



South Lakes Academy

Assessment and verification Documents

2021/ 2022

Approved by	
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Position:	Head teacher
Signed:	<i>Tunde Christie</i>
Date:	Sept 2021
Proposed review date:	Sept 2022

This document contains
Assessment Policy
Reporting Procedures
External Examinations Policy
Internal Examinations Policy
Examination Papers Control Procedures

Assessment Policy

1) Introduction

At South Lakes Academy all our students and teachers are continuously engaged in the process of assessments. South Lakes Academy recognises that any internal assessment should be fair and consistent as outlined in requirements for national standards.

South Lakes Academy believe that assessments are often a necessary part of our young person's programme of study and is intended to be a supportive process.

South Lakes Academy aims to:

- Monitor the progress of young people and support learning
- Recognise the achievements of all our students and help to celebrate their successes
- Inform the young person and their parents/carers of their achievement
- Provide information to external agencies regarding the young person if and when required
- Comply with statutory requirements
- Use internal verification and assessment to guide future planning, teaching and the development of the young person's individual curriculum.

It is widely recognised that Internal verification can be informal and/or unplanned, and may be initial, formative, or summative.

Initial Assessment

At South Lakes Academy, we believe that well-planned and executed initial assessment is crucial to our induction process. This usually begins during enrolment with a discussion with the young person and their parents and/or carers, to get to know the young person, their interests and areas that requires support. The young person will then be given an activity or worksheet to establish their current level of skill or knowledge. This gives the teacher an insight into where the young person requires additional skill building and support. This sheet or activity will then be discussed with the young person and further discussion regarding what the young person can do and what they want to be able to do. Initial Assessment:

- Establishes the existing level of skill and knowledge of the learners
- Helps to establish how each individual learner learns
- Introduces the student to some of the terminology and skills they will build upon on the South Lakes Academy programme
- Provides information to help teachers plan a unique curriculum that is tailored to the young person's individual needs
- Helps to provide a non-threatening introduction to assessment

Formative Assessment

This form of assessment is the on-going assessment that is carried out by the teaching staff at South Lakes Academy during the academic term. This is often carried out during their day to day classwork and are marked along with young people's work. Discussion about the young person's progress is discussed during these periods. Formative assessment is often useful to determine what learning is taking place.

Formative Assessment:

- Helps to establish what knowledge and skills the young person has acquired
- Helps to plan the next steps for the young person's unique curriculum
- Enables the teacher to be able to give feedback on the young person's progress

- Enables the young person to be able to identify what they have learnt and establish what they want to learn next
- Helps to encourage the young person to be motivated
- Gives information back to South Lakes Academy management staff so that they can modify the programme if necessary

Summative Assessment

These assessments happen at pre-determined times throughout the academic year and aims to provide the young person with a recognised academic qualification, which will give our young people a basis for independent living, future career prospects or further education.

Summative Assessment:

- Enables students to recognise their own achievements to gain a sense of self satisfaction
- Is used to justify a recognised qualification of achievement
- Helps South Lakes Academy to plan for future courses
- Helps to guide the students through their choices for next steps

Feedback

Following on from any assessment South Lakes Academy considers the giving and receiving of feedback to be an important part of our student's education. Therefore, feedback should always be given after any form of assessment. Feedback may be given verbally or in writing to the young person. End of term progress reports are given in writing to parents and/or primary carers.

2) Procedures for learners with learning difficulties and/or disabilities

Any assessment completed within South Lakes Academy should be a fair test of student's knowledge and what they are able to do. However, for some of our students the usually accepted format of assessment may not be suitable. South Lakes Academy aims to anticipate any additional requirements that the young person may need in order for them to fairly access the full curriculum and assessment. South Lakes Academy will make adjustments in advance of any assessment activities, as far as reasonably possible, as well as during the assessment process. This will ensure that the quality of assessments can be assured and that they are fair, valid and reliable.

3) Externally-Accredited Programmes

At South Lakes Academy, we offer our students Functional skills in English and Maths as well as a range of General Certificate of Secondary Education (GCSE's) courses. These have assessors who assess in line with agreed standards of competence in line with government criteria. South Lakes Academy currently use Edexcel for all our externally accredited programmes.

