



Exams Policy

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1. The purpose of this examination 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.
- To ensure all relevant guidance and procedures are followed

This examination policy will be reviewed annually by the Exams Officer, Senior Leadership Team and Trustees.

2. Roles and Responsibilities

The **Headteacher** of Brunel College has overall responsibility as an exam centre:

- advises on appeals and re-marks
- is responsible for reporting all suspicions or actual incidents of malpractice.

The **Exams Officer** manages the administration of public and internal examinations. He/she advises the Senior Leadership Team, Subject Leaders, pastoral staff, tutors and other relevant support staff on annual examination timetables and application procedures as set by the various exam boards

- oversees the production and distribution to staff, trustees and candidates of an annual calendar for all exams in which candidates will be involved, and communicates regularly with subject teachers 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 Headteacher, SENCO and Subject Leaders 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
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all examination costs
- organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- arranges for dissemination of examination results and certificates to candidates and forwards, in

- consultation with the college executive, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their examinations.
- ensures there are enough computers/laptops for any student who requires one. Given the low numbers of students in Year 11 at Brunel College there are always enough laptops/keyboards available should a student require one as part of their Access Arrangements.

The SENCO:

- Administers Access Arrangements.
- Holds appropriate qualification for Access Arrangements testing
- Works with Subject Leaders/Teachers to identify students who require Access Arrangements assessment
- Carries out assessment for Access Arrangements in line with JCQ regulations
- Liaises with an external Specialist Teacher
- Verifies the qualifications of the chosen assessor conducting Access Arrangement.
- Liaises with the assessor and prepares any necessary paperwork (such as JCQ Form 8, Pt 1, Form 9) for the assessor.

The Statutory Tests and Qualifications

The Statutory Tests and Qualifications offered at this centre are decided by the Senior Leadership Team.

Exam Timetables

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

Entries, Entry Details, Late Entries and Retakes

Entries: Candidates are selected for their exam entries by the Senior Leadership Team

The centre does not, automatically, accept entries from external candidates.

Late Entries

Entry deadlines are circulated to subject leaders via email. Late entries are authorised by the Senior Leadership Team

Retakes

Retake decisions will be made in consultation with the candidates, subject teachers and Senior Leadership Team.

Examination Fees

Initial registration and entry, amendment and late entry exam fees are paid by Brunel College.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 11.2: Enquiries about results [EARs])

3. The Disability Discrimination Act (DDA) Special Needs and Access Arrangements

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. The college must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

A candidate's special needs requirements are determined by the SENCO, with advice on candidate's normal way of working from Subject Teachers and on occasion from information provided by the Specialist Teacher. In accordance with the SEND Policy, candidates' learning environment may be adapted in the following ways:

- using keyboards with iPads for students who struggle with handwriting
- using reading pens

Candidates may have the following access arrangements in place for examinations:

- keyboard
- extra time
- supervised rest breaks
- a prompter
- a computer reader (for those who have documented cognition and learning needs; communication and interaction needs; a medical condition; sensory and physical needs and/or social, emotional and mental health needs).

The SENCO will inform staff of any special arrangements that individual candidates may be granted during the examination and arrange training for staff. Below is a brief outline of some of the access arrangements and their implementation requirements:

- **Supervised rest breaks** – the timing of the examination should be paused and re-started when the candidate is ready to continue. During the supervised rest break the candidate **must not** have access to the question paper/answer booklet. The purpose of a supervised rest break is for a break from the examination and **should not** be used as 'thinking time'. If the candidate needs to leave the examination room, an invigilator **must** accompany the candidate. (JCQ, chapter 5 2025)
- **Extra time** – an application of 25% or 50% extra time may be made following the recommendations of the teacher or the Specialist Teacher. (§ 1.3.5.4 Cambridge International 2025, JCQ, chapter 5 2025)
- **A computer reader** – Computer software which accurately reads out text (including synthetic speech software stored on a memory stick) but **does not** decode or interpret the paper, may be used. The school must ensure that the computer used **does not** contain any software that the candidate can access and which might assist him/her with the examination. (Potential malpractice).

The centre can open the question paper in the secure room **within 90 mins of published time** in order to scan the hard copy question paper into PDF format. (JCQ, chapter 5 2025)

A **computer reader** will be allowed in papers or sections of papers testing reading. (JCQ, chapter 5 2025) A **computer reader** can be used in language exams as it allows the candidate to independently meet the requirements of the reading standards. The software must not decode or interpret the paper in any way. The centre must make sure the PDF question paper provided is compatible with the software being used. (§1.3.5.2 Cambridge International 2025)

- **A reader** – a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve the whole paper or just some words. (JCQ, chapter 5 2025)

A reader will not be allowed to read questions or text in a paper testing reading. (JCQ, chapter 5 2025)

- **Word processors** (with spell-check off) will be allocated to all students who demonstrate it is their normal way of working. It maybe that they have difficulty holding a writing implement or that their handwriting is illegible. Evidence of need will be kept in their file – this may include evidence of their handwriting.

As the number of candidates taking an exam does not exceed the number of laptops available, laptops will be allocated to all students who require one as their normal way of working.

A word processor with spellcheck may be used, except for syllabuses testing spelling, punctuation and grammar. In these syllabuses, you must make sure spellcheck is turned off. (§1.3.5.15.c, Cambridge International 2025).

