



**HEATHROW AVIATION ENGINEERING
UTC**

Heathrow Aviation Engineering UTC Examinations Policy

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SECTION 1 EXAMINATIONS POLICY

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Purpose of the policy

Heathrow Aviation Engineering UTC is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- 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 with JCQ and awarding body regulations, guidance and instructions “to ensure that the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute” [JCQ General regulations (GR) 1]
- Exam candidates understand the exams process and what is expected of them.

This exam policy will be reviewed annually by SLT and the Exams Co-ordinator.

Centre staff will be informed of this policy by email.

Roles and responsibilities overview

Head of centre

The head of centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions, and the qualification specifications issued by the awarding bodies. (JCQ GR 1)

The head of centre will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - [http://www.jcq.org.uk/exams-office/general-regulations\(GR\)](http://www.jcq.org.uk/exams-office/general-regulations(GR))
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

The head of centre will ensure:

- the EO attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam cycle to be effectively managed and administered
- centre staff are supported and appropriately trained to undertake key tasks within the exams process
- centre staff undertake key tasks within the exams process (exam cycle) and meet internal deadlines set by the EO
- security within the examination process is managed as per JCQ and awarding body regulations, guidance and instructions
- risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place

Exams officer (EO)

The EO is appointed by the head of centre to act on behalf of the centre in matters relating to the management and administration of examinations and assessments.

The EO will:

- be familiar with the contents of annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/malpractice>

- be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensure key tasks are undertaken and key dates and deadlines met
- recruit, train and deploy a team of internal/external invigilators; appoint lead invigilators, as required

Senior leadership team (SLT)

- will be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

Access Arrangements Co-ordinator/Special educational needs co-ordinator (SEND)/Specialist Teacher

- will be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- will lead on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)

Heads of Department (HoDs)

- will ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and Access Arrangements Co-ordinator/SEND
- will ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will ensure teaching staff attend relevant awarding body training and update events

Teaching staff

- will undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and Access Arrangements Co-ordinator/SEND
- will keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will attend relevant awarding body training and update events

Invigilators

- will attend training, refresher, briefing and review sessions as required
- will provide information as requested on their availability to invigilate
- will sign a confidentiality and security agreement

Reception staff

- will support the EO in dealing with exam-related deliveries and dispatches with due regard to security at all times

Site staff

- will support the EO in relevant matters relating to exam rooms and resources

Candidates

Where applicable in this policy, the term ‘Candidates’ refers to candidates and/or their parents/carers.

The exam cycle

The exams officer and administration process that needs to be undertaken throughout the year is often referred to as the exam cycle and relevant tasks required within this grouped into the following stages:

- Planning
- Entries
- Pre-exams
- Exam time
- Results and post-results

This exam policy identifies the roles and responsibilities of centre staff within this cycle.

Planning

Information sharing

The head of centre will:

- direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

The Exams Officer will:

- inform relevant centre staff of JCQ and awarding body documentation relating to the exam cycle that has been updated
- signpost relevant centre staff to information that should be provided to candidates

Information gathering

The Exams Officer will:

- undertake an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- collate all data into one central point of reference
- research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all qualifications
- produce an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; inform key centre staff of internal deadlines
- collect information on internal exams to enable preparation for and conduct of all internal examinations

HoDs will:

- respond (or ensure Teaching staff respond) to requests from the EO on information gathering
- meet the internal deadline for return
- inform the EO of any changes to information in a timely manner
- familiarise themselves and their staff with the annual exams plan of internal deadlines

Access arrangements

The Access Arrangements Co-ordinator/SEND will:

- assess students to identify access arrangements requirements
- gather evidence of need to support access arrangements
- liaise with teaching staff to gather evidence of normal way of working
- gather signed data protection notices from candidates where required
- apply for approval through Access arrangements online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO

- keep relevant evidence on file for JCQ inspection purposes
- liaise with the EO regarding exam time arrangements for access arrangement candidates
- ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- provide and annually review a centre policy for the use of word processors in exams and assessments

SLT, HoDs, Teaching staff will:

