RedBalloon
Educational Trust
Red Balloon of the Air



Red Balloon of the Air

Exams Policy Directory

2026 - 2027

Willow Lodge, 37 High Street, Milton, Cambridge, CB24 6DF
Tel: 01223 3 54338 Email: exams@rbair.org.uk
Charity no: 1109606

Contents

Examinations - Emergency evacuation policy **7**

Purpose of the policy 7

When is an emergency evacuation required? 7

Emergency evacuation of an exam room 8

Recording details 9

Emergency evacuation procedure 10

Examinations Contingency Policy **11**

Purpose 11

Scope 12

Policy statement, provision and safeguards 12

Contingency plans 12

1. Examinations Officer absent for an extended period at key points in the exam process (cycle) 12

2. Head of Centre absent - Escalation Process 12

3. SENDCo has extended absence at key points in the exam cycle 13

4. Teaching staff have extended absence at key points in the exam cycle 13

5. Unavailability of invigilator(s) at last minute 13

6. Exam rooms and main centre venue - lack of appropriate rooms or main venues unavailable at short notice 14

7. Failure of IT systems 15

8. Emergency evacuation of the exam room (or centre lock down) 15

9. Disruption of teaching time 16

10. Centre unable to open as normal during the exams period 16

11. Candidates unable to take examinations because of a personal 'crisis' 17

12. Disruption in the distribution of examination papers / students issued with wrong exam papers 17

13. Disruption to the transportation of completed examination scripts 18

14. Assessment evidence is not available to be marked 18

15. Centre unable to distribute results as 'normal' 19
16. Conflict of Interests 19
17. Cyber Attack 19
18. Artificial Intelligence in Exams & NEAs 20
Examinations Policy 21
Purpose 21
Scope 21
Policy statement, provision and safeguards 21
Invigilation 23
Entries 24
Examination fees 24
'Special consideration' 24
Coursework 24
Plagiarism 25
Management of controlled assessments - specific staff responsibilities 27
Head of Centre and Examinations Manager/Officer/s 27
Subject Leads 27
Access Arrangements 28
Results 28
Enquiries about results (EARs) 28
Certificates 29
Examinations Word Processor Policy 30
Purpose 30
Scope 30
Policy statement, provision and safeguards 30
Exam Complaints and Appeals Policy 37
Purpose of the policy 37
Grounds for complaint 37
Teaching and learning 37
Access arrangements and special consideration 38

Entries 39
Conducting examinations 39
How to make a formal complaint 40
How a formal complaint is investigated 40
Appeals 41
Appendix 1 - Complaints/Appeals Form 41
Appendix 2 - Complaints and Appeals Log 42
Internal Appeals Policy **43**
Purpose of the procedure 43
Appeals against decisions to reject a candidate's work on the grounds of malpractice 46
Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal 47
Appeals regarding centre decisions relating to access arrangements and special consideration 50
Access arrangements and reasonable adjustments 51
Special consideration 51
Centre decisions relating to access arrangements, reasonable adjustments and special consideration 52
Appeals regarding centre decisions relating to other administrative issues 52
Appendix 1 53
Non-examination Assessment (NEA) Policy **54**
Policy scope 54
Purpose of the policy 55
What are non-examination assessments? 55
What is coursework? 55
Staff roles and responsibilities 55
Task setting 57
Issuing of tasks 57
Task taking 57

Supervision 57
Advice and feedback 58
Resources 58
Word and time limits 59
Collaboration and group work 59
Authentication procedures 59
Presentation of work 60
Keeping materials secure 60
IT support 61
Task marking – externally assessed components 61
Task marking – internally assessed components 62
Internal standardisation 63
Submission of marks and work for moderation 63
Storage and retention of work after submission of marks 64
External moderation – the process 65
External moderation – feedback 65
Access arrangements and reasonable adjustments 65
Special consideration and loss of work 65
Malpractice 66
Post-results services 67
Spoken Language Endorsement for GCSE English Language specifications designed for use in England 68
Private candidates 68
Subject Specific additional information 69
Whistleblowing in Exams Policy **70**
Introduction 70
Purpose of the policy 71
The Whistleblower 71
Reporting 72
Examples of malpractice 72

Whistleblowing procedure 72
Anonymity 73
Students 74
Malpractice Policy **75**
Purpose of the policy 75
What is malpractice and maladministration? 76
Candidate malpractice 76
Centre staff malpractice 76
Suspected malpractice 76
General principles 77
Preventing malpractice 77
Artificial Intelligence in Exams & NEAs 78
Informing and advising candidates how to avoid committing malpractice in examinations/assessments 78
Escalating suspected malpractice issues 79
Reporting suspected malpractice to the awarding body 79
Communicating malpractice decisions 80
Appeals against decisions made in cases of malpractice 81
Conflict of Interest Policy **81**
Purpose of the policy 82
Introduction 82
Roles and responsibilities 82
Additional responsibilities: 83

Examinations - Emergency evacuation policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2026
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose of the policy

This policy details how Red Balloon of the Air deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, a bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration

Senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

Special educational needs coordinator (SENDCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed through the Candidate Information Pack sent to every candidate, prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room

- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other relevant centre staff

- Support the senior leader, SENDCo, Exams Officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency evacuation procedure
Actions to be taken (as detailed in current JCQ Instructions for Conducting Exams section: **Emergencies**)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room Candidates must be advised to close their answer booklet
Candidates should leave the room in silence
Make sure that the candidates 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 candidates the full working time set for the examination
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination (Candidates must be given the opportunity to sit the examination for its published duration)
Make a full report of the incident and of the action taken, and send to the relevant awarding body

Examinations Contingency Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose

This policy ensures that, as far as possible, Red Balloon of the Air students have access to all relevant scheduled and planned external examination sessions and that all examinations are carried out in a professional manner, regardless of unexpected circumstances that may affect the examination processes.

Scope

The Head of Centre, supported by the exams manager/officer/s, is responsible for ensuring that examinations are available to all students and that there are a range of contingency procedures to ensure that exams can take place, regardless of unforeseen circumstances.

