





# Exam Contingency Plan

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Allocated Group / Person to Review:	LAC can delegate to staff members or Headteacher.
Signed by Chair:	
Signed by Headteacher:	



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## Key staff involved in contingency planning

Role	Name(s)
Head of Centre (Exam)	Richard Bottomley
Exam Officer	Nicola Frear
Access Arrangements Assessor	Liam Gordon

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Bradford AP Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Implementing the plan will safeguarding the interest of candidates while maintaining the integrity of the examination system and safeguarding qualifications standards.

The priority when implementing contingencies will be to maintain there principles:

- Delivering assessment to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

The key to dealing with any disruptions is communication. This is particularly important with regards to any form of disruption that affects individual candidates and external examinations. The advice in such cases is to contact BAPA at the earliest opportunity by telephone on 01274 491986 Richard Bottomley or Nicola Frear on 07891259519.

Alongside internal processes, this plan is informed by the **Ofqual Exam system contingency plan; England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other Centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland**.

This plan also confirms BAPA is compliant with JCQ regulation (section 5.3, General Regulations for Approved Centres 2019-20) that the Centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the vent of an emergency or staff absence.

## Possible causes of disruption to the exam process

### 1. Exam officer extended absence at key points in the exam process (cycle)

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

Key tasks required in the management and administration of the exam cycle not undertaken including:

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

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

The Head of Centre, Richard Bottomley, will oversee the exam process in its entirety. Therefore, will be fully able to complete and ensure completed, all relevant entries to the awarding bodies, all pre-exam planning prepared, including key tasks and deadlines met. Invigilators trained and timetabled, pre examination preparation of seating plans and room allocations, results and post results services accounted for and exam conditions are maintained and papers are distributed and dispatched in accordance with the JCQ regulations.

### 2. Access Arrangement Assessor extended absence at key points in the exam cycle

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

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

##### Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- Centre fails to recognize its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated.

##### Pre-Exams

- approval for access arrangements not applied for to the awarding body
- Centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- Staff (facilitators) providing support to access arrangement candidates not allocated and trained

##### Exam time

- access arrangement candidates support not arranged for exam rooms

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

- Exam officer to liaise with Head of Centre (Exams) and Head of Subjects in preparation for the examination series and ensure updated as to what stages of planning, pre-exams and exam time has and has not been done, at regular intervals through an exam season. In the event of stages not having been completed Head of Centre (Exams) will liaise further with the Head of Subjects to ensure trained staff can assist with the stages to be completed.

**3. Teaching staff extended absence at key points in the exam cycle**

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

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies.
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of Centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the Centre's marking.
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines.

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

- Head of Centres (AV & JS) to ensure Heads of Subject are aware of any absence and that the classes are covered with sufficient level teaching.

**4. Invigilators - lack of appropriately trained invigilators or invigilator absence**

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

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

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

- Exams officer and Head of Centre (Exams) will oversee and ensure that additional members of staff have received invigilator training and be made aware of the need to ask for them to invigilate examinations in a shortage scenario.

## **5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice**

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

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

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

- Exams officer and Head of Centre (Exams) to ensure the integrity of the examinations at all times and to endeavor to locate an alternative venue/venues on site to be able to conduct the examination within the regulations.
- In the event of no availability of any rooms see point if the Centre was unable to open, Alternative sites may be considered.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative site under the JCQ regulation of alternative site arrangements
- Centre to apply to awarding body for special considerations for candidates where they have met the requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their Centre to not attend an examination. If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
- Centre must inform Awarding bodies with which examinations are to be taken as soon as possible.
- The Head of Centre (Exams) is responsible for taking advice or following instructions from the relevant local or national agencies in deciding whether they are able to open.
- This must focus on options that enable candidates to take their examinations.
- Centre to open for examination and examination candidates only, if possible.
- Centre to use alternative venues in agreement with relevant awarding bodies (e.g. share facilities with other Centres or use other public buildings, if possible).