Role of Assessor

South Lakes Academy Assessors must:

- Have relevant qualifications, knowledge, skills, and/or relevant experience in the subject that is being assessed
- Have relevant training and experience in the assessment process
- Ensure that assessment procedures and methods are carefully explained to all students including appeals procedures
- Involve students in the assessment planning process
- Offer feedback to learners on their assessments that is relevant and constructive, and discuss targets and areas for development to students individually
- Adhere to the awarding body's assessment specification in the judgement of evidence towards an award (in this instant the awarding body is Edexcel)

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- Record outcomes for all assessment using appropriate documentation that is legible and professional
- Follow South Lakes Academy procedures for recording, storing, reporting and confidentiality of information as outlined in the Data Protection Policy

Responsibilities of Assessor

An assessor has the responsibility for the following:

- Developing plans for assessing competence
- Judging evidence against relevant criteria when making assessment decisions
- Provide feedback and support to students following assessments
- Working in line with quality assurance guidelines published by the awarding body (Edexcel)

South Lakes Academy also suggests it is the assessor's responsibility to select the most appropriate methods of assessing each student on an individual basis according to their unique needs.

Developing plans for assessing competence

The South Lakes Academy Assessor should:

- Check that all students understand the assessment processes and the support that is available to them alongside the complaints and appeals process
- Agree assessment methods that are fair, safe, valid and reliable.
- Identify opportunities for assessment that are appropriate and cost-effective
- Understand how past experiences of students can contribute to the assessment process
- Provide arrangements to deal with any issues which may arise in a sensitive nature and understand the need to maintain confidentiality
- Ensure that each student's achievement records and progress is updated and reviewed regularly
- Understand policy and procedures when handling any issues that may arise in the assessment process including disputes

Judging evidence against relevant criteria when making assessment decisions

The South Lakes Academy Assessor should:

- Ensure that the work being assessed is the student's own work
- Make decisions based on the recognised standards that are fair, safe, valid and reliable
- Follow any previously agreed special considerations or arrangements to ensure the assessment is fair for all
- Make and keep records of all outcomes of assessments

Provide feedback and support to students following assessments

The South Lakes Academy Assessor should:

- Give appropriate feedback to students in an appropriate time and place
- Give students feedback that is constructive and encouraging according to their level of need and understanding
- Explain clearly any assessment decisions
- Offer advice and encouragement to students when and if required to help them re-submit work if needed or to provide further evidence
- On occasions where a student disagrees with an assessment decision, follow agreed complaints and appeals procedures

Working in line with quality assurance guidelines published by the awarding body (Edexcel)

The South Lakes Academy Assessor should:

- Make sure that records of assessment are accurate and up-to-date
- Follow standardised arrangements so that assessment procedures and decisions are in line with other educational establishments
- Contribute to and follow the agreed quality improvement process

Appendix 1

Assessment / Verification Process

Stage		
1	Candidate performance	Student
2a	Assessment	South Lakes Academy
2b	Internal Verification	
3	Moderation	Robert Christie Functional Skills Assessor/Moderator
4a	External verification	Awarding Body Edexcel
4b	Awarding Body Qualification	Functional Skill / GCSE

Appendix 2

Candidate Appeal Form

Candidate Name:	Assessor Name:	Internal Verifier Name
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Stage 1 Assessor Decision

Assessment Details	Course:	Unit/Learning Outcome:
	Assessment Method:	Original Assessment Decision:
Reason for Appeal:		
Candidate Signature:		Date:

<i>To Be Completed by South Lakes Academy Staff Member</i>	
Assessor's Decision:	Date Appeal Received:
	Date Replied to Candidate:
Signature:	Date:

<i>To Be completed by Candidate</i>	<i>To be completed by Staff Member</i>
Candidates Decision: I accept the Assessor's decision <input type="checkbox"/> I wish to proceed to Stage 2 <input type="checkbox"/>	Date reply Received:
	Date Forwarded to Internal Verifier:
Signature:	Signature:
Date:	Date:

Stage 2 Internal Verifier Decision

Internal Verifier Comments:	
<i>To be completed by Internal Verifier</i>	<i>To Be Completed by Staff Member</i>
Internal Verifier/Moderator Decision:	Date Candidate Informed:
Signature:	Signature:
Date:	Date:

<i>To Be completed by Candidate</i>	<i>To be completed by Staff Member</i>
Candidates Decision:	Date reply Received:
I accept the Internal Verifier decision <input type="checkbox"/>	Date Forwarded to Awarding Body:
I wish to proceed to Stage 3 <input type="checkbox"/>	Signature:
Signature:	Signature:
Date:	Date:

Stage 3 Awarding Body Decision

Awarding Body Decision	
Date Appeal Decision Received:	Name:
Date Candidate Informed:	Signature:
	Date:
Candidate Response I have received the decision of the Awarding Body <input type="checkbox"/>	Date Reply Received:
Signature:	Signature:
Date:	Date:

Reporting Procedures

South Lakes Academy is a fairly small independent school. We are committed to providing parents, carers and our students with the most comprehensive account of their progress and areas of improvement.

