To retain the work of candidates securely at all times between assessment sessions and after the work has been completed until any
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date set by the awarding bodies for the release of material.

- ◇ To request any assistance required for the administration or management of access arrangements
- ◇ To request from the Exams Officer any additional invigilators or accommodation required for conducting controlled assessments in the event of certain assessments being defined as 'examinations' rather than 'tests and assessments in class during normal teaching time'.

Exams Officer's responsibility

- ◇ To enter all units whether for controlled assessments or written exams before the awarding body deadline
- ◇ To be responsible for the receipt, safe storage and safe transmission of all confidential materials for conducting controlled assessments, whether that be downloaded electronically, CDs or hard copy.
- ◇ To download, create or distribute marksheets for the use of teaching staff and to collect and send such marksheets to the Awarding Bodies before any deadlines.
- ◇ To supply invigilators and arrange accommodation as and when requested by the teaching staff in the situations defined above.
- ◇ To apply on line for any access arrangements relating to controlled assessments
- ◇ To supply support staff as and when requested by teaching staff

SLT responsibilities

- ◇ To oversee the safe and secure conduct of controlled assessment and ensure that they adhere to both the JCQ general guidelines and the awarding body specific instructions.
- ◇ To co-ordinate the dates of controlled assessments
- ◇ To resolve any clashes or problems arising over the timing or operation of controlled assessments.
- ◇ To resolve any issues arising from the need for particular facilities (rooms, IT networks, time out of school, activities etc.).

8. Appeals against internal assessments

- 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 controlled test has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made by 30 June to the Head of School who will decide whether the process used conformed to the necessary requirements
- the Head of School's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

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

9.1 Results

Candidates will receive individual results slips on results days in person at the centre. Those not collected will be posted to their home addresses. The provision of staff on results days is the responsibility of the head of centre.

9.2 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 uphold an EAR, a candidate may apply to have an enquiry carried out.

10. Certificates

Certificates are presented in person.

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

Certificates may be withheld from candidates who owe fees. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

The centre retains certificates for 12 months after which they are destroyed in accordance with Exam Board regulations. A record of all certificates is kept for a period of 4 years

11. Fire Evacuation Policy EXAMINATION HALLS

In the event of a fire alarm, the following procedures apply:

- Note the time that the fire alarm went off and how long the examination has been going on.
- All examination question and answer papers and materials should be left on the candidates' exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the Hall with the candidates.
- Tell the students to remain calm and ask them to leave their belongings and papers on their desk and leave by the nearest fire exit. These are located at opposite ends of the Sports Hall.
- IMPORTANT – BEFORE the students exit the Hall, remind them that they are still under examination board conditions and under NO CIRCUMSTANCES should talk to one another or use a mobile phone. Remind them that a breach of regulations could mean disqualification from their examination.
- UNDER NO CIRCUMSTANCES are students to take their mobile 'phones or other electronic devices outside with them. This will be a breach of examination board regulations and they will risk disqualification from their

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examination.

- 1 invigilator should leave with a group of students. Use all fire exits. The seating plan and attendance sheets should be taken out with the invigilators, together with pens. Invigilators should take a roll-call, to ensure that all students are present and accounted for.
 - IMPORTANT - the students should assemble in the playground in their examination group
 - Note the time of re-starting the examination and change the finish time. Inform the Examinations Officer of the incident, so that a Special Consideration Form can be produced.
- For smaller examination rooms, the same rules apply. Just leave by the nearest exit and assemble on the playground.

APPENDIX

12. Controlled Assessment Policy

It is the responsibility of the subject leader to obtain the controlled assessment task details from the exam boards.

- The subject Leader should choose the most appropriate time for the controlled assessment to take place.
- The Controlled Assessment may take place during timetabled class time.
- Subject Leaders must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place
- Relevant display materials must be removed or covered up.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.

- For long absences, special consideration should be applied for.
- Entries for controlled assessment must be made at the appropriate time.
- Attendance records from assessment sessions should be kept by the class teacher.
- Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- If suspected malpractice occurs, the Exams Officer must be informed.
- If a student's work is lost within the school, this must be reported to the exam board via the Exams Officer.
- Authentication forms must be signed by the teachers and candidates.
- Access arrangements do apply to controlled assessment.
- The assessment marks must be submitted to the exam office by the appropriate date.

Outlining staff responsibilities - GCSE controlled assessment

- **Senior leadership team and Exams Officer**

- 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 Subject Leaders to schedule controlled assessments.
- 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.

Subject Leaders

- 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*.

- 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 Senior Leadership Team and Exams Officer 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.
- Distribute marksheets for teaching staff to use, and collect and 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.

Senior leadership team and Exam officer

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

13. Examination contingency plan Policy

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Highview School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by information contained in the Joint contingency plan for the examination system in England, Wales and Northern Ireland where it is stated that:

“Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process

Criteria for implementation of the plan Key tasks required in the management and administration of the exam process not undertaken including:

• Planning

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

- **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**

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
 - 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 e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required 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

Options:

- The Examinations Officer from the Kent Association of Special Schools can be requested to provide assistance.
- Head of School to liaise with IT manager over entries
- Head of School to liaise with Assistant Head regarding pre-exam administration.
- Head of School to liaise with KS4 and 5 Staff regarding exam time issues and results.

All procedures should be documented support is available via:

- The Key Tasks section of The Exams Office website.
- The Examinations Oracle and Centre Support Service of the Examination Officers Association.
- The Examinations Administration section of the DFE website.
- Examination Board helplines.
- The Exams Office section of the Joint Council for Qualifications website.

2. SENCo extended absence at key points in 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
- 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

- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline

- Staff providing support to access arrangement candidates not allocated and trained

- Exam time

- Access arrangement candidate support not arranged for exam rooms Centre actions:

Centre Action

- Executive Head and Examinations officer to nominate cover for this role
- To request support from a Senco at another school

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

- Internal assessment marks and candidates' work not provided to meet submission deadlines

- Final entry information not provided to the exams officer on time; resulting in:

- candidates not being entered for exams/assessments or being entered late

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- late or other penalty fees being charged by awarding bodies

Centre actions:

- Head of School and Exams Officer to liaise with remaining teaching staff.

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

Criteria for implementation of the plan

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

Centre Action

- Sufficient staff trained to cover absence or shortage
 - Exams officer and members of SLT to cover if necessary

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

Criteria for implementation of the plan

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

RISK MANAGEMENT PROCESS

Example risks and issue	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Karen Hacker
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Karen Hacker
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Karen Hacker Tanya Lees
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Karen Hacker Tanya Lees

RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	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	Karen Hacker Paul Wooldridge
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Karen Hacker
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Course Tutor Karen hacker
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Course Tutor Karen Hacker

RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Karen Hacker
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff 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	N/A
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Karen Hacker
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Karen Hacker

RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Tanya Lees Karen Hacker
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Karen Hacker Tanya Lees
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	<i>Karen Hacker</i>
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Karen Hacker
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Karen Hacker

RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Course Tutor Karen Hacker
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Karen Hacker
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Course Tutor Karen Hacker
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Course Tutor Karen Hacker

RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Course Tutor Karen Hacker Tanya Lees
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Karen Hacker

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next Review Date	Governors Agreement
1	Sept 2016	Transfer	Sept 2018	N/A