Policy statement, provision and safeguards

RBAir employs an Exams Manager, who has oversight of and responsibility for the running of external examinations.

Contingency plans

1. Examinations Officer absent for an extended period at key points in the exam process (cycle)

Required actions:

- Centres must ensure that other staff are sufficiently trained and informed, hence able to cover for the examinations officer under such circumstances.

Actions specific to RB Centre:

- *The Exams Officer is led by the Head of Centre. All relevant members of SLT have attended training to ensure that the absence of the Exams Officer is covered.*

- *The Head of Systems and Operations can act as Exams Officer back up and acts as an EO in EO's absence.*

Exams Officers from other RBAir centres act as cover EOs in EOs absence.

2. Head of Centre absent - Escalation Process

Required actions:

- Centres must ensure that other staff are sufficiently trained and informed, hence able to cover for the Head of Centre under such circumstances.

Actions specific to RB Centre:

Before examinations (Entries and Pre-exams), during exams time and after examinations:

- ***In the event of the absence of the head of centre or the member of senior leadership***

with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Liz Smart – Assistant Head of Centre.

3. SENDCo has extended absence at key points in the exam cycle

Required actions:

- Trained / qualified staff must be available to cover - advice may be sought from other RB providers. Possibly appoint a qualified assessor to test candidates in place of the SENDCo or make alternative arrangements for testing.

Actions specific to RB Centre:

- *Red Balloon of the Air has two SENDCos. The absence of one SENDCo would be covered by the other SENDCo, supported by a very experienced member of SLT who has line managed the SENDCo. Additionally, RB has other centres which could support with access testing, as well as an additional L7 qualified SENDCo working in the mentoring team.*

4. Teaching staff have extended absence at key points in the exam cycle

Required actions:

- Heads of Centre must ensure that they, or other nominated persons, are aware of all planned entries and deadlines for coursework and are able to ensure appropriate cover is provided.

Actions specific to RB Centre:

- *The Head of Centre would delegate to Assistant Heads/Department Leads or line manager/other SLT, as necessary.*

5. Unavailability of invigilator(s) at last minute

Required actions:

- Heads of Centre or their examinations officer must ensure that another trained member of staff is available to invigilate.

Actions specific to RB Centre:

- *RBAir has a list of pre-approved and trained invigilators (usually mentors and support staff) that it uses. This would be used in the event of the absence of an invigilator. In the event of the unavailability of any external invigilators, members of staff and SLT would be used. All available staff are invigilation trained.*

6. Exam rooms and main centre venue - lack of appropriate rooms or main venues unavailable at short notice

Required actions:

- Centres must plan well in advance of examinations re allocation of rooms. In the case of last-minute unavailability of a room (e.g., through flood or electrical hazard) use of other rooms for examinations must take precedence over all other activities even if that requires the cancellation of certain classes / activities.

Actions specific to RB Centre:

- *Exams would be moved to an appropriately sized office space/conference room/ one of the 'mumble' rooms.*

Required actions:

- In the case of last-minute unavailability of the whole venue, the centre will make arrangements to use one, or more, of the alternative sites listed below.

Actions specific to RB Centre:

- *If needed, centre will identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body.*
- *Centre will communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.*
- *Centre will ensure the secure transportation of question papers or assessment materials to the alternative venue.*
- *After the exam, centre will, consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration*

Addresses of alternative sites:

RBAir is a network of centres and, as such, we have the capacity to provide each other with alternative premises in case of main exam venues being unavailable due to an unexpected incident at exam time. Additionally, RBAir has access to local Village Halls in case of emergencies.

- *Red Balloon Cambridge - 42-44 High Street, Milton, Cambridge, CB24 6DF*
- *Landbeach Village Hall – Green End, Landbeach, Cambridge, CB25 9FD*

7. Failure of IT systems

Criteria for implementation of the plan:

- IT system corruption affecting candidates' work
- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Actions specific to RB Centre:

- *RBAir to contact the Exam Boards and work closely with the MIS system provider and the IT provider.*
- *RBAir's MIS system (Arbor) is a cloud-based system backed up by the provider. Centre to contact the provider.*
- *RBAir has a support contract with an IT company (T7S) which supports the school with all IT needs and services. Centre to contact the provider.*

8. Emergency evacuation of the exam room (or centre lock down)

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Actions to be taken:

- *Stop the candidates from writing*
- *Collect the attendance register (to ensure all candidates are present)*
- *Evacuate the examination room in line with the instructions given by the appropriate authority*
- *Advise candidates to leave all question papers and scripts in the examination room*
- *Candidates must be advised to close their answer booklet*
- *Candidates should leave the room in silence*
- *Make sure that the candidates 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 candidates the full working time set for the examination*
- *If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination*
- *(Candidates must be given the opportunity to sit the examination for its published duration)*
- *Make a full report of the incident and of the action taken, and send to the relevant exam board*

- *After the exam - consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration*

9. Disruption of teaching time – i.e. centre closed for an extended period or candidates unable to attend for an extended period during normal teaching or study thus interrupting the provision of normal teaching and learning.

Required actions:

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual, for examinations. Centres must ensure alternative arrangements (e.g., alternative building, online learning) are made under such circumstances.

Actions specific to RB Centre:

- *RBAir exam courses are partially taught online and continue regardless of centre opening. Centre to communicate with parents, carers, and students about any unforeseen disruption to teaching time and provide appropriate work via Microsoft Teams/email*
- *Centre to communicate with candidates (and where appropriate, parents/carers) information relating to facilitating alternative methods of learning.*
- *Centre to advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date.*

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

Required actions:

- 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.

Required actions:

- In the case of last-minute unavailability of the whole venue, the centre will make arrangements to use one, or more, of the alternative sites listed below.

Actions specific to RB Centre:

- *If needed, centre will identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body.*
- *Centre will communicate with candidates (and where appropriate, parents/carers) any*

changes to the exam or assessment timetable or to the venue.