Owing to the nature of our school it is more beneficial to our students to report to their parent/carers on an almost daily basis. As most of our students have been referred to us from the local secondary schools, Cumbria County Council, and Home Schooling Parents Association so they usually will have an Educational, Health and Care Plan. Therefore, much of the reporting is done when requested by parents and local authorities.

Routinely, each student is given a bi-annual report of their progress, outlining their attendance and academic progress showing targeted grades as well as attainment levels. There is also space for additional comments from their teachers, an example of which can be seen below.

Kip McGrath Where students really improve					
Educational Progress Report					
Name				Term	Summer, 2017
Attendance Record	Present 65%	Authorised Absence	Unauthorised Absence 35%		
Subject	Independent Level	Teacher Assisted Level	Target Grade (End of Year) (Independent)	Attitude to Learning (1-4)	
English	4	5	5	2	
Mathematics	5	6	6	2	
Other Subject	N/A				
Outdoor education					
Additional Comments Academically [redacted] is a very capable student. He is already at a very good level in both English and Mathematics and when motivated he learns new concepts with ease. Generally [redacted] is polite, friendly and co-operative. However, his attitude changes drastically when he comes in against his will. At those times he shuts down and refuses to interact with any staff even when normally he gets on with them very well. This behaviour is consistent with his social interactions. On the positive note he never exhibits hostility, aggression and remains controlled at all times while on premises. He participates in outdoor activities with enthusiasm and gets on well with most of his peers. This is very positive as he has had difficulties interacting with his age group previously. Our goal is to continue building a trusting relationship with [redacted] increase his hours and introduce other subject areas, initially sciences to his curriculum. [redacted] June 26, 2017					

Grading new GCSEs from 2017

Ofqual

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
	U

GOOD PASS (DFE)
5 and above – top of C and above

AWARDING
4 and above – bottom of C and above

External Examinations Policy

South Lakes Academy is committed to providing all our students the opportunity to excel and demonstrate their ability in a variety of subjects. This is often done through external examinations at varying levels according to need and ability. It is the expectation that all students will be entered for the appropriate examinations (GCSE or Functional Skills).

1) Exam Entry

- a) Students will be entered for all external examinations in accordance with statutory guidance
- b) Students will be entered for external academic and vocational examinations when it is deemed by the head of centre to be appropriate for the students' needs and requirements; given that
 - i) All the requirements laid out by the examination board – Edexcel.
 - ii) That the student has demonstrated to their teacher a reasonable chance of success.
 - iii) Entry onto the examination will not place undue stress onto the student who has particular Special Educational Needs
 - iv) Entry onto the examination will not place undue stress onto the student who has a medical condition.
 - v) entry onto the examination will not place undue stress on the individual student. If such a situation arises, the issue will be discussed between the student, parent/carer and Head of Centre, as appropriate.
- c) Students with specific special educational needs, or Education and Health Care Plan may sit a more vocational examination, for example, Functional Skills, at the discretion of the Head of Centre, after consultation with the student and parent/carers.
- d) In subjects where there are different levels or tiers of entry, the exact level that a student will be entered for will be discussed with the student, head of centre and parent/carers, taking into account current performance and level of achievement.
- e) Entry onto an examination will be done so by the examinations officer, who will ensure that the entry complies with the regulations of the examination board.
- f) The Examinations Officer will ensure that fairness is maintained throughout the examination process and that no student is disadvantaged by.
 - i) Making a claim for arrangements for young people with Special Educational, or medical needs, provided evidence is available.
 - ii) Taking appropriate action in the event of a young person becoming ill in the examination room.
 - iii) Making a claim for special consideration for students whose performance may be affected by a range of circumstances as outlined in the exam board guidelines.
 - iv) In exceptional circumstances, ensuring that should a young person be medically unable to attend school to sit his/her exam, may be able to sit their exam in hospital or at home.
- g) The school will pay all necessary fees for students registered at the school to sit their examinations.
- h) A candidate may re-sit their exam in a subject at the discretion of the head of centre in a session that is agreed upon by the head of centre.
- i) Should a candidate withdraw from the examination at short notice may be liable to pay an administrative fine imposed by the examination officer
- j) South Lakes Academy is an Examination Centre for private candidates, providing that these candidates have complied with all the examination board requirements and that the provision of these examinations does not interrupt the normal functioning of the school. These external candidates will be required to pay the necessary fees for registering and entering the examinations.
- k) An Internal Appeals procedure is in place (Appendix 1)
- l) A procedure for communicating examination regulations