- support the Access Arrangements Co-ordinator/SEND in determining and implementing appropriate access arrangements

Internal assessment

The head of centre will ensure:

- a procedure is in place for a candidate (or parent/carer) to appeal against an internal assessment decision
- a policy for the management of controlled assessment is in place and followed by centre staff
- both are available for JCQ inspection purposes
- irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

SLT will ensure:

- teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set, conduct, mark and authenticate candidates' work
- a process of internal moderation and standardisation is in place

HoDs will ensure:

- teaching staff delivering GCSE qualifications follow instructions for conducting controlled assessment <http://www.jcq.org.uk/exams-office/controlled-assessments/> and subject-specific information where provided by the awarding body
- teaching staff delivering GCE, Entry Level or Project qualifications follow instructions for conducting coursework <http://www.jcq.org.uk/exams-office/coursework> and subject-specific information where provided by the awarding body
- for other qualifications, teaching staff follow appropriate instructions issued by the awarding body

Teaching staff will ensure:

- appropriate instructions for conducting internal assessment are followed
- candidates are aware of JCQ or awarding body information for candidates on producing work that is internally assessed

Invigilation

The Exams Officer will:

- provide an annual training or refresher event for lead invigilators/invigilators in the conduct of exams

Invigilators will:

- Attend an annual training or refresher event if employed by the school alternatively through an agency. If staff go through the agency, we will provide a full induction before exams season commences

Entries

The term 'entries' is used to describe entry/registration information for internally and externally assessed components, and certification of qualifications against which a result will be reported.

Estimated entries

The Exams Officer will:

- request estimated or early entry information, required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met

HoDs will:

- provide information requested by the Exams Officer to the internal deadline
- inform the Exams Officer immediately of any subsequent changes to information

Final entries

The Exams Officer will:

- request final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- inform HoDs of subsequent deadlines for making changes to final entry information without charge
- confirm with HoDs final entry information that has been submitted to awarding bodies

HoDs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information which includes:
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- check final entry submission information provided by the EO and confirm information is correct

Entry fees

The Exams Officer will work with the School Business Officer to provide an annual breakdown of costs.

RE-sit fees are paid by candidates in advance of entries, those on pupil premium fees are authorised by the Head of Sixth Form.

Late entries

The Exams Officer will:

- have clear entry procedures in place to minimise the risk of late entries
- charge any late or other penalty fees to departmental budgets

HODs will:

- minimise the risk of late entries by
 - following procedures identified by the Exams Officer in relation to making final entries on time
 - meeting internal deadlines identified by the Exams Officer for making final entries

Re-sit entries

Re-sit fees are paid for in advance of entries being made.

Private candidates

Heathrow Aviation Engineering UTC does not accept outside private candidates, on occasion students who have left Heathrow Aviation Engineering UTC are facilitated with re-sits in agreement with the year 12 co-ordinator and once all fees have been paid

Transfer of credit

The Exams Officer will:

- provide information to relevant centre staff/candidates on transferring credit for GCE AS qualifications
- meet the awarding body deadline for requesting transfer of credit

The 6th Form team and/or teaching staff will:

- identify affected candidates to the Exams Officer

Candidate statements of entry

The Exams Officer will:

- provide candidates with statements of entry for checking

Teaching staff will:

- ensure candidates check statements of entry and return any relevant confirmation required to the Exams Officer

Candidates (or parents/carers) will:

- confirm entry information is correct or notify the Exams Officer of any discrepancies

Pre-exams

Access arrangements

The Access Arrangements Co-ordinator/SEND will:

- allocate centre staff to facilitate access arrangements for candidates
- inform candidates of the access arrangements that are in place for their exams

Briefing candidates

The Exams Officer will:

- issue individual exam timetable information to candidates
- issue relevant JCQ information for candidates
- where relevant, issue awarding body information to candidates
- issue centre exam information to candidates which will include information on:
 - exam clashes
 - arriving late for an exam
 - absence or illness during exams
 - equipment needed
 - information about when results will be issued

Dispatch of exam scripts

The Exams Officer will

- identify and confirm arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades – no longer necessary for Summer 2015 onwards