- *Centre will ensure the secure transportation of question papers or assessment materials to the alternative venue.*
- *After the exam, centre will consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration*
- **Centre to offer candidates an opportunity to sit any examinations missed at the next available series*

Addresses of alternative sites:

RBAir is a network of centres and, as such, we have the capacity to provide each other with alternative premises in case of main exam venues being unavailable due to an unexpected incident at exam time:

- *Red Balloon Cambridge - 42-44 High Street, Milton, Cambridge, CB24 6DF*
- *Landbeach Village Hall – Green End, Landbeach, Cambridge, CB25 9FD*

11. Candidates unable to take examinations because of a personal 'crisis'

Required actions:

- Centres will offer candidates an opportunity to sit any examinations missed at the next available series. Centres will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons, they should be aware that special consideration rules will not apply.

Actions specific to RB Centre:

- **Centre will communicate with relevant awarding organisation to make them aware of the issue.*
- **Centre will then communicate solutions to parents/carers and candidates*
- **Centre to offer candidates an opportunity to sit any examinations missed at the next available series*
- **Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements*

12. Disruption in the distribution of examination papers / students issued with wrong exam papers

Required actions:

- Centres must check all exam papers upon arrival in school and will alert the appropriate awarding body of any discrepancies.

If this happens on the day of the exam, the exam board will be contacted immediately. Awarding organisations will be able to provide centres with electronic access to examination papers via a secure link or to fax examination papers to centres if electronic transfer is not possible. The examinations officer would need to ensure that copies are received, made, and stored under secure conditions.

Actions specific to RB Centre:

- *Centre to discuss alternative delivery of papers to the centre with the awarding body*
- *Centre to obtain electronic versions of exam papers from the awarding body.*
- *In case of incorrect exam papers being issued to candidates – centre to contact the awarding body to report this. Centre to follow the exam board's instructions.*

13. Disruption to the transportation of completed examination scripts

Required actions:

- In the first instance centres will seek advice from awarding organisations and/or the normal collection agency regarding collection. Centres must not make their own arrangements for transportation without approval from awarding organisations. Centres must ensure secure storage of completed examination papers until collection. All examination scripts must be stored in the secure safe until it is possible to despatch them according to the requirements detailed in the JCQ document Instructions for conducting examinations

Actions specific to RB Centre:

- **Centre will communicate with the awarding organisation and organise alternative arrangements for transport of scripts at a later date*
- *Centre will ensure the secure storage of scripts until collection.*

14. Assessment evidence is not available to be marked i.e. scripts or other assessment evidence are destroyed, lost, or damaged before being marked

Required actions:

- Centres must notify awarding bodies immediately. Awarding organisations may then generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations. Candidates should retake affected assessment(s) at a subsequent assessment window.

Actions specific to RB Centre:

- **Immediate communication to be made with relevant awarding body*
- **Students, parents and carers to be informed by letter*

- **Students retake the assessment that has been affected at a subsequent assessment window, if possible*

15. Centre unable to distribute results as 'normal'

Required Actions:

- Centres should notify awarding bodies and seek to make arrangements to access results at an alternative site (possible to access from home).

Actions specific to RB Centre:

- **Centre to contact awarding bodies and discuss alternative means of distribution*
- **Centre to make arrangements to access results at an alternative site*
- **Centre to distribute results via electronic routes having previously obtained written candidate consent*
- **Centre to distribute results electronically via the MIS System (Arbor)*
- **Centre to distribute results via post.*

16. Conflict of Interests

Required Actions:

- Centres must ensure that awarding bodies are informed (where required) of any relevant conflict declared by members of centre staff and records are maintained that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.

Actions specific to RB Centre:

- **Centre to ask all staff about potential conflict of interest on a regular basis throughout the year, and report any relevant Conflict of Interest to the appropriate Awarding Bodies*
- **Centre to keep a written annual Conflict of Interest Report on file (Exams Officers secure Share Point Folder)*
- **Centre to keep clear records of all Conflict of Interest cases including the measures taken to mitigate the risks*

17. Cyber Attack

All RBAir staff are Cyber Security trained and the training is updated annually. Certificates of the Cyber Security training of the members of staff with access to the exam boards secure websites and Access Arrangements portal access are collected by the Exams Officer and are available upon inspection before the first exam of the academic year, usually at the beginning of November.

Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations:

Actions specific to RB Centre:

- ** Exams Officer will work with the IT service provider and contact the relevant Awarding Body to seek further guidance. Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.*
- ** Exams Officer/Head of Centre/SLT team will follow the trust-wide school Cyber Security Policy.*

18. Artificial Intelligence in Exams & NEAs

Our Examinations Contingency Policy, in strict accordance with JCQ regulations, states that candidates are not permitted to access or utilise AI for any aspect of the assessment or examination process. The use of AI is exclusively reserved for examination administration and monitoring, and candidates are expected to rely solely on their own knowledge and abilities during all formal assessment. Any attempt by candidates to use AI or any unauthorised technological assistance will be considered a breach of examination rules, subject to disciplinary actions, and may result in the disqualification of their results. This prohibition on candidate access to AI reinforces the principle of fairness, ensuring that all individuals are assessed on a level playing field based on their own capabilities and knowledge.

JCQ expects all teachers to understand their responsibilities and the rules around AI use in assessment, as per this document: AI-Use-in-Assessments_Your role in protecting the integrity of qualifications

For more detailed information on AI in exams please refer to the Malpractice Policy and NEA Policy in this document.

Examinations Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose

This policy enshrines that Red Balloon aims to ensure that all students have access to an appropriate range of external accreditation and that all examinations are carried out in a professional manner.

Scope

The Head of Centre is responsible for ensuring that an appropriate range of external accreditation is available to students, and that examination procedures are followed rigorously. RBAir employs an Examinations Manager/Officer/s.

