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Liverpool City Region Adult Education Budget

**Knowsley**

**Family and Community Education**

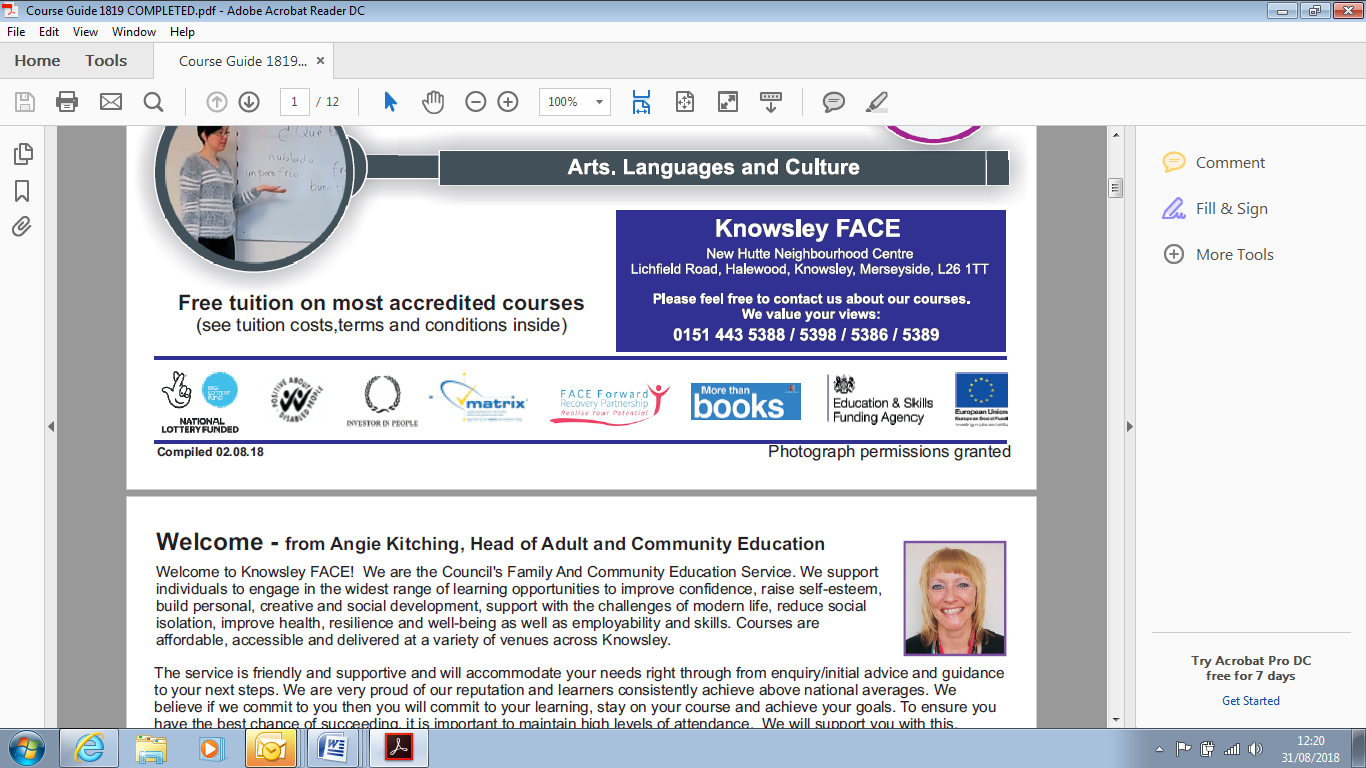
**(FACE)**

**Examination Policy**

**[including Contingency Plan]**

**[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjltrjEl5fdAhVSxoUKHWNZBsAQjRx6BAgBEAU&url=https://www.nhsbt.nhs.uk/get-involved/partners/our-partners/facebook/&psig=AOvVaw0EQWFoGozJ_xELd8zlr0QD&ust=1535801150774299)**

**KnowsleyFACE**

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**EXAMINATION POLICY**

**Introduction**

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

* all aspects of the centre exam process are documented and other relevant exams-related policies, procedures and plans are signposted
* the workforce is well informed and supported
* all centre staff involved in the exams process clearly understand their roles and responsibilities
* all exams and assessments are conducted in accordance to JCQ and awarding body regulations, guidance and instructions, thus ensuring that *the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute*” [JCQ General regulations for approved centres)
* examination learners understand the exams process and what is expected of them.