HoDs will:

- ensure teaching staff provide estimated grade information to the Exams Officer to the internal deadline

The Exams Officer will:

- submit estimated grade information to awarding bodies to meet the external deadline
- keep a record to track what has been sent

Internal assessment

HoDs will ensure:

- teaching staff provide marks for internally assessed components of qualifications to the Exams Officer to the internal deadline
- teaching staff authenticate candidates' work as per awarding body requirements
- teaching staff provide required samples of work for moderation to the Exams Officer to the internal deadline

The Exams Officer will:

- submit marks and samples to awarding bodies/moderators to meet the external deadline
- keep a record to track what has been sent

Candidates will:

- authenticate their work as required by the awarding body

Invigilation

The Exams Officer will:

- deploy invigilators effectively to exam rooms throughout an exam series
- allocate invigilators to exam rooms as per the required ratios
- liaise with the Access Arrangements Co-ordinator/SEND regarding invigilation of access arrangement candidates

The Access Arrangements Co-ordinator/SEND will:

- liaise with the Exams Officer regarding invigilation of access arrangement candidates

Invigilators will:

- provide information as requested on their availability to invigilate throughout an exam series

Seating and identifying candidates in exam rooms

The Exams Officer will:

- ensure a system is in place for identifying candidates in exam rooms
- provide seating plans for exam rooms as per JCQ and awarding body requirements

Invigilators will:

- follow the system for identifying candidates provided by the Exams Officer
- seat candidates in exam rooms as instructed by the Exams Officer

Security of exam materials

The Exams Officer will:

- have a process in place to record confidential materials delivered to the centre and issued to authorised staff
- have in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- receive, check and securely store question papers and other exam materials as per JCQ and awarding body requirements

Reception staff will:

- follow the process to record confidential materials delivered to the centre and issued to authorised staff

Teaching staff will:

- adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

The Exams Officer will:

- produce a centre exam timetable for each exam series
- identify and resolve candidate exam clashes
- identify exam rooms and specialist equipment requirements
- liaise with site staff to ensure exam rooms are set up as per JCQ and awarding body requirements
- liaise with the Access Arrangements Co-ordinator/SEND regarding rooming of access arrangement candidates

The Access Arrangements Co-ordinator/SEND will:

- liaise with the Exams Officer and Cover Manager regarding rooming of access arrangement candidates

Site staff will:

- liaise with the Exams Officer to ensure exam rooms are set up as per JCQ and awarding body requirements

Transferred candidate arrangements

The Exams Officer will:

- liaise with the host or entering centre as required
- process requests to the awarding body deadline
- where relevant (for an internal candidate) inform the candidate of the arrangements that have been made for their transferred candidate arrangements

Internal exams

The Exams Officer will:

- prepare for the conduct of internal exams under external conditions
- provide a centre exam timetable of subjects and rooms
- provide seating plans for exam rooms
- request internal exam papers from teaching staff
- arrange invigilation

The Access Arrangements Co-ordinator/SEND will:

- liaise with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff will:

- provide exam papers and materials to the Exams Officer
- support the Access Arrangements Co-ordinator/SEND in making appropriate arrangements for access arrangement candidates

Exam time

Access arrangements

The Access Arrangements Co-ordinator will:

- provide cover sheets for access arrangement candidates' scripts where required for particular access arrangements

- have a process in place to deal with emergency access arrangements as they arise at the time of exams
- apply for approval through Access arrangements online (AAO) where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

The process for dealing with candidate absence from exams is:

The LEAD team make phone calls to parents/carers for absent candidates and collate this information on the red Examination Absences Form

This is managed by:

Invigilators will:

- ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates will:

- be re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour

The process for managing candidate behaviour in exam rooms is:

- the responsibility of the Exam Officer/Senior Invigilator

This is managed by:

- The Exams Officer

SLT will:

- ensure that internal disciplinary procedures relating to behaviour are followed when appropriate

Candidate late arrival

The Exams Officer will:

- ensure that candidates who arrive very late for an exam are reported to the awarding body
- warn candidates that their work may not be accepted by the awarding body

