



## Exam and Delivery Contingency Plan

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Brunel College, The WASP Centre. By outlining actions/procedures to be invoked 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 the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the **JCQ notice Preparing for disruption to examinations** (effective from 11 October 2021).

This plan also confirms Brunel College, The WASP Centre compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency

In addition, the document also outlines the contingency plan in the event that course delivery is adversely affected for some reason.

## Possible Causes of Disruption

### 1. Exam officer extended absence at key points in the exam process (cycle)

#### Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

#### Planning

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

#### Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

#### Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- access to examination results affecting the distribution of results to candidates

the facilitation of the post-results services

#### **Centre actions to mitigate the impact of the disruption**

- It is a small school. Several members of staff have been inducted in different aspects of exam procedure and together they would be able to deputise in the event of the Exams Officer being absent.

## **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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

##### Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

##### Exam time

access arrangement candidate support not arranged for exam rooms

#### **Centre actions to mitigate the impact of the disruption**

- Nicki Wright to organise external assessments for exam access arrangements.
- The specialist teacher to notify which candidates need access arrangements and to support in the application.

### 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
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Deadlines are set to give time for senior leaders to chase missing information.
- Ensure deadlines are made available to senior leaders as well as subject teachers.
- Senior leaders to liaise with students and parents/carers to support and advise them regarding their studies.

### 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 actions to mitigate the impact of the disruption

- Have additional members of Brunel College, WASP staff who have invigilator training prepared to come in on exam day. (No external invigilators are used in Brunel College, The WASP Centre to minimise student anxiety.)
- Ensure all invigilator training is shared on Teams and via email as well as face to face training.

### 5. Exams Rooms – lack of appropriate rooms or main venue unavailable at a late date

#### Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

#### **Centre actions to mitigate the impact of the disruption**

- Liaise with senior leaders to open Boathouse Meadows (a different building).
- Inform Awarding Bodies of a change of venue

### **6. Failure of IT Systems**

#### **Criteria for implementation of the plan**

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

#### **Centre actions to mitigate impact of the disruption**

- Notify Awarding Body
- Report to MIS

### **7. Emergency Evacuation of the Exam Room**

#### **Criteria for implementation of the plan**

- Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

#### **Centre actions to mitigate impact of disruption**

- Notify Awarding Body and await advice.

### **8. Disruption of teaching time in the weeks before the exams – centre closed in the weeks before**

#### **Criteria for implementation of the plan**

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

#### **Centre actions to mitigate the impact of the disruption**

(Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual, for examinations.)

- Teaching to go online
- Liaise with Awarding Bodies to devise best way forward for candidates – this may include postponing, doing the course/exam in a different format etc.

## 9. Candidates at risk of being unable to take examinations because of a crisis – centre remains open

### Criteria for implementation of the plan

Candidates at risk of being unable to attend the examination centre to take examinations as normal

### Centre actions to mitigate the impact of the disruption

- Refer to Awarding Body protocol and recommendations.
- Look at alternative options for candidates including but not limited to, online options.

## 10. Centre at risk of being unable to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to unforeseen emergency).

### Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

### Centre actions to mitigate the impact of the disruption

- Look at alternative centre (Boathouse Meadows) to hold exams

## 11. Disruption in the distribution of exam papers

### Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

### Centre actions to mitigate the impact of the disruption

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network
- Copies should be received, made and stored under secure conditions in secure storage as advised by awarding organisations.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date.

## 12. Disruptions to transporting completed examination scripts

### Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

### Centre actions to mitigate the impact of the disruption

- Brunel College, The WASP Centre should contact the relevant awarding bodies for advice and instructions
- Brunel College, The WASP Centre should ONLY make their own arrangements for transportation when told to do so by the awarding body.

- Senior Leadership Team to organise collection ONLY if advised.

### 13. Assessment evidence is not available to be marked

#### Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Completed examination scripts/assessment evidence does not reach awarding organisations

#### Centre actions to mitigate the impact of the disruption

- Defer to awarding bodies for advice to see if other appropriate evidence of candidate achievement could be used
- Brunel College, The WASP Centre may need to make candidates aware that they might need to retake the exam.

### 14. Centre unable to continue with a qualification due to withdrawal of provider approval status

#### Criteria for implementation of the plan

Provider approval is withdrawn

#### Centre actions to mitigate the impact of the disruption

- On notification from awarding bodies that provider approval status has been withdrawn, Senior Leadership to look for alternative courses so that learners can be transferred to a different course with a different awarding body.

### 15. Centre unable to distribute results as normal or facilitate post results services

(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency).

#### Criteria for implementation of the plan

Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

#### Centre actions to mitigate the impact of the disruption

- Provision is made for candidates to access their results at an alternative site (Boathouse Meadows) in agreement with the relevant awarding organisation.
- Consider delivering results electronically, via phone or via post in line with awarding body criteria.

## Possible Causes of Disruption to Delivery of Course

### 16. Long-term sickness of staff member

<b>Criteria for implementation of the plan</b>
A member of teaching staff is off sick for a long time which will affect the delivery of the course.
<b>Centre actions to mitigate the impact of the disruption</b>
<ul style="list-style-type: none"><li>• Where other members of staff are suitably qualified and have capacity to deliver the course, they will be timetabled by the Curriculum Lead</li><li>• Other appropriately qualified staff will be sourced by SLT to support any students whose teaching has been affected. This might mean speaking to the local secondary schools and/or teaching supply agencies.</li></ul>



### 17. Cyber attack

<b>Criteria for implementation of the plan</b>
A cyberattack means student work may be lost
<b>Centre actions to mitigate the impact of the disruption</b>
<ul style="list-style-type: none"><li>• Work that is stored online will be downloaded and printed as it is completed</li></ul>