Policy statement, provision and safeguards

The purpose of the policy is to ensure that:

- the planning, and management of examinations and external assessment processes are conducted in the best interests of students;
- all examinations and external assessment processes are conducted in line with national and examining body regulations;
- all those involved in all aspects of examinations and external assessment processes are familiar with their roles and responsibilities.

The Examinations Manager/Officer/s is responsible for examination practice.

The Examinations Manager/Officer/s is responsible for ensuring that:

- all examinations and external assessment processes are conducted in accordance with national and awarding body regulations;
- an appropriate range of examinations and accreditation is available to students;
- students are provided with the opportunity to undertake all external assessments in an organised, well-controlled and supportive environment, enabling them to achieve their potential;
- students, parents, teachers, and all relevant parties are aware of key dates and details regarding all course entries and external examinations;
- all results are conveyed to students, and other appropriate agencies, such as referring schools and commissioning agents;
- any access arrangements are applied for at the appropriate time - this should be done by SENDCo-qualified members of staff;
- a summary of student performance in external accreditation is available annually to parents / carers.

The tasks involved in meeting these responsibilities may be delegated to other staff.

The Examinations Manager/Officer/s will:

- maintain systems and processes to support the timely entry of students for their examinations;
- ensure submission of students' coursework and controlled assessment marks;
- ensure dispatch and storage of returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- arrange for dissemination of examination results, any appeals/re-mark requests and certification;
- produce a timetable of examinations and ensure it is appropriately circulated;
- ensure any necessary information is added to the centre website;
- receive, check, and securely store all examination papers;

- ensure all examination fees are paid on time.

All teaching staff will strive to ensure that students for whom they are responsible are given the best possible opportunity to succeed and to achieve appropriate external accreditation. Each member of staff will:

- liaise with the Examinations Manager/Officer/s and inform them of any new qualifications being considered or offered;
- provide all necessary information to the Examinations Manager/Officer/s concerning entries, forecast grades and coursework;
- ensure that they are familiar with the relevant assessment frameworks and objectives for all relevant examinations;
- maintain accurate records of student progress to facilitate accurate prediction of results;
- ensure that students are well prepared for external assessments through long- and medium-term planning, regular monitoring and formative assessment and practice and intervention strategies;
- ensure that all examination entries and coursework or controlled assessment procedures are administered in a timely and efficient manner through accurate completion of coursework mark sheets and declaration sheets, accurate completion of entry forms and all other mark sheets and adherence to required deadlines (see later in this document re plagiarism);
- analyse examination performance data in their subject area(s) and review practice in the light of that analysis.

Invigilation

The Examinations Manager/Officer/s will ensure that a responsible invigilator is identified for each examination. The invigilator will:

- collect examination papers and other material from the Examinations Manager/Officer/s before the start of the examination;
- oversee the examination, in line with national and examination body regulations;
- take an accurate register of all students sitting examinations;
- collect all examination papers in the correct order at the end of the examination and ensure their return to the Examinations Manager/Officer/s;

- ensure that students do not have access to any information or support that is not specifically identified as being required or allowed for that examination.

In accordance with the requirements of The Equality Act (2010) and Disability Discrimination Act (2005), all staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Making special arrangements and arranging support for candidates to take examinations is the responsibility of the Examinations Manager.

Entries

Subject teachers select students for examination entries.

Students or parents may request a subject entry, change of tier or withdrawal.

Examination fees

Centres will pay all normal examination fees for students of the centre.

'Special consideration'

Should a student be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise be disadvantaged or disturbed during an examination, then it is the student's parent's / parents' (or carer's / carers') responsibility to alert the Examinations Manager or the Head of Centre to that effect.

The student must support any special consideration claim with appropriate evidence within three days of the examination, e.g. a doctor's letter. The Examinations Manager/Officer/s must then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

If an unforeseen event affects the running of an exam (e.g. a fire alarm), this instance will be reported to the appropriate examining board and agreed action taken.

Coursework

The submission of coursework is the responsibility of teachers.

All coursework should be completed in line with the relevant awarding body's regulations.

Students should submit coursework before the deadlines given to them by teachers.

Teachers will complete and pass relevant mark sheets and samples to the Examinations Manager/Officer/s.

Plagiarism

Red Balloon staff will attempt to ensure that no student achieves an 'unwarranted' grade through plagiarism. There are many definitions of plagiarism, but they all have in common the idea of taking someone else's intellectual effort and presenting it as one's own. JCQ defines plagiarism as, "the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own." Most usually plagiarism refers to copying from published texts whether these are in print or on the internet, but it can also refer to copying from manufactured artefacts, or essays or pieces of work previously submitted for examinations.

A strict interpretation of the term "work" in the above definition would include the original ideas, as well as the actual words or artefacts produced by another. However, all work relies at least to some degree upon previous sources: only if the candidate has submitted an extensive and unacknowledged paraphrase (amounting to more than 50% of the total) of another person's writings will this be deemed as plagiarism / malpractice.

By virtue of its definition, plagiarism is restricted to those examination components where students undertake examination work in unsupervised conditions, such as coursework, pre-release work, or the compilation of research notes which can be used in the examination. It can also occur when candidates are permitted to annotate texts and take them into the examination room.

Copying from another student during an examination is not strictly defined as plagiarism, but necessary action (informing the appropriate awarding body) will always be taken.

Working jointly with other students is to be commended, *but* any eventual submission must be solely the work of the candidate or indicate clearly where collaborative working has taken place. Staff must ensure that this is the case.

All Red Balloon staff entering candidates for a qualification with a coursework component must accept the obligation to authenticate the work submitted for assessment. Staff must confirm that the work produced is solely that of the candidate concerned. Staff will not accept work which is not the candidate's own. If plagiarism is discovered prior to the signing of a declaration of authentication, the incident need not be reported to the awarding body; it may be dealt with internally. If discovered after this point, the awarding body must be notified.

Given the close working relationship between Red Balloon staff and students, it is expected that staff would quickly know (different style, unusual vocabulary etc) if work submitted is not that of the candidate i.e., has been plagiarised and must take appropriate action.