## **6. Failure of IT systems**

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

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

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

- If MIS failure at final entry deadline, the Centre must immediately liaise with Awarding body with which examinations entries are with and seek guidance as to how an alternative entry can be made.
- If MIS failure during exam preparation for example preparing seating plans. An alternative equivalent should be prepared and Awarding bodies made aware of the alternative methods being used.
- If MIS failure at results stage candidates to be made aware of delay to release of results and expectations managed. Awarding bodies to be informed of failure and alternative methods such as postal and/or courier be considered to ensure results received at the Centre. Centre to consider alternative sites to access information.

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

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

- Whole Centre evacuations (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

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

- Centre to refer to emergency evacuation policy and lock down policy separately prepared.

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

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

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

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

- Where there is disruption to teaching time and candidates miss teaching and learning, it remains the responsibility of Centres to prepare candidates, as usual, for examinations.
- In the case of modular courses, Centres may advise candidates to sit examinations in an alternative series.
- Centres should have plans in place to facilitate alternative methods of learning.

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

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

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

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

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative site under the JCQ regulation of alternative site arrangements.
- Centre to apply to awarding body for special considerations for candidates where they have met the requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their Centre to not attend an examination. If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.

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

(including in the event of the Centre being unavailable for examinations owing to an unforeseen emergency)

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

- Centre unable to open as normal for scheduled examinations.

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

- Centre must inform Awarding bodies with which examinations are to be taken as soon as possible.
- The Head of Centre (Exams) is responsible for taking advice or following instructions from the relevant local or national agencies in deciding whether they are able to open.

Actions: This must focus on options that enable candidates to take their examinations

- Centre to open for examination and examination candidates only, if possible.
- Centre to use alternative venues in agreement with relevant awarding bodies (e.g. sharing facilities with other Centres or use other public buildings, if possible).
- Centres may offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to Awarding body for Special Consideration for candidates where they have met the minimum requirements see point above regarding candidate unable to take examination because of a crisis).

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

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

- Disruption to the distribution of examination papers to the Centre in advance of examinations.

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



- Awarding organisations to provide Centres with electronic access to examination papers via a secure external network.
- Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with Centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date.

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

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

- Delay in normal collection arrangements for completed examination scripts

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

- Seek advice from Awarding organisations and not make own arrangements for transportation unless told to do so by the Awarding organization.
- Ensure secure storage of completed examination papers until collection.

## 13. **Assessment evidence is not available to be marked**

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

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

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

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Where marks cannot be generated by awarding organisations candidates may need to retake affect assessment in a subsequent assessment series.

## 14. **Centre unable to distribute results as normal or facilitate post results services**

(including in the event of the Centre being unavailable on results day owing to an unforeseen emergency)

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

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

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

- Distribution of results: Centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organization
- Centres to make arrangements to coordinate access to post results services from an alternative site
- Centres to share facilities with other Centres if this is possible, in agreement with the relevant awarding organization
- Facilitation of post results services: Centre to make arrangements to make post results requests at an alternative location
- Centres to contact the relevant awarding organization if electronic post results requests are not possible.

**Further guidance to inform procedures and implement contingency planning**

**Ofqual :**

Exam system contingency plan: England, Wales and Northern Ireland – What schools and colleges and other Centres should do if exams or other assessments are seriously disrupted. Updated October 2020 Ref: Ofqual/20/6695  
<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

**JCQ :**

JCQ Instructions for Conducting Examinations 2020-21  
<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

JCQ Joint Contingency Plan <http://www.jcq.org.uk/exams-office/other-documents>

General Regulations for Approved Centres <http://www.jcq.org.uk/exams-office/general-regulations>

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

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

A guide to the special consideration process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

## **GOV.UK**

Emergency planning and response: Severe weather; Exam disruption

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

Teaching time lost due to severe weather conditions

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

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

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

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation:maintained-schools>