This policy is reviewed biennially to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and Awarding Body) regulations, instructions and guidance.

This policy will be communicated to all relevant examinations centre staff.

## Roles and responsibilities overview

**The Head of Centre: Angie Kitching Head of Service [Sandra Feerick Deputy] -**

* Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:

*General regulations for approved centres* (GR)

*Instructions for conducting examinations* (ICE)

*Access Arrangements and Reasonable Adjustments* ( AA)

*Suspected Malpractice in Examinations and Assessments* (SMEA)

*Instructions for conducting non-examination assessments* (NEA) (and the instructions for conducting controlled assessment and coursework)

* Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to and approves the Head of Centre formal declaration
* Ensures the exams officers attend appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
* Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process and are aware of the contingency plans in place

**Exams Officer and exams support: Lesley Brownlow, Ange Powell and Cathy Cummings**

* manage the administration of series exams
* advise the management team, subject and class tutors, and other relevant support
* oversee the production and distribution, to all centre staff and learners, of an annual calendar for all exams in which learners will be involved and communicates regularly with staff concerning imminent deadlines and events.
* ensure that learners are informed of and understand those aspects of the exams timetable that will affect them
* Check with tutors that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ [and other Awarding Body] guidelines.
* provide and confirm detailed data on estimated entries
* maintain systems and processes to support the timely entry of learners for their exams
* Identify and manage exam timetable clashes
* account for income and expenditures relating to all exam costs/charges
* ensure learners' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule
* track, dispatch and store returned coursework / controlled assessments
* receive, check and store securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines
* arranges for dissemination of exam results and certificates to learners and forwards, in consultation with the tutors and Curriculum Leads, any post-results service requests.

**Principle Invigilator/Access Arrangements Coordinator: Lesley Brownlow**

* organising the recruitment, training, and monitoring of a pool of examination invigilators responsible for the conduct of exam
* lead on ‘exam day’ processes according to JCQ regulations
* leads on the access arrangements, reasonable adjustments and special consideration process
* works with the person appointed as qualified Access Arrangements Assessor on all matters relating to assessing learners and the administration of the assessment process
* on consultation with the exams officer, processes decisions on post-results procedures.

**Curriculum Leads:**

* Offer guidance and pastoral oversight of learners who are unsure about exams entries or amendments to entries
* Ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer
* Ensure accurate completion of coursework / controlled assessment mark sheets and declaration sheets.

**Tutors:**

* ensuring all registers are accurate for registering learners with awarding bodies
* supplying information on entries, coursework and controlled assessments as required by the Curriculum Lead and/or exams officer.

**Designated technical officer:**

* uploading photographic/video/audio evidence and/or electronic assessments in consultation with exams officer and exams support

**Invigilators:**

* invigilation of examination process, ensuring the integrity of the exam cycle
* collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

**Learners**:

* confirmation and signing of entries.
* understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
* ensuring they conduct themselves in all exams according to the JCQ [and other awarding body] regulations.

## Qualifications Offered

The qualifications offered at this centre are decided by the Education and Performance Manager working with the Community Education Officers and Essential Skills Officer.

The Centre is accredited to run a suite of both end-tested and portfolio-based qualifications. The end-tested qualifications are:

* OCR GCSEs - English, Maths Psychology
* OCR Functional Skills IT
* NCFE Functional Skills English and Maths
* Qualsafe Food Safety in Catering and Health & Safety in the Workplace.

Informing the exams office of changes to a specification is the responsibility of the Curriculum Leads. Decisions on whether a learner should be entered for a particular subject will be taken by the tutor in consultation with the Curriculum Lead.

## Entries, entry details and late entries

The Centre does not accept entries from private learners. The Community Education Performance Officers working with Curriculum Leads will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines, who registers them on-line.

Entries and amendments made after an awarding organisation’s deadline (i.e. late) require the authorisation, in writing, by the relevant Curriculum Lead and/or Community Education Performance Officer. GCSEs resits are allowed.

## Access arrangements

It is the responsibility of the tutor and/or the Curriculum lead to supply the examinations team with information that will enable them to apply for access arrangements for learners. FACE as a Service has a duty to ensure that reasonable adjustments/actions are applied to reduce the effect of a disability or difficulty that places any learner at a substantial disadvantage in the assessment situation. However, we will ensure that these Access Arrangements do not compromise the assessment process or the assessment objectives and may involve changing standard assessment arrangements. The reasonable adjustments the Service can apply for include:

* allowing learners extra time to complete the exam [usually 25%]
* adapting assessment materials
* providing access facilitators during assessment, for example a sign language interpreter or a reader or scribe.