- **A word processor** must be used as a typewriter, not as a database, although standard formatting software is acceptable. (§1.3.5.15.c, Cambridge International 2025).
- **Reading aloud** – if this is the normal way of working of a candidate, they should be accommodated in a separate room to avoid disturbing others. (JCQ, chapter 5 2025)
- **Information** regarding current access arrangements can be found at:

https://www.jcq.org.uk/wp-content/uploads/2025/09/Print-JCQ-AARA-2025_6-FINAL.pdf
[NCFE Access Arrangements and Reasonable Adjustments Policy](#)
[Cambridge Handbook](#)

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 via the AAO portal or alternative methods for Cambridge International and NCFE is the responsibility of the SENCO.

4. Examination Days

Managing Invigilators

Appropriately trained staff not involved in the delivery of the subject/external invigilators will be used for examination supervision. They will be used for all external and selected internal exams.

The recruitment of invigilators and securing the necessary DBS clearance is the responsibility of the Exams Officer. DBS fees for securing such clearance are paid by the school. It is usual practice to use staff with invigilator training in Brunel College to mitigate anxiety levels amongst students.

Invigilators are timetabled and briefed by the Exams Officer. Their rates of pay are set by the Headteacher.

Examination 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.

The Exams Officer is responsible for setting up the allocated rooms.

The Invigilator/a member of the Senior Leadership Team (not involved with the delivery of the subject) will start all examinations in accordance with JCQ guidelines/Cambridge International guidelines/NCFE guidelines.

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

Candidates, Clash Candidates and Special Consideration

Candidates

The centre's rules on acceptable dress and behaviour apply at all times. Candidates are not allowed mobile phones or electronic devices (including smart watches) in the examination room - this applies for practice examinations as well as public examinations.

Candidates' personal belongings remain their own responsibility and the school 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 will 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.

Clash Candidates

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

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 Exams Officer to that effect.

Any special consideration claim will 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 apply for special consideration to the relevant awarding body within seven days of the exam.

5. Coursework and appeals against internal assessments

Coursework

Candidates who have to prepare portfolios should do so by the centre-defined deadline date.

Subject Leaders will ensure all coursework is ready for dispatch 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 Officer.

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 coursework 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 Senior Leadership Team who will decide whether the process used conformed to the necessary requirements

- the findings will be notified in writing, copied to the Exams Officer and recorded for awarding

body inspection.

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

Results

Candidates receive individual results slips on results days in person at the centre or by post.

Arrangements for the centre to be open on results days are made by the Exams Officer.

The provision of staff on results days is the responsibility of the Senior Leadership Team.

Enquires about results.

Enquiries about results may be requested by centre staff if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an enquiry about results from a candidate, the candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of the college, they will be charged. (See section 5: Exam fees)

Access to Scripts.

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

If a result is queried, the Senior Leadership Team will investigate the feasibility of asking for a re-mark at the centre's expense.

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

Certificates

Certificates are either awarded in person, posted (by registered post), or collected and signed for.

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

Certificates are not withheld from candidates who owe fees. The centre retains certificates for one year.

7. Malpractice Procedures

Aims

To identify and minimize the risk of malpractice by staff or learners.

To respond to any incident of alleged malpractice promptly and objectively.

To standardize and record any investigation of malpractice to ensure openness and fairness.

To impose appropriate penalties and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven.

To protect the integrity of this center and BTEC/GCSE/IGCSE/NCFE qualifications.

In order to do this, the center will:

- seek to avoid potential malpractice by using the induction period and the student handbook to

inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice

- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
 - The Senior Leadership Team, Subject Teacher and Exams Officer will meet to discuss the allegation of malpractice. If a member of the delivery team is the subject of the allegation then they will be replaced at this meeting by their line manager.
 - Parents/carers will be informed that an investigation has been started.
 - If there is agreement that malpractice may have taken place, further work may be assessed to establish the scale of the problem
 - Interviews will take place as appropriate

The Headteacher undertakes to

- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation.

Where malpractice is proven, this Centre will apply the following penalties / sanctions:

1. When allegations of malpractice against a learner are proven, they will in the first instance be notified in writing by the Headteacher.
2. When allegations against a member of staff are proven, the staff member will be suspended from delivery and/or assessment of the programme. The work of the students will be sampled by the Senior Leadership Team and judgment will be made on the reliability of the assessment decisions.
3. When allegations against learners are proven then the learner will lose all credit towards the units involved and will have to provide alternative evidence in order to meet the grading criteria of the qualification

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this center at its discretion:

- plagiarism of any nature
- collaboration with other candidates to produce work that is submitted as individual learner work
- copying of any nature (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence

- false declaration of authenticity
- any attempts at impersonation

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- inventing or changing marks for internally assessed work
- failure to keep candidate portfolios secure
- withholding of marks from candidates
- improper assistance to candidates in the production of work for assessment
- producing falsified witness statements
- allowing evidence, which is known by the staff member not to be the candidates own, to be included in a portfolio
- facilitating and/or allowing impersonation
- misusing the conditions for special candidate requirements
- falsifying and altering records
- fraudulent claims for certificates

8. Learner Appeals Procedure

Aims

To enable the learner to enquire, question or appeal against an assessment decision.

To attempt to reach agreement between the learner and the assessor at the earliest opportunity.

To standardize and record any appeal to ensure openness and fairness.

To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.

To protect the interests of all learners and the integrity of the qualification.

In order to do this, the Centre will:

- inform the learner at induction, of the Appeals Policy and procedure
- record, track and validate any appeal
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- monitor appeals to inform quality improvement.