2) Management

The Examinations officer will ensure that:

- a) Confidential material is stored in accordance to Edexcel Exam Board requirements (as outlined in Data Protection Policy)
- b) All examination materials are distributed and returned to the Examination board in accordance with deadlines
- c) Arrangements are in place to allow the students to take their exams – in particular to oral and practical sessions
- d) Timetables are distributed to students and are on display in the main teaching room
- e) Starting times and finishing times are displayed in the exam room and the main classroom
- f) There are no clashes with exams and any clashes are dealt with accordingly
- g) Other staff members are briefed as and when required
- h) The layout of the exam room conforms with Edexcel Exam Board requirements
- i) Any access issues are dealt with accordingly
- j) Cases of malpractice or disruptive behaviour are dealt with in accordance with Edexcel requirements
- k) If a candidate needs to sit the exam in hospital or at home, the following procedure will be followed
 - The exam officer must receive a letter from the doctor/consultant treating the student
 - The exam officer will designate the most appropriate location of the exam in consultation with the parent/carers
 - The exam officer will notify the Edexcel Examination Board
 - The exam officer will follow Edexcel arrangements in these cases, in regard to the collection and return of exam papers and stationary from the school.

3) Results

- a) Individual results will be available to the students on the day specified by the Edexcel exam board, at a day and time designated by the examinations officer
- b) If there are any discrepancies in regard to the actual result and the anticipated result, in the opinion of the Head of Centre, then a re-mark may be requested. In the event of such the Head of Centre must:
 - i) Provide the examinations officer with details if the students
 - ii) Agree to pay the fee for the cost of the re-mark
 - iii) Ensure that the student, along with the examinations officer signs the necessary consent form
- c) If the student requests a re-mark, the student must:
 - i) Inform the head of centre of their issue
 - ii) Provide the examinations officer with details of the module/exam
 - iii) Sign any necessary paperwork
- d) In both instances (a and b above) the student must be advised that following a re-mark the grades may go down as well as up. The student is therefore required by the examination board to sign a consent form before the request is sent
- e) All appeals must be sent to the examination board before the deadline date specified by the examination board
- f) In the event of the teacher and/or candidate not accepting the outcome of a re-mark, the Examinations officer will make available the up-to-date appeals process.

Appendix I

Internal Appeals Procedure

In order to conform with examination boards requirements about internal assessment decisions and enquiries about results. And to promote quality, consistency, accuracy and fairness during assessments the following procedures will be followed:

- a) All candidates will be informed that an appeals procedure relating to assessment exists and is available to be seen upon request to the Exams Officer
- b) The Exam Officer will manage the internal appeals and report decisions to the Head of Centre,
- c) Appeals will be considered by the head of centre, deputy and student teacher
- d) The candidate may be supported in their appeals case by a parent, guardian or friend.
- e) A written record will be kept of all appeals and will include the outcome of the appeal and the reasons for that outcome. A copy of this will be sent to the candidate
- f) The candidate will have access to the marks awarded for the internal assessment and any comments that led to that decision
- g) Appeals should include a review of the procedures used by South Lakes Academy to award marks for internal assessment and should consider whether these procedures conformed with the requirements of the examination board and code of practice
- h) All appeals must be considered and resolved by the date on which the moderator has to receive the marks during the exam period
- i) South Lakes Academy will inform the Exam Board of the outcome of the appeal and full details must be available to the Exam Board on request

Internal Verification Policy and Procedure

Introduction

At South Lakes Academy all our students and teachers are continuously engaged in the process of assessments. South Lakes Academy recognises that any internal assessment should be fair and consistent as outlined in requirements for national standards. South Lakes Academy uses internal verification as a way of ensuring all assessments are fair, safe, valid and reliable.

Internal verification ensures that all internal assessments:

- Are assessments that are fit for purpose
- Are assessed accurately to national standards
- Judge learner evidence against the assignment criteria
- Utilise consistent assessment and grading across the programme of study

Internal verification provides a link between internal assessment and externally accredited programmes and plays an important part of the Quality Improvement Process.