Ensuring there is appropriate evidence for a learner’s access arrangement and submitting completed access arrangement applications to the awarding bodies is the responsibility of the Coordinator of Access Arrangements, working with the Specialist Assessor. Rooming for access arrangement learners and facilitating support for access arrangement learners, as defined in the JCQ access arrangements regulations, will be organised by the Principle Invigilator.

Awarding Organisations and Centres are only required by law to do what is reasonable in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

## Managing invigilators

The Principle Invigilator recruits and timetables suitably trained, DBS-approved internal staff as invigilators are required.

## Malpractice

The Head of Centre in consultation with the Community Education Standards Manager are responsible for investigating suspected malpractice.

## Exam days

The Principle Invigilator works with the exams officers to book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator[s].

The Principle Invigilator is responsible for setting up the allocated rooms and will be advised of requirements and timescale in advance.

The allocated invigilator will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of learners. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers’ availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

## Learners

The exams officer will provide written information to learners, including timetable details, in advance of each exam series. A formal briefing session for learners may be given by the relevant tutor but classroom study is NOT allowed in the examination room.

Learners’ personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, learners must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive learners are dealt with in accordance with JCQ guidelines. Learners are expected to stay for the full exam time at the discretion of the Principle Invigilator. There may be a designated ‘floating’ invigilator who must be around and contactable, in order to accompany learners who leave an exam room for a comfort break.

The named Exams Officer is responsible for handling late or absent learners on exam day in accordance to JCQ guidelines.

## Special Consideration

Should a learner be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the learner's responsibility to alert a member of staff immediately.

The learner must support any special consideration claim with appropriate evidence within the deadline set by the awarding body. The Access Arrangements Coordinator will make a special consideration application to the relevant awarding body within 14 days of the exam.

## Results

Learners will receive individual results slips on results days either by:

* in person at the centre
* being collected and signed for – permission must be given by the learner and the exams officer must be certain of the identification of the recipient
* via the Curriculum Lead in consultation with the exams officer at the course delivery venue.

Exam results can only be given out over the telephone by the Exams Officer or an authorised member of staff if applicable.

## Enquiries about Results (EAR)

EARs may be requested by centre staff or the learner following the release of results with the awarding body’s Post Examination window, usually a period of 4-5 weeks. A request for a re-mark or clerical check requires the written consent of the learner, e.g., an auditable email request.

If a learner’s request for an EAR is not supported, the learner may appeal and the centre will respond by following the process in its Internal Quality Assurance document.

All processing of EARs will be the responsibility of the Reasonable Adjustment Coordinator in conjunction with the exam officer, following the JCQ guidance.

## Access to Scripts (ATS)

After the release of results, learners may ask subject staff to request the return of written exam scripts within the Post Examination window as set by the awarding body.

An EAR cannot be applied for once an original script has been returned.

Processing of requests for ATS will be the responsibility of the Access Arrangements Coordinator in conjunction with the exams officer.

## Certificates

Learners will receive their certificates either:

* in person at the centre
* by arrangement, via their tutor or Curriculum Lead
* on behalf of a learner by third parties, provided they have written authority from the learner to do so, and bring suitable identification with them that confirms who they are

All certificates must be signed out in accordance with the centre policy and learner destination recorded for monitoring purposes.

The centre retains certificates for 7 years.

**Examination Contingency Plan**

**Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process within Knowsley FACE. 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 the Exam Policy already in place, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle.”*