In order to reduce the likelihood of students resorting to such practice staff:

- should consider incorporating an awareness raising session on academic honesty when students begin examination courses;
- must ensure that where an awarding body has issued guidance on submissions, all students have been issued with (and internalised) that guidance;
- must ensure that each candidate understands the contents of any such guidance particularly the meaning of plagiarism and what penalties may be applied;
- should reinforce to a candidate the significance of their signature on any form stating they have understood and followed the coursework and portfolio requirements for the subject;
- should make clear what is and what is not acceptable in respect of plagiarism and the use of sources, including the use of websites… it is unacceptable to simply state 'Internet' as a reference, just as it would be unacceptable to state 'library' rather than the title of the book, name of the author, the chapter and page reference. It is similarly unacceptable to list search engines such as Google, Bing etc - candidates must provide details of any web pages from which they are quoting or paraphrasing;
- should teach the use of quotation marks when sources are quoted directly (a suggested guideline for the need to put items in quotation marks would be the use of more than six words in unchanged form);
- should set reasonable deadlines for submission of work and provide reminders;
- should give time for sufficient work to be done in class under direct supervision to allow themselves to authenticate each candidate's whole work with confidence;
- should examine intermediate stages in the production of work in order to ensure that the work is underway in a planned and timely manner;
- should introduce classroom activities that use the level of knowledge/understanding achieved during the coursework thereby making the teacher confident that the student understands the material;
- could ask students to make a short verbal presentation to the rest of the group on their work;
- should stress to students and their parents/carers the penalties of malpractice;
- must take care to ensure that work undertaken in previous years' examinations by other students is not submitted as their own by candidates for the current examination - the safekeeping of such earlier work is significant, and its issue to candidates for reference purposes should be carefully monitored;
- must not accept, without further investigation, any work which they suspect has been plagiarised.

Management of controlled assessments - specific staff responsibilities

Head of Centre and Examinations Manager/Officer/s

The Head of Centre and Examinations Manager/Officer/s are responsible for the safe and secure conduct of controlled assessments. In meeting this responsibility, they will:

- ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- work with subject teachers to schedule controlled assessments… and ensure that:
- clashes/problems over the timing or operation of controlled assessments are foreseen and resolved;
- all staff involved have a calendar of events;
- an internal appeals policy for controlled assessments is available.

The Head of Centre and Examinations Manager/Officer/s will work with subject area leads and teachers to ensure that they are able to meet the responsibilities detailed below.

Subject Leads

Subject Leads, or Teachers in Charge of a subject, and teachers must:

- decide on the awarding body and specification for a particular GCSE;
- ensure that marking is standardised internally;
- ensure that they fully understand their responsibilities regarding controlled assessments;
- ensure they 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;
- 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 manager 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 always stored securely;

- 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;
- ensure they are aware of any access arrangements for students and that those arrangements are carried out.

Examinations Manager/Officer/s

Where confidential materials are directly received by the Exams Manager, s/he is responsible for receipt, safe storage and safe transmission, whether in a digital storage medium or hard copy format. S/he will download and distribute marksheets for teaching staff to use.

Access Arrangements

The SENDCo is responsible for ensuring that access arrangements are applied for in good time and that they are carried out appropriately. This person, supported by the exams manager, will ensure that all staff are aware of any arrangements made and that any equipment required is available in good time.

Results

Students will be notified (by email, post or in person - as requested by the student before the end of the preceding term) immediately results are published.

A summary of results will be posted on the Red Balloon website.

Enquiries about results (EARs)

In any case where the subject teacher has reasonable grounds for believing there has been an error in marking, and the student concurs (the student's written consent must be obtained), the result will be queried. The examinations manager will seek a 'review of marking' at the centre's expense.

If a student wishes to challenge a result, but that wish is not supported by centre staff, that decision should be discussed with the student. Should the student still wish to submit an enquiry, s/he will be asked to pay the requisite amount to the centre before the EAR is lodged.

NB In those cases wherein the grade is raised, all costs will be reimbursed by the awarding body.

Certificates

The Examinations Manager will ensure that all certificates are presented or sent to students.

Examinations Word Processor Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose

This policy ensures that RBAir provides students with use of a word processor in exams and assessments, compliant with JCQ regulations and as part of student access arrangements.

Scope

The Head of Centre, with the SENDCo and Exams Manager, is responsible for ensuring that appropriate access arrangements are in place for those students who need them. The term 'word processor' here is used to describe, for example, the use of a computer, laptop or tablet.

Policy statement, provision and safeguards

Statement

JCQ regulations (Access Arrangements and Reasonable Adjustments Booklet) state:

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

The criteria used to award and allocate word processors for examinations

Red Balloon of the Air confirms the normal way of working in examinations for all our candidates is:

- Candidates use Word Processors (Normal Way of Working - NWOW) (unless for certain subjects like maths/science/music or by preference a candidate chooses to handwrite and then that is what is applied)

Awarding the use of word processors in other circumstances (e.g. private candidates):

Red Balloon of the Air may also award a candidate the use of a word processor in examinations where:

- the candidate has a firmly established need
- by not being awarded a word processor the candidate would be at a substantial disadvantage to other candidates

This may include where a candidate has for example:

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

(This list is not exhaustive)

The use of a Word Processor may also be considered for a candidate:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Allocating the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the Exams Officer/Manager

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with the ICE booklet

Access Arrangements

The following principles are applied to access arrangements at Red Balloon of the Air:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- Although access arrangements are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question.
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENDCos must consider the need for access arrangements on a subject-by-subject basis.
- The SENDCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.

The use of a word processor

Red Balloon of the Air will:

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include:

- a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
- only permit the use of a word processor where the integrity of the assessment can be maintained
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification
- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Other centre specific information relating to the use of a word processor:

- Red Balloon of the Air is a blended in-person and online therapeutic alternative Educational Provision where the majority of lessons take place online using a laptop. Typing responses on a laptop is the normal way of working for our students in all academic lessons. The exceptions are in maths assessments and some practical science lessons. Students may choose to handwrite directly onto test or exam papers if they have capacity to do so.