The process for dealing with persistent late arrival for exams is:

- dealt with by the ICE Co-ordinator collecting students via mini bus and bringing them to school in plenty of time to sit their examinations

This is managed by:

- SLT

Conducting exams

The head of centre will:

- ensure venues used for conducting exams meet the requirements of JCQ and awarding bodies

The Exams Officer will:

- ensure exams are conducted as per JCQ and awarding body instructions

Dispatch of exam scripts

The Exams Officer will:

- dispatch scripts as instructed by JCQ and awarding bodies
- keep appropriate records to track dispatch

Exam papers and materials

The Exams Officer will:

- organise exam question papers and associated confidential resources in date order in secure storage
- attach erratum notices received to relevant exam question paper packets
- collate attendance registers and examiner details in date order
- regularly check mail or inbox for updates from awarding bodies

Exam rooms

The head of centre will:

- ensure only approved centre staff are present in exam rooms

SLT will:

- ensure a documented emergency evacuation procedure is in place

The Exams Officer will

- ensure exam rooms are set up as instructed by JCQ and awarding bodies
- provide authorised exam materials which candidates are not expected to provide themselves
- brief invigilators on exams to be conducted on a session by session basis
- ensure invigilators and candidates are aware of the emergency evacuation procedure

Site staff will:

- ensure exam rooms are available and set up as requested by the Exams Officer
- ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- ensure fire alarm testing does not take place during exam sessions

Invigilators will:

- conduct exams in every exam room as instructed in training/refresher and briefing sessions

Candidates will:

- be required to remain in the exam room for the full duration of the exam

Irregularities

The head of centre will:

- ensure any cases of suspected malpractice are investigated and reported to the awarding body as required

The Exams Officer will:

- provide an incident log in all exam rooms for recording any incidents or irregularities
- action any required follow-up and reports to awarding bodies

Invigilators will:

- record any incidents or irregularities on the exam room incident log (e.g. late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

Special consideration

The Exams Officer will:

- process appropriate requests for special consideration
- gather evidence which may need to be provided by other staff in centre or candidates
- submit to awarding bodies to the external deadline

Candidates will:

- provide appropriate evidence to support special consideration requests, where required

Internal exams

The Exams Officer will:

- brief invigilators on conducting internal exams
- return candidate scripts to teaching staff for marking

Invigilators will:

- conduct internal exams as briefed by the Exams Officer

Results and post-results

Managing results day(s)

SLT will:

- identify centre staff who will be involved in results day(s) and their role

Site staff will:

- ensure the centre is open and accessible to centre staff and candidates, as required

Accessing results

The Exams Officer will:

- inform candidates in advance of when and how results will be released to them
- access results from awarding bodies under restricted release of results
- resolve any missing or incomplete results with awarding bodies
- provide provisional statements of results to candidates on publication of results
- provide summaries of results for relevant centre staff on publication of results

Post-results services

The Exams Officer will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provide a process to record requests for services and collect candidate informed consent and fees where relevant
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant centre staff of outcomes
- update centre results information, where applicable

The head of centre will:

- ensure an internal appeals procedure is available where candidates disagree with the centre decision:
 - not to support an enquiry about results
 - not to appeal against the outcome of an enquiry about results
- ensure the procedure is available for JCQ inspection

Teaching staff will:

- meet internal deadlines to request the services and gain relevant candidate informed consent
- identify the budget to which fees should be charged

Candidates will:

- meet internal deadlines to request the services
- provide informed consent and fees, where relevant

Analysis of results

Following the publication of results, the LEAD Team will:

- provide analysis of results to appropriate centre staff
- provide results information to external organisations where required
- undertake the checking and submission of Secondary school and college performance tables information

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. The process for issuing certificates to candidates is:

- Students who have Heathrow Aviation Engineering UTC in Year 11 are sent a letter home with instructions on how and when to collect their certificates

Candidates may:

- arrange for certificates to be collected on their behalf by providing the Exams Officer with written or email authorisation; authorised persons must provide ID evidence on collection of certificates

Unclaimed or uncollected certificates are retained for:

- indefinitely in the exams cupboard

The issue and retention of certificates is managed by:

- the Exams Assistants

Review

The Exams Officer will:

- provide SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle

SLT will:

- work with the Exams Officer to produce a plan to action any required improvements identified in the review

Archiving of exam records

The Exams Officer will ensure that all exam records are held safely and in chronological order in the exams cupboard.