|  |
| --- |
| **CONTINENCY PLANNING AND RISK ASSESSMENT IN LINE WITH GOVERNMENT GUIDELINES REGARDING COVID-19**  **EXAMINATIONS IN TEACHING ROOMS:**   * **Arrangements for examinations to follow steps above for staff and learner using teaching rooms – plus:** * Learning Base 5 to be used for planned invigilated exams – maximum 15 * Special assessment requirements to be arranged in breakout rooms – further details below * As there is no/limited verbal communication, learners have the option of using face coverings unless they are exempt * Social distancing rules will apply for all learners and examination staff * Examination tables to be set apart according to awarding body guidelines * Relevant government, awarding body / examination board guidance to be adhered to for examinations   **EXAMINATIONS UNDERTAKEN REMOTELY DUE TO COVID:**  **Remote Invigilation Guidance issued by Awarding Bodies must be followed. The following guidance has been provided by AIM for scheduled examinations which took place January – March 2021.**   * Assessments must not be invigilated by the class tutor/lecturer/teacher unless another independent invigilator is present * The invigilator must supervise the learners throughout the test and give complete attention to this duty at all times.   **Starting the assessment**. The invigilator is responsible for ensuring that the following requirements are explained and understood by learners before assessments begin:   * if the learner requires any reasonable adjustments for the assessment this must be approved prior to the assessment taking place * the learner has consented to the assessment being recorded, stored, and reviewed in line with the rules for proctored assessments * the identity of the learner has been verified using a current photographic identification before the start of the assessment. Advise learners who are unable to provide the required photographic identification that they cannot sit the assessment * the learner must be in view at all times, sharing both their computer screen (via screen sharing) and video webcam * the learner has switched on their microphone and the audio is clear * the learner has completed a scan of the room where they will take the assessment using a webcam where they will take the assessment. This must be completed every time they take a remote assessment * the need for a steady and reliable internet connection * the lighting in the room is bright enough to be considered ‘daylight’ quality * the learner’s working area is clear and tidy * the desk and walls around the learner do not have any written materials or posters which relate to the subject matter of the assessment * the room is to be as quiet as possible. Sounds such as music or television are not permitted * learners must be assessed in English (unless otherwise specified in the qualification handbook). Accessing and using translators is not permitted, unless there are published rules for the assessment that specifically permit these * the following items are not within the learner’s working area or used during the assessment, unless is an ‘open book’ assessment:   + books   + paper   + pens   + calculators   + textbooks   + notebooks   + phones   **During the assessment**. The invigilator must ensure that:   * no other person has entered the room and the learner has not spoken to anyone else * the learner has not moved out of the line of sight of the webcam at any time once the assessment has commenced * that audio was not muted or interrupted at any time during the assessment * the learners screen sharing has not frozen, stopped working or had any other issues * the learner is not using headphones or any other type of listening equipment * the learner has not accessed any other form of electronic device (including phones, smartwatches etc) unless a mobile phone/tablet has been used as the second screen to allow for webcam use only where necessary to meet AIM requirements * the learner has not accessed any additional websites or programmes   **After the assessment**. The centre must ensure that:   * all of the above requirements have been met, and where they have not that the assessment is voided * any voided assessments are notified to the Awarding Body by email immediately (not more than 48 hours after the assessment has taken place)   **Security and storage of recordings:**   * the recordings of learners’ assessments should be stored securely for three months from the date of the assessment before it can then be securely deleted   **Staff and learners using additional teaching rooms for Access Arrangements** |
| * Independent invigilator can opt to use face coverings unless they are exempt * Scribe/reader can opt to use face coverings unless they are exempt * Scribe/reader, independent invigilator and learner to sit 2 metres apart from each other * Relevant government, awarding body / examination board guidance to be adhered to for examinations |
| * Exam papers will be stored for longer than 72 hours. |

**Causes of potential disruption to the exam process**

**1. Exams officer extended absence at key points in the exam process (cycle)**

**Criteria for implementing plan -**

If the key tasks required in the management and administration of the exam cycle are not undertaken, the impact could be the following:

*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

*Entries*

* awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
* learners 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*

* learners not briefed on exam timetables and awarding body information for learners
* exam/assessment materials and learners’ work not stored under required secure conditions
* internal assessment marks and samples of learners’ work not submitted to awarding

bodies/external moderators

*Exam time*

* learners’ scripts not dispatched as required to awarding bodies

*Results and post-results*

* access to examination results affecting the distribution of results to learners
* the facilitation of the post-results services Centre actions:

***Centre Actions -***

The Quality and Business Function Team, Education and Performance Manager and Access Arrangements Co-ordinator to ensure essential information is collated, and to delegate Exam Officers’ duties to an appropriately trained individual or individuals as rapidly as possible.

**2. Access Arrangements Co-ordinator 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*

* learners not tested/assessed to identify potential access arrangement requirements
* evidence of need and evidence to support normal way of working not collated

*Pre-exams*

* exams/assessments not taken under the conditions prescribed by awarding bodies
* required reports/requests not submitted to awarding bodies during exam/assessment periods 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 learners not allocated and trained

*Exam time*

* access arrangement learner support not arranged for exam rooms

**Centre actions:**

The Education and Performance Manager to appoint a suitably qualified individual [or individuals] as rapidly as possible, who will follow procedures and practices within this remit. The Specialist Assessor used by the Service would be first port of call.