Moderator

The role of Moderator has been developed by South Lakes Academy to not only provide a central focus for quality assurance of external accredited programmes, but also to show transparency and anti-biased practice by delegating this role to an external candidate who moderates and assesses other educational establishments offering the Functional Skills qualification.

The Moderator will monitor the quality of South Lakes Academy and will liaise with the external verifier and report any issues relating to quality assurance to the South Lakes Academy.

Role of Internal Verifier

South Lakes Academy Internal Verifier must”

- Understand the assessment and verification process within the context of quality improvement
- Have relevant understanding, skills and experience in the subject area
- Consider arrangements for assessments and ensure any health and safety procedures are accounted for
- Throughout all assessment procedures consider, and monitor equal opportunities and accessibility policies and procedures
- Understand the criteria of which the student / candidate is being assessed and ensure that any issues surrounding the understanding of the criteria are passed on to the external verifier/moderator
- Liaise with other education providers as well as other staff members of South Lakes Academy to ensure the standardisation of assessment practice is followed
- When recording, storing or reporting confidential information, follow the policy and procedures set in place by South Lakes Academy

Responsibilities of Internal Verifier

The South Lakes Academy Internal verifier has the following responsibilities:

1. Evaluating internal assessment and quality improvement systems
2. Supporting South Lakes Academy assessors
3. Monitoring the quality of South Lakes Academy assessor's performance
4. Ensuring that criteria for external quality improvement requirements are met

1) Evaluating internal assessment and quality improvement systems

The South Lakes Academy internal verifier must make sure that:

- Any arrangements for the application of internal verification meet the criteria of the external awarding body
- Any administration and recording procedures comply with external data protection requirements
- Assessors eligibility to undertake assessments is checked against awarding body criteria for assessors
- Support and training for assessors is available
- Standardisation of assessments is undertaken
- An adequate policy and procedure is in place for complaints and appeals, this must meet the requirements of the awarding body. This policy and procedure must be followed when necessary
- Any recommendations to improve internal quality assurance arrangements are passed on to South Lakes Academy and awarding body (where applicable)

2) Supporting South Lakes Academy assessors

The Internal Verifier must ensure that:

- All assessors have appropriate skills, knowledge and experience in the subject area being assessed
- Assessors have a familiar understanding of specific assessments and follow any recording and internal audit procedures
- Assessors developmental needs are identified prior to assessment in terms of principles of assessments, candidate needs, and/or expertise and competence
- There is ample opportunity for assessors to develop their assessment experience and competence with their progress being monitored
- There are regular opportunities for assessors to discuss standardised assessment decisions
- All assessors have the ability to maintain and improve quality standards

3) Monitoring the quality of South Lakes Academy assessor's performance

The South Lakes Academy Internal Verifier must ensure that all assessors:

- Effectively plan and prepare for assessment opportunities
- When making assessment decisions have effective policies and procedures in place and follow them
- Have methods for assessing candidates competence that are fair, safe, valid and reliable
- Establish and maintain positive working relationships with candidates at all stages of the assessment process
- Establish and follow any relevant health and safety policies and procedures
- Ensure equal opportunities and accessibility issues are considered
- Maintain secure, accurate records

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- Have received feedback on their assessment decisions from the internal verifier that is accurate and constructive

4) Ensuring that criteria for external quality improvement requirements are met

The South Lakes Academy internal verifier must:

- Understand the process for the internal assessments to be checked externally and ensure all information is gathered for this purpose
- Plan, collect and analyse information regarding internal assessment decisions
- Decide upon the arrangements for external verification
- Provide any additional information that is required by external verifiers regarding the assessment procedure
- Liaise with external verifiers and offer explanation (if required) to any issues that may arise
- Act in a professional manner when raising any concerns or queries about any external audits
- Refer any issues that cannot be dealt with internally to the awarding body
- Provide feedback to assessors following external verification decisions

Other activities which may be carried out by the internal verifier

1. Carrying out test samples on assessments
2. Observing assessors during assessments
3. Ensuring assessment activities and judgements are standardised

1) Carrying out test samples on assessments

When carrying out test samples the internal verifier must ensure that the sample procedure

- Follows awarding body criteria
- Has a random selection of all assessors, candidates, and areas for each subject or programme
- Is ongoing
- Evaluates all evidence and checks that it is valid, authentic, reliable, consistent and sufficient
- Checks that any work that is verified by internal verifiers is not work that they themselves has assessed

Test samples on assessments should review the quality of the assessor's judgement at both the formative (any and all stages of the assessment) and summative (the quality of the final assessment decision) stages.