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

- In all examination rooms across our premises.

In compliance with the regulations, Red Balloon of the Air:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise
- checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners

Red Balloon of the Air will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- (added 2020/21) ensure the word processor is not used to perform skills which are being assessed
- (added 2020/21) ensure the word processor is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication

- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

Red Balloon of the Air will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

Use of Access by Examscreen Software

Red Balloon of the Air may use **Access by Examscreen**, a JCQ compliant word-processing software solution, to support candidates who require the use of a word processor as an approved access arrangement during examinations. The software will be used to support candidates' individual needs while maintaining the integrity and security of the examination process.

- Access by Examscreen may be used where appropriate to provide candidates with access to word-processing facilities in accordance with the current JCQ *Access Arrangements and Reasonable Adjustments* regulations and the relevant awarding body's requirements. The use of the software will be determined by the Exams Officer, in consultation with the relevant staff, and in line with each candidate's approved access arrangements, where applicable.
- Before its use in live examinations, the software will be appropriately configured and checked to ensure that it meets the requirements for the relevant examination. The Exams

Officer will ensure that any prohibited functions, including internet access, spelling and grammar checking, predictive text or other unauthorised assistance, are disabled where required by the applicable regulations. Any permitted functions will be determined in accordance with the relevant JCQ regulations and examination requirements.

- Candidates using Access by Examscreen will be familiarised with the software in advance of their examinations, wherever practicable. This will help ensure that they can use the facilities confidently and independently during the examination.
- All examination work produced using Access by Examscreen will be managed in accordance with the centre's established procedures for word-processed scripts. The Exams Officer will ensure that completed work is securely saved, printed or submitted as required by the awarding body, correctly identified with the candidate's details and securely handled in accordance with examination regulations.
- The use of Access by Examscreen will be subject to the same standards of examination security, supervision and regulatory compliance as any other word-processing arrangement. The centre will review its use periodically to ensure that the software continues to meet candidates' needs and the requirements of the relevant

Printing the script after the exam has ended

Red Balloon of the Air will ensure that:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word processed script is attached to any answer booklet which contains some of the answers
- if an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way

Exam Complaints and Appeals Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose of the policy

This procedure confirms RBAir's compliance with JCQ's General Regulations for Approved Centres (section 5.8) that the centre will draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
    - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis

    - Teacher lacking knowledge of new specification/incorrect core content studied/taught
    - Core content not adequately covered
    - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment (centre assessed work), which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure
- Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed data protection notice/candidate data personal consent form)
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's internal appeals procedure)

- Centre fails to adhere to its internal appeals procedure

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (on-screen) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body post-results services)

- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and Appeals Procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, RBAir encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- A formal complaint should be submitted by filling in the Complaints and appeals form (Appendix 1)
- Completed forms should be returned to the exams manager
- Forms received will be logged by the centre and acknowledged within 14 calendar days

How a formal complaint is investigated

- The head of centre will further investigate or the Head of Centre will appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 4 working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by again completing a Complaints and appeals form (Appendix 1)
- Forms received will be logged by the centre and acknowledged within 14 calendar days
- The appeal will be referred to the Head of Centre
- The Head of Centre will inform the appellant of the final conclusion in due course.

Appendix 1 - Complaints/Appeals Form

Complaints and appeals form	**FOR CENTRE USE ONLY**	
	Date received	
Please delete as appropriate to indicate the nature of your complaint/appeal:	Reference No.	

Complaint/appeal against the centre's delivery of a qualification

Complaint/appeal against the centre's administration of a qualification

Name of complainant/appellant	
Candidate name if different to complainant/appellant	
Please state the grounds for your complaint/appeal below If your complaint is lengthy please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate *If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed*	
Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)	

Complainant/appellant signature:	Date of signature:

This form must be completed in full; an incomplete form will be returned to the complainant/appellant

Appendix 2 - Complaints and Appeals Log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Internal Appeals Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose of the procedure

This procedure confirms RBAir's compliance with JCQ's General Regulations for Approved Centres (section 5.3) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

Appeals relating to internal assessment decisions (centre assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by RBAir and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

This procedure confirms RBAir's compliance with JCQ's General Regulations for Approved Centres (section 5.7) that the centre will:

- have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Deadlines for the submission of marks

Qualification	Exam Series	Boards	Deadline
GCSE	Summer 2027	AQA/Pearson/OCR/WJEC	15th May 2027
GCE/FS	Summer 2027	AQA/Pearson/OCR/WJEC	5th May 2027

RBAir is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

RBAir ensures that all centre staff follow a robust Non-examination Assessment Policy (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCSE/FS and Project qualifications.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. RBAir is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more

than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the marking standards to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

RBAir will:

1. ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
3. inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within 7 calendar days
5. inform candidates they will not be allowed access to original assessment material unless supervised
6. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be
7. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline.
8. Allow 7 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
9. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
11. inform the candidate in writing of the outcome of the review of the centre's marking

The outcome of the review of the centre's marking will be made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appeals against decisions to reject a candidate's work on the grounds of malpractice

- The JCQ Information for candidates' documents (Coursework, Non-examination assessments, social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work.
- The JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).
- The centre ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.
- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure confirms RBAir compliance with JCQ's General Regulations for Approved Centres that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an online application for a clerical re-check, a review of marking, a review of moderation or an appeal
- Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Exams Manager.
- Candidates are made aware of the arrangements for post-results services prior to the issue of results.
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)

This is the only service that can be requested for objective tests (multiple choice tests)

- Service 2 (Review of marking)

- Priority Service 2 (Review of marking)

This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)

- Service 3 (Review of moderation)

This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For written components that contributed to the final result, the centre will:

1. Where a place at university or college is at risk, consider supporting a request for a Priority Service 2 review of marking
2. In all other instances, consider accessing the script by:
    a. (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
    b. (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
3. Collect informed written consent/permission from the candidate to access his/her script
4. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
5. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
6. Collect informed written consent from the candidate to request the RoR service before the request is submitted
7. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body]

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by

completing the internal appeals form at least 10 calendar days prior to the deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of his/her appeal in writing.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or 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 5 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). 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.

Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms RBAir's compliance with JCQ's General Regulations for Approved Centres (section 5.3x) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover appeals regarding centre decisions relating to access arrangements and special consideration

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications Access Arrangements and Reasonable Adjustments and A guide to the special consideration process
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, RBAir:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA

Special consideration

Where RBAir can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include RBAir's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where RBAir makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 7 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, RBAir will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause RBAir to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where RBAir may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

- The appellant will be informed of the outcome of the appeal within 7 calendar/working days of the appeal being received and logged by the centre.

Appendix 1

Internal Appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please tick box to indicate the nature of your appeal and complete all white boxes* on the form below

- ☙ Appeal against an internal assessment decision and/or request for a review of marking
- ☙ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☙ Appeal against the centre's decision relating to access arrangements or special consideration
- ☙ Appeal against the centre's decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes

Name of appellant		Candidate name(if different to appellant)	
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	
Please state the grounds for your appeal below: (If applicable, tick below) ☙ Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed			
Appellant signature:		Date of signature:	

Non-examination Assessment (NEA) Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	RBAir Assessment Policy
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres JCQ Instructions for conducting non-examination assessments (GCE & GCSE specifications) JCQ AI Use in Assessments: Protecting the Integrity of Qualifications Equality Act (2010)

Policy scope

This policy affects the delivery of subjects' GCSE or other qualification specifications with one or more non-examination assessment components, controlled assessments or coursework.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and

- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment),

is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword) (This document is further referred to in this policy as NEA)

Purpose of the policy

This policy confirms the JCQ requirement that RBAir has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments.

What are non-examination assessments?

This is outlined in the JCQ's instructions for conducting non-examination assessments

> Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.
>
> There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:
>
> • task setting;
>
> • task taking;
>
> • task marking.

What is coursework?

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

Staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include (GCE and GCSE) non-examination assessments, controlled assessment (where relevant) and coursework.

The Head of Centre:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA and ICC
- Ensures the centre's policy is fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

This policy will be reviewed by the Head of Centre at the beginning of each academic year. At every review, the policy will be shared with the RBAir SLT and approved by the Head of Centre.

Senior leaders

- Ensure the correct conduct of non-examination assessment which complies with NEA and ICC and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessment are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment
- Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
- Works with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in NEA and ICC

- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessment, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams manager / exams officer

- Signposts the annually updated JCQ NEA and ICC documents to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and, where relevant, ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own

- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - social media
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates' documents*
- Ensures candidates:
    - understand that information from all sources must be referenced
    - receive guidance on setting out references
    - are aware that they must not plagiarise other material

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* AI-Use-in-Assessments_Sep26_v5.pdf.pdf as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
    - By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Subject teacher

- Where required by the awarding body's specification:
    - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
    - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA or ICC and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA or ICC unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line on social media or through any other means (Reminds candidates of the contents of the JCQ document *Information for candidates – social media)*
- Where work is stored electronically, liaises with IT support to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT support

- Ensures, where required, that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams manager / exams officer

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable

Exams manager / exams officer

- Provides the attendance register to the subject teacher where applicable
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body

- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject head/lead

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports or delegates support for staff not familiar with the mark scheme (e.g. teachers new to the specification)
- Ensures accurate internal standardisation - for example by:
    - obtaining reference materials at an early stage in the course
    - holding a preliminary trial marking session prior to marking
    - carrying out further trial marking at appropriate points during the marking period
    - after most marking has been completed, holds a further meeting to make final adjustments
    - making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

Exams manager / exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation:
    - work is dispatched in packaging provided by the awarding body
    - moderator label(s) provided by the awarding body are affixed to the packaging
    - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Exams manager / exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject head/lead

- Checks the final moderated marks when issued to the centre when the results are published
- Checks any moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams manager / exams officer

- Accesses or signposts any moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs and disabilities coordinator (SENDCo)

- Follows the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

Exams manager / exams officer

- Refers to/directs relevant staff to the JCQ document A guide to the special consideration process
    - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
    - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
    - Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate)

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework

- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments and (where applicable) Information for candidates - coursework assessments
- Ensures candidates understand the JCQ document Information for candidates - social media
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams manager / exams officer

- Signposts the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- Is familiar with the JCQ document Post-Results Services
- Ensures the centre's *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams manager / exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

Exams manager / exams officer

- Follows the awarding body's instructions for the submission of grades and recordings

Private candidates

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components/units of non-examination assessment/coursework (where the specification may be made available to private candidates by the awarding body)

- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

Subject Specific additional information

RBAir centre teaching staff will be supported by the Head of Department, Head of Faculty or Teacher in Charge of Subject to ensure that all students are able to complete all necessary NEA tasks that form part of their qualification course.

GCSE English Language and English Functional Skills

All spoken English Language NEA component tasks are digitally recorded and backed up to RBAir cloud storage.

GCE English Literature

Students are supported to fulfil the NEA requirements of their A-level specification. Teachers ensure they are aware of and will comply with the JCQ regulations and their exam board's AI in coursework guidance Pearson Guidance on the use of AI in coursework

Whistleblowing in Exams Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Introduction

Whistleblowing at RBAir is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre, SLT and RBET Trustees at RBAir aim to create and maintain an approach to examinations that reflects an ethical culture and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's General Regulations for Approved Centres, RBAir will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation as required by an awarding body, gather

evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice: Policies and Procedures and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within General Regulations for Approved Centres in response to the recommendations within the report of the Independent Commission on Examination Malpractice.

This policy sets out the whistleblowing procedures at RBAir. It has been produced by the Head of Centre and also a member of the Senior Leadership Team responsible for handling any cases of whistleblowing. The Head of Centre is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if RBAir fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Head of Centre.