**3. Curriculum Leads extended absence at key points in the exam cycle**

**Criteria for implementation of the plan**

Key tasks not undertaken may include:

* 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:

* learners not being entered for exams/assessments or being entered late
* late or other penalty fees being charged by awarding bodies
* Internal assessment marks and learners’ work not provided to meet submission deadlines

**Centre actions:**

The Education and Performance and the Quality and Business Function Team to consult with individual course tutors to consult and ensure curriculum continuity by requesting alternative member(s) of the Service takes responsibility for the actions above.

**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:**

* Examinations Officer and Lead Invigilator to maintain a short list of suitable learners.
* Examination Officer to review training procedures regularly and put in place additional training as required.
* Examinations Officer and Lead Invigilator to ensure a specific Exams Day Contingency Plan is in place (Appendix 1)
* Examinations Officer and Lead Invigilator to ensure an Incident Log is in place (Appendix 2)

**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 days when other courses are on or when additional rooms are required, for example, in the event of the learner requiring own room with scribe
* Main exam hall unavailable due to double booking [the Centre is part of a Community Building]

**Centre actions:**

* Pre-planning at all stages is essential.
* Examinations Officer and Lead Invigilator to continually review all stages of the process.
* Use of neighbouring Children’s Centre as first option as alternative venue for examinations

**6. Failure of IT systems**

**Criteria for implementation of the plan**

* MIS system failure at final entry deadline
* MIS system failure at results release time
* Laptop not functioning for on-line or word-processed exams

**Centre actions:**

* A member of the Quality and Business Team or examinations officer report to Awarding Body regarding failure immediately
* Examinations Officer to contact Examination Boards for alternative route for dissemination of results
* Ensure all laptops used for examination purposes are regularly serviced and portable drives are accessible

**7. Learners unable to take examinations because of a crisis within the Centre**

**Criteria for implementation of the plan:**

* Learners are unable to attend the examination centre to take examinations as normal

**Centre actions:**

* Exams officer to communicate with relevant awarding organisations at the outset to make them aware of the issue, and to communicate with learners regarding solutions to the issue
* Examinations Officer to ensure a specific Emergency Evacuation Plan is in place (Appendix 2)
* Exams officer to liaise with Exam Boards to sit exams at a different venue in extremis.
* Apply for Special Consideration for those affected to the appropriate Exam Boards.

**8. 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:**

* The centre to communicate with awarding organisations to organise alternative delivery of papers.
* Arrange with exam board for alternative means of receiving papers either electronically or alternative courier.
* Examinations Officer to ensure papers are kept securely until needed.

**10. 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:**

* The centre to communicate with relevant Awarding Body at the outset to resolve the issue.
* Alternative transport should only be used with the agreement of the relevant Awarding Body
* Scripts must be stored securely until such time transport is confirmed.

**11. 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 learners, or to facilitate post-results services

**Centre actions:**

* Centres to contact awarding organisations about alternative options
* Arrange to access results at an alternative site
* inform staff and learners parents as soon as possible of the change in distribution of results.

**Examination contingency plan details**

**For taking exam papers out of the secure storage:**

Keys and alarm code are used for the Secure Storage for exam papers and exam stationery

Where are the spare key to be kept – only Exams Officers know, so they need to inform delegated Officer on a need to know basis

Alarm code needed for entry – only Exams Officers should know it. If given out, to the delegated Officer only

Designated Officer to ensure that no-one else other than Exams Officers are around when accessing Secure Storage

**Transparent communication at all times throughout the exam cycle**

Manager of the building to be informed when series exams are on

Timetable widely published to all centre staff

Samples of seating plans, Invigilators notes, Setting out of exam rooms, various ‘logistical paperwork and guidance’, to be on SharePoint

At least one up-to-date ICE booklet, one up-to-date NCFE FS booklet, JCQ General Regs, JCQ Access Arrangements, Invigilator Logs, Evacuation procedures, etc. to be kept in the Grey Box – at time of exam period, additional ICE booklets may be required depending on access arrangements and additional rooms.

Notices, spare pens, USB drives, etc., also kept in the Grey Box in the exams cupboard – batteries for the clocks could be kept there.

**Useful email addresses & phone numbers:**

OCR 01223 553998

OCR Special Requirements [Access Arrangements] team: [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk).