2) Observing assessors during assessments

By observing the assessor during the assessment period, the internal verifier can gain an understanding of the South Lakes Academy's assessment process and understand how decisions are reached. This also gives the internal verifier an understanding as to how the assessments have been adapted to meet the individual needs of the candidates or students.

3) Ensuring assessment activities and judgements are standardised

It is expected that the internal verifier will ensure that:

- The assessments are consistent and reliable
- Any records of meetings/activities surrounding standardisation are maintained kept
- Any feedback that is required is given
- Any issued that are raised surrounding individual candidates are discussed and any action that is required is taken.

Appendix I

Assessment / Verification Process

Stage		
1	Candidate performance	Student
2a	Assessment	South Lakes Academy
2b	Internal Verification	
3	Moderation	Robert Christie Functional Skills Assessor/Moderator
4a	External verification	Awarding Body Edexcel
4b	Awarding Body Qualification	Functional Skill / GCSE

Appendix 2

Candidate Appeal Form

Candidate Name:	Assessor Name:	Internal Verifier Name
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Stage I Assessor Decision

Assessment Details	Course:	Unit/Learning Outcome:
	Assessment Method:	Original Assessment Decision:
Reason for Appeal:		
Candidate Signature:		Date:

<i>To Be Completed by South Lakes Academy Staff Member</i>	
Assessor's Decision:	Date Appeal Received:
	Date Replied to Candidate:
Signature:	Date:

<i>To Be completed by Candidate</i>	<i>To be completed by Staff Member</i>
Candidates Decision:	Date reply Received:
I accept the Assessor's decision <input type="checkbox"/>	Date Forwarded to Internal Verifier:
I wish to proceed to Stage 2 <input type="checkbox"/>	Signature:
Signature:	Signature:
Date:	Date:

Stage 2 Internal Verifier Decision

Internal Verifier Comments:	
<i>To be completed by Internal Verifier</i>	<i>To Be Completed by Staff Member</i>
Internal Verifier/Moderator Decision:	Date Candidate Informed:
Signature:	Signature:
Date:	Date:

<i>To Be completed by Candidate</i>	<i>To be completed by Staff Member</i>
Candidates Decision:	Date reply Received:
I accept the Internal Verifier decision <input type="checkbox"/>	Date Forwarded to Awarding Body:
I wish to proceed to Stage 3 <input type="checkbox"/>	Signature:
Signature:	Signature:
Date:	Date:

Stage 3 Awarding Body Decision

Awarding Body Decision	
Date Appeal Decision Received:	Name:
Date Candidate Informed:	Signature:
	Date:
Candidate Response I have received the decision of the Awarding Body <input type="checkbox"/>	Date Reply Received:
Signature:	Signature:
Date:	Date:

Examination Paper Control Procedures

Arrival

- 1) On arrival, all exam papers or materials must be given to the Examinations Officer, who must sign the log detailing the number of packages received
- 2) The Examinations Officer will check the contents of the packages against the Delivery Note. Any discrepancy will be notified to the appropriate exam board immediately by the Examinations Officer.
- 3) All external exam papers and material will be stored under conditions which comply with the regulations of JCQ Examinations Board.
- 4) Access to the examination cupboard and the steel cabinet is restricted to the Examinations Officer and Head of Centre.
- 5) The Examinations Officer will ensure that the appropriate papers or materials will be available on the day and time of the specific exam. In the event of the absence of the Examinations officer, the Head of Centre will take over with the exam preparations.

Despatch

- 1) The Exams Officer will collect the papers from the secure storage and take them to the exam room.
- 2) At the end of the exam all spare papers, completed scripts and spare stationary will be collected by the Exams Officer and taken to the secure storage unit.
- 3) The scripts will be stored in the secure examinations cupboard until ready to be packaged
- 4) The Head of Centre will ensure that the attendance lists are completed from the registers and that all scripts are packaged in the correct order with the appropriate attendance list in the correct envelope.
- 5) All envelopes containing completed exam scripts will be locked in the secure examinations cupboard until ready to be collected by carrier
- 6) The envelopes will be collected by courier by arrangement with the Examinations Officer or Head of Centre
- 7) Only the Examinations Officer and the Head of Centre will have access to the completed scripts once they have been collected.
- 8) The examinations officer will release spare copies of exam papers to the Head of Centre for use only after all clashes or delayed papers have been completed