However, there may be times when it may be more appropriate to refer the issue directly to the Head of Centre, most often when the allegation is against the Head of Centre.

Examples of malpractice

In addition to the centre-wide Whistleblowing Policy, this exams-specific policy includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it.

Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the head of centre or nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

Students at RBAir are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

Malpractice Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres JCQ Instructions for conducting non-examination assessments (GCE & GCSE specifications) JCQ AI Use in Assessments: Protecting the Integrity of Qualifications JCQ Suspected Malpractice Policies & Procedures Equality Act (2010)

Purpose of the policy

To confirm Red Balloon of the Air:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP)

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (SMPP)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP)

General principles

In accordance with the regulations Red Balloon of the Air will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)
- The JCQ member awarding organisations divide malpractice into the following types
  • breach of security;
  • deception;
  • improper assistance to candidates;
  • failure to co-operate with an investigation;
  • maladministration;
  • candidate malpractice.

Preventing malpractice

Red Balloon of the Air has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. (SMPP)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
  - General Regulations for Approved Centres
  - Instructions for conducting examinations (ICE)
  - Instructions for conducting coursework
  - Instructions for conducting non-examination assessments
  - Access Arrangements and Reasonable Adjustments
  - A guide to the special consideration process
  - Suspected Malpractice: Policies and Procedures
  - Plagiarism in Assessments
  - AI Use in Assessments: Protecting the Integrity of Qualifications
  - A guide to the awarding bodies' appeals processes (SMPP)

Artificial Intelligence in Exams & NEAs

In strict accordance with JCQ regulations, candidates are not permitted to access or utilise AI (artificial intelligence) for any aspect of the assessment or examination process. The use of AI is exclusively reserved for examination administration and monitoring, and candidates are expected to rely solely on their own knowledge and abilities during the assessment. Any attempt by candidates to use AI or any unauthorised technological assistance will be considered a breach of examination rules, subject to disciplinary actions, and may result in the disqualification of their results. This prohibition on candidate access to AI reinforces the principle of fairness, ensuring that all individuals are assessed on a level playing field based on their own capabilities and knowledge.

Teaching staff are signposted to the relevant JCQ documents and briefed about the use of AI. Teachers are informed that JCQ expects all teachers to understand their responsibilities and the rules around AI use in assessment, as per this document: AI-Use-in-Assessments: Protecting the Integrity of Qualifications

Teaching staff are briefed about the use of AI via this RBAir AI Guidance factsheet.

AI is not permitted as any part of the official examination or non-examination assessment process. (AI research and AI marking for formative feedback during preparation for assessment is acceptable, provided this is not the only method of marking.) In general, AI use should be treated like any other source and credited appropriately. AI misuse is, therefore, a type of plagiarism/malpractice to be avoided.

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

Red Balloon of the Air has in place:

- A process of informing candidates how to avoid committing malpractice in examinations/assessments.
- Exams Staff include the relevant JCQ AI Information factsheets with the JCQ Information for Candidates notices, which are provided to all candidates entered by the centre for the current academic year. It is emailed to all candidates and parents with their statement of entries:
- -JCQ AI and Assessments A quick guide for students

- Teaching staff are informed and briefed on the use and misuse of AI by Exams Staff and members of SLT with the responsibility for exams. Teaching staff are signposted to the relevant JCQ documents and briefed about the use of AI. Teachers are informed that JCQ expects all teachers to understand their responsibilities and the rules around AI use in assessment, as per this document: AI Use in Assessments: Protecting the integrity of qualifications.pdf
- Teaching staff are briefed about the use of AI via this RBAir AI Guidance factsheet.

Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report using appropriate channels, either by informing the Exams Officer/Manager and/or Head of Centre.

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP)
- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding body. Instead, they will be dealt with in accordance with the centre's internal procedures.
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported using a JCQ M1 to the relevant awarding body. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP)

- Centres should not normally give credit for any work submitted which is not the candidate's own work. If any improper assistance (see below) has been given, this must be reported to the awarding body, and a note must be made of this on the cover sheet of the candidate's work or other appropriate place. Where malpractice by a candidate in a vocational qualification is discovered prior to the work being submitted for certification, centres should refer to the guidance provided by the awarding body.
- If coursework, controlled assessment, non-examination assessment or portfolio work which is submitted for internal assessment is rejected by the centre on grounds of malpractice, candidates can request an internal appeal against this decision by following the appropriate internal appeals process described in the Internal Appeals Policy
- Examples of improper assistance to candidates:
  • assisting candidates in the production of controlled assessment, coursework, non-examination assessments or portfolios beyond that permitted by the regulations;
  • sharing or lending candidates' controlled assessments, coursework or non-examination assessments with other candidates in a way which allows malpractice to take place;
  • assisting or prompting candidates with the production of answers;
  • permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.);
  • prompting candidates in an examination/assessment by means of signs or verbal or written prompts;
  • assisting candidates granted the use of a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe beyond that permitted by the regulations
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP)

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and

pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP)

Appeals against decisions made in cases of malpractice

Red Balloon of the Air will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes

RedBalloon
Educational Trust
Red Balloon of the Air

Conflict of Interest Policy

Document Control

Author:	Hannah Curry, Head of Centre
Version Number:	3
Approved by:	RBET Trustees
Approved:	October 2025
Review cycle:	Annually
Date of Next Review:	October 2027
To be published on Website (yes/no):	Yes
Related Policies:	
Related Documents:	JCQ Instructions for Conducting Examinations JCQ General Regulations for Approved Centres Equality Act (2010)

Purpose of the policy

The purpose of this policy is to confirm how Red Balloon of the Air manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

Introduction

It is the responsibility of the head of centre to ensure that Red Balloon of the Air has a written conflicts of interest policy in place available for inspection. This policy confirms that Red Balloon of the Air manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units and

Maintains clear records of all instances where:

- exams office staff have members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR)

Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR)

- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

Additional responsibilities:

The role of the Exams Manager/Officer

- Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
- Taking qualifications which include internally assessed components/units at their own centre
- Teaching and preparing members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3).