AIM Awards: 013320 241822

[enquiries@aimawards.org.uk](mailto:enquiries@aimawards.org.uk)

**Policy for Severe Disruption/Evacuation during**

**External Examinations**

**Possible Causes**

* Unreasonable noise disruption
* Fire/Bomb/Flood Alert during an Examination

**Unreasonable noise disruption**

In the event of a severe disruption in an externally set examination, invigilators are advised to stop the examination, tell the learners to close their answer books, make a note of the time and summon help (Exams Officer, Lead invigilator) to sort out the problem.

Exam room conditions must be maintained.

When the disruption has been resolved the learners can resume their examination and the time taken to resolve the issue added on at the end of the examinations. The learners must be supervised at all times and thus the break in the examination can be regarded as ‘a supervised rest break’.

An incident log (Appendix 3) must be completed with the times of the disruptions noted. The Exams Officer to make Examining Body aware of the disruption if necessary.

**Fire/Bomb/Flood Alert during an Examination**

In the event of a fire alarm or bomb alert sounding (or any other emergency situation arising) during an examination, the first priority of the invigilators is to preserve life. The next priority is to ensure the security of the examination.

The invigilator should summon assistance, if there is time and it is appropriate, via the Exams officer and/or Centre Manager, who will confirm if immediate evacuation is necessary. A decision will be made as to whether a full evacuation is necessary.

If the emergency is over quickly, the learners should resume the examination. A careful note of the time of resumption must be noted and the full time allocated for the examination given to complete the examination, ignoring the interruption. An incident log (Appendix 3) must be completed with the times of the disruptions noted and a Special Consideration form will be filled in so as not to disadvantage the learners.

**Procedure for Emergency Evacuation from an Examination**

If it is necessary to evacuate the building, the lead invigilator should then stop the examination taking a note of the time and evacuate the building by row and in silence. The learners must leave all examination papers, scripts and writing equipment behind, and in accordance with the school emergency evacuation procedures. The learners should remain supervised and in silence throughout the emergency. Several other members of staff will be needed to help police this.

In the event of an emergency that requires learners to evacuate buildings during an examination the usual evacuation point should be used but the examination learners **must** be kept at a distance and in silence from other learners attending the Centre.

The emergency evacuation point for the Centre is the back car park.

At all times invigilators must act in accordance with section 16 of the ‘Instructions for conducting examination’ booklet. They should also summon assistance immediately an emergency arises. Silence should be maintained during the time the learners are outside the examination room.

Section 16 of ‘Instructions for conducting examination’ booklet states:

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert:

* Stop the learners from writing.
* Collect the attendance register and evacuate the examination room in line with the instructions given by the appropriate authority.
* Advise learners to leave all question papers and scripts in the examination room
* Learners should leave the room in silence.
* Make sure that the learners are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination. Make a note of the time of the interruption and how long it lasted.
* Allow the learners the full working time set for the examination.
* If there are only a few learners, consider the possibility of taking the learners (with question papers and scripts) to another place to finish the examination.
* Make a full report of the incident and the action taken (Appendix 3), and send to the relevant awarding body.

These guidelines are reproduced as an Evacuation Procedures document which forms part of each Invigilator’s Pack.

**Exam Room Incident Log**

This incident log is for the exams officer or invigilator(s) to use to record any irregularities1 that may happen in the exam room at the point of occurrence. It forms part of the Invigilator’s Pack on exam day and is stored on SharePoint.

*All irregularities* **must** *be recorded.*

*An exam room incident log should be used to record any irregularities.*

After the exam(s) in this room have concluded, incidents recorded here will inform required follow-up actions or reports to awarding bodies. The incident log will be affixed to the seating plan, copy of the attendance register(s), and exam room checklist for this exam room session.

Irregularities are unplanned incidents that could impact on the security of the examination, breach the rules and regulations or affect the conditions that enable learners to achieve their potential. Examples include: learner late/very late arrival; suspected malpractice (learner, centre staff); emergency evacuation; learner illness/distress; disturbance inside/outside the exam room; unauthorised persons entering the exam room etc.

Details that need to be recorded on the Incident Log are:

**Date**

**Time**

**Exam**

**Invigilator(s) names**

**Exam room**

**The wording:**

***‘In order to avoid potential breaches of security, care must be taken to ensure the correct question paper packets are opened. An additional member of centre staff must check the time, date and any other paper details before a packet is opened. [JCQ ICE 1, 11]***

***Prior to opening the above exam paper packets provided by the exams officer, I confirm that I have checked against the timetable that the date, session and paper details are correct’***

**The Incident description and times**

**Invigilator[s] Signatures**