

## **Examination Contingency plan**

The purpose of this plan is to examine potential risks and issues that could cause disruption to the exams process at The Leigh UTC, or more widespread disruption to the examination system. Alongside internal processes, this plan is informed by the 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.

This plan also confirms that The Leigh UTC is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2017-2018) and that the Centre has in place a written examination contingency plan which covers all aspects of examination administration. 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 and will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

The plan is exhaustive and ranges from contingencies that affect only the Awarding bodies to those that affect individual students. Included in this document are those contingencies that are likely to affect The Leigh UTC and its students.

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### **Further guidance to inform and implement contingency planning:**

Further guidance can be found at [www.JCQ.org.uk](http://www.JCQ.org.uk)

## **Key staff involved in Contingency Planning**

Head of Centre  
Exams Officer  
SENCo  
SLT Members  
Invigilators

### **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
- 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**

- The Exams Officer nominated by the Exams Manager will work closely so that both are able to fulfil the above tasks in the absence of the other.
- SLT to nominate someone to cover role/tasks where needed
- Network with staff from a local Centre if further advice/support was needed.
- Review contingency plans in advance of exam series

## **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**

- SENCo has timetable of key dates in place that are adhered to and shared with the department.
- The school sources an alternative specialist teacher from its federation of schools who undertakes assessments

## **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**

- Exams Officer to liaise with Head of Faculty and subject teachers to ensure all necessary awarding body deadlines are adhered to and Centre assessed marks and submitted to boards
- Exams Officer to liaise with Head of Faculty to discuss process enabling pupils to access Centre assessed marks prior to any marks being submitted online.

#### **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**

- All staff are trained as invigilators and used if needed
- Increased recruitment of invigilators; allowing for absence and room for manoeuvre

#### **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 unexpected incident at exam time

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

- Exams Officer to liaise with Cover Supervisor and Timetable Manager to ensure rooming requests are completed before Easter Break
- In the event of the main exam venue being unavailable at short notice, the Exams Office and Head of Centre would liaise with Centre staff to move the exam to the performance hall and into the atrium. Timetable manager to re-room lessons as appropriate; all ensuring the exam is not compromised during this time.

#### **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 the impact of the disruption**

- Communicate with relevant awarding organisations at the outset to make them aware of the issue and seek advice.
- Exam Officer and IT Manager to liaise and identify feasible options given by awarding bodies
- Exam officer and IT Manager to work with MIS operator to fix the issue

#### **7. Emergency evacuation of the exam room (or Centre lock down)**

##### **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 the impact of the disruption**

- Refer to Critical Incident Policy

## **8. Disruption of teaching time – Centre closed for an extended period**

### **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**

- The Centre would communicate with parents, carers and pupils about the potential for disruption to teaching time and action a plan to address this
- Facilitate alternative methods of learning and an alternative venue in one of the other Federation Centres.
- Prioritise candidates who will be facing examinations shortly
- Advise candidates, where appropriate, to sit examinations in the next available series

## **9. Candidates unable to take examinations because of a crisis – Centre remains open**

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

- Candidates are unable to attend the examination Centre to take examinations as normal

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

- The Centre would communicate with parents, carers and pupils about the potential for disruption to teaching time and plans to address this
- Liaise with candidates to identify whether the examination can be sat at an alternative Federation venue in agreement with the relevant awarding organisations
- Offer candidates an opportunity to sit any examinations missed at the next available series • Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

NB. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

## **10. Centre unable to open as normal during the exams period**

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

- Centre unable to open as normal for scheduled examinations (including Centre being unavailable for examinations owing to an unforeseen emergency)

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

- Open for examinations and examination candidates only, if possible
- Use an alternative Federation venue in agreement with relevant awarding organisations
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible

## **11. Disruption in the distribution of examination 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**

- Seek advice from awarding organisations to organise alternative delivery of papers

## **12. Disruption to the transportation of completed examination scripts**

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

- Delay in normal collection arrangements for completed examination scripts

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

- Seek advice from awarding organisations and their normal collection agency regarding collection
- Ensure secure storage of completed examination scripts until collection

## **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.

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

- Contact awarding organisations immediately for guidance
- Awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators
- Candidates retake the assessment that has been affected at a subsequent assessment window, if possible

## **14. Centre unable to distribute results as normal**

### **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**

- Contact awarding organisations about alternative options
- Make arrangements to access results at an alternative Federation site
- Contact pupils and parents and post information on school website