SECTION 2: EXAM CONTINGENCY PLAN

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Heathrow Aviation Engineering UTC. By outlining actions/procedures to be followed 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 information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

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 and trained
- *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*
 - 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 e.g. very late arrival, suspected malpractice, special consideration
 - candidates’ scripts not dispatched as required 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:

- Exams Assistants will step in and deputise for the Exams Officer

2. Assessments 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*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - 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
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- The SEND will step in and deputise for the Assessments Co-ordinator

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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- The responsibility would be cascaded to either second in department or the leadership link

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:

- At the end of the Summer season the number of invigilators is assessed and if necessary more invigilators are employed with training for all in September/October of the new academic year

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 expected incident at exam time*

Centre actions:

- The forthcoming academic calendar is looked at in July and prior planning is implemented

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:

- IT technicians are made aware of key dates and start work early at 6:30am to address any technical difficulties as early as possible

7. *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:

- Pastoral Team will negotiate with parents/carers regarding sending work home or making alternative arrangements for study

8. *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

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- A member of the LEAD team lives within walking distance of the school and will take full responsibility for running any scheduled examinations

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:

- Evidence of the crisis is obtained and special consideration is applied for where appropriate and/or candidate is given the opportunity to re-sit the examination if appropriate

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:

- All exam scripts are kept secure until normal collection arrangements can be engaged, the Exams team will also phone the relevant awarding bodies and make them aware of the delay

11. *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:

- The appropriate forms are completed by the Head of Department/Exams Officer and submitted to the relevant awarding bodies

12. *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:

- Results can be distributed via computers outside of the school premises

*information taken from the *Joint contingency plan for the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings <https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

SECTION 3: Management of Controlled Assessments

Introduction

This purpose of this policy is to:

- identify staff responsibilities in planning and managing GCSE controlled assessments;
- Examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy does **not** cover:

- internal assessment procedures within the parameters of the whole centre policy for Assessment, Recording and Reporting as these will be evidenced in ongoing departmental practice;
- Procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the awarding bodies.

Outlining staff responsibilities - GCSE controlled assessments

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin co-ordinating with heads of department/subjects to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments;
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments

Heads of departments/subjects

- Decide on the awarding body and specification for a particular GCSE
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment

- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the exams office details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the appropriate special educational needs coordinator (Access Arrangements Co-ordinator/SEND) for any assistance required for the administration and management of access arrangements

Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute mark sheets for teaching staff to use

- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team

Access Arrangements Co-ordinator/ special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Senior Leadership Team Office Manager Exams Officer
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Senior Leadership Team Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Head of Department Cover Manager
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Department Cover Manager

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Head of Department IT Support Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of Department IT Support Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of Department IT Support Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Student's log time spent on controlled assessments	Head of Department

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of Department Exams Officer
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Teacher Head of Department
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	All staff provided with a breakdown of duties for each level of control	Head of Department
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Head of Department

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Department
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Department
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Department
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Head of Department

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of Department Exams Officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork - marks can then be processed and submitted ahead of awarding body deadlines	Seek guidance from awarding body	Head of Department Senior Leadership Team Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Class Teacher Head of Department
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Class Teacher Head of Department

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	<p>Head of Department</p> <p>Subject Teacher</p> <p>Senior Leadership Team</p>
Centre does not run the standardisation activity as required by the awarding body	<p>Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted</p>	<p>Check with the awarding body whether a later standardisation event can be arranged</p>	<p>Head of Department</p> <p>Subject Teacher</p> <p>Senior Leadership Team</p>

SECTION 4: Early Entry Policy

The National Policy is designed to discourage early entry. Students will only be considered for early entry under exceptional circumstances.

SECTION 5: Internal Appeals Procedure

Appeals procedure against internal assessment decisions

Heathrow Aviation Engineering UTC is committed to ensuring that internal assessments¹ are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates' work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by Heads of Department/nominated subject staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

Note - *appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.*

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)
2. Appeals should be made using the **internal appeals form** completed by the candidate (or parent/carer)
3. The head of centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures
6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of Heathrow Aviation Engineering UTC and is not covered by this procedure.

¹Internal assessment includes controlled assessments, coursework and portfolios of evidence

The above template is taken in most part from JCQ [Appeals against internally assessed marks – suggested template for centres](#)

Appeals procedure against centre decisions not to support an enquiry about results

Following the issue of results, the general qualification awarding bodies offer [post-results services](#). Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the Exams Officer.

The service, *enquiries about results* (EARs), may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking. If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When Heathrow Aviation Engineering UTC does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the **internal appeals form** at least **one week prior to** the internal deadline for submitting an EAR.

Appeals procedure following the outcome of an enquiry about results

Where the head of centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision**
- the centre decision not to support an enquiry about results**
- the outcome of an enquiry about results**

Name of appellant		Candidate name <i>if different to appellant</i>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.

The internal appeals procedures for Heathrow Aviation Engineering UTC have been produced to demonstrate compliance with the following:

ICQ General Regulations for approved centres <http://www.icq.org.uk/exams-office/general-regulations>

Controlled Assessments, Coursework and Portfolios of Evidence

5.8 The centre agrees to have in place, and be available for inspection purposes, an internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

ICQ Post-results services <http://www.icq.org.uk/exams-office/post-results-services>

6.4.5 Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.

ICQ A guide to the awarding bodies' appeals processes <http://www.icq.org.uk/exams-office/appeals>

12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual GCSE, GCE, Principal Learning and Project Code of Practice http://ofqual.gov.uk/ofdoc_categories/regulations-and-guidance/codes-of-practice-regulations-and-guidance/

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii. A formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.

Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:

<http://www.jcq.org.uk/exams-office/controlled-assessments>

<http://www.jcq.org.uk/exams-office/coursework>

<http://ofqual.gov.uk/complaints-and-appeals/exam-results-appeals/>

<http://www.jcq.org.uk/examination-system/the-appeals-process>

SECTION 6: INTERNAL APPEALS AGAINST INTERNAL ASSESSMENT OF COURSEWORK/CONTROLLED ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

Heathrow UTC is committed to ensuring that whenever its staff assesses students' work for external qualifications, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Heathrow UTC is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by awarding body.

This procedure is available from the LEAD Office.

1. Appeals should be made as early as possible and by 31st March in the year of the examination.
2. Appeals should be made in writing by the candidate's parent/carer to the Director of Exams, who will instigate an appeals panel comprising of a GLT link and the Head of Department who have not been involved in the internal assessment concerned.
3. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examination code of practice of the QCA. Any teacher concerned will have the right to submit a written supporting statement.
4. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to the internal assessment.
5. The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work, this is outside the control of Heathrow UTC and is not covered by this procedure. If you have concerns about it, please ask the EO for a copy of the appeals procedure of the relevant awarding body

SECTION 7: Re-sit Policy for Post 16 Students

1. Background

With the changing landscape of external examinations, Heathrow Aviation Engineering UTC has established a rigorous and transparent policy for re-sitting external examinations. This policy provides clear guidelines for all stakeholders and equal opportunities for all so as to ensure that students attain their full potential in the external examinations system.

2. Practice

Students will re-sit GCSE English & Mathematics as required by national Policy. For all other subjects the following will apply:

2.1 The advice to re-sit certain subjects under recommendations from the teaching staff should be set in the overall context of the students' workload. Therefore, on occasion, it may be necessary for the 6th Form team to prioritise the re-sits so as to maximise the students' potential attainment.

2.2 Staff, students and parents at Heathrow Aviation Engineering UTC need to understand and be aware of the UMS system and the examination process and base their decisions to recommend a re-sit on this overall system.

2.3 It is expected that the Head of Department/teaching staff decision and advice should be followed by all students. An appeal against this decision may be made in exceptional circumstances to the Post 16 Lead, whose decision is final.