

St Pius X College

Magherafelt



Supporting – Participating – eXcelling Examinations Policy

Students and parents/guardians are made aware of the existence of this policy and all related examination policies through an information pack which all Years 11, 12 13 and 14 pupils receive in Term 1 of each academic year. This policy can also be found on our college website and all other related policies can be requested from the main office. All staff are made aware of these policies and inform students of them.

Policies are reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Related SPX Policies and Practices:

- ❖ Safeguarding & CP
- ❖ Equality, Diversity and Inclusion Policy
- ❖ Assessment Policy
- ❖ Cyber Security Policy
- ❖ Whistleblowing Policy
- ❖ Word Processing Policy
- ❖ Access Arrangements Policy inc Appeals
- ❖ Exams Contingency Policy
- ❖ Internal Assessment, Coursework and Controlled Assessment Policy inc - **Appendix 1 of Exams Policy**
- ❖ **Internal Assessment Appeals inc review of centre assessed marks – Appendix 4 of Exams Policy**
- ❖ Malpractice Policy (inc Use of AI Tools) - **Appendix 2/2a of Exams Policy**
- ❖ Plagiarism Policy (inc BTEC) - **Appendix 3 of Exams Policy**
- ❖ **Conflict of Interest**

JCO General Regulations for Approved Centres

These regulations have been produced to ensure that the integrity and security of the examination/assessment system is always maintained and is not brought into disrepute inc: **Conflicts of Interest**. All exams are conducted following this guidance.

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Exam Statement

In St Pius X College every student is encouraged to complete examination/course preparations and coursework to the best of their ability. The school is responsible for ensuring all students are entered for public examinations which are appropriate to their ability in order to achieve their full potential. Each student is entered for each public examination in a particular subject, for which she/he has been prepared for.

The purpose of this exam policy is to ensure:

- the planning and management of exams is conducted efficiently and in the best interest of candidates
- the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the senior leadership team and the governors.

1. Exam Responsibilities

Head of centre: Principal

Overall responsibility for the college as an exam centre in line with JCQ General Regulations and other awarding bodies inc:

- manages **conflicts of interest** by informing the awarding bodies, before the published deadline for entries for each examination series as outlined in JCQ General Regulations for Approved Centres.
- advises on appeals and re-marks
- **responsible for reporting all suspicions or actual incidents of malpractice.** (Refer to the JCQ document Suspected malpractice in examinations and assessments and **SPX Raising Concerns at Work – Whistleblowing Policy**).

Exams officer

Manages the administration of public exams and analysis of exam results:

- advises the senior leadership team, subject and form teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- **confirms identity of pupil with the support of senior members of centre staff who have been authorised by the head of centre to be present at the start of the examination to assist with the identification of candidates**
- **receives, checks and stores securely all exam papers and completed scripts – Refer to SPX Cyber Security Policy**
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Curriculum Vice Principal/Teaching & Learning Co-ordinator

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Heads of Departments

- Provides guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Ensures that coursework/controlled assessment in their subject is completed in line with JCQ regulations and school policy.
- Ensures that before centre-assessed marks are submitted to exam boards that teachers inform students about their centre-assessed marks and give students the chance to request a review of their marks (**Appendix 4**)
- Provides guidance regarding post-results procedures and resits.
- Accurately ensures completion of coursework mark sheets and declaration sheets
- Accurately ensures completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Head of Careers

Provides guidance and careers information.

Teachers

- Accurate completion of entry and all other mark sheets in adherence with deadlines
- Report any amendments to the entry details of their class to the relevant HOD. This includes requests to withdraw or change a tier of entry.
- Provide guidance and curriculum advice to candidates who are unsure about exam entries or amendments to entries. Notification to pupils of access arrangements (as soon as possible after the start of the course).
- Act on information provided by SENCO regarding access arrangements or special requirements in exams.
- Ensure that coursework/controlled assessment is completed in line with JCQ regulations and school policy.

SENCO/Assistant SENCO

- Submission of candidate names to HOD and inform them of any special arrangements that individual candidates may be granted during the course and in the exam.
- Administration of access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- Identification and testing of candidates' requirements for access arrangements.
- Appeals against access arrangement testing – Refer to **SPX Access Arrangements Policy** and JCQ A guide to the awarding bodies' appeals processes.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims and exams.

Lead Invigilator/Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Conduct examinations in accordance with Exam Board guidelines.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Confirmation of entries upon receipt of individual timetables.
- **Confirmation and signing of acceptance of JCQ Candidate Instructions for all public examinations as presented in the SPX Notice to Parents and Candidates information booklet.** (All Years 11, 12, 13 and 14 receive a copy in Term 1 of each academic year).
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Follow Code of Conduct, Rules and Regulations at all times during the exam period.
- Submit any materials required for an exam in line with deadlines set by the Head of Department.
- Inform the EO and/or the Invigilator if they are too ill to sit an exam, suffer bereavement/other trauma or take ill during the exam itself.
- Provide the EO with the appropriate evidence (Medical Certificate) to support a claim for special consideration within five days of the exam.

Administrative Staff

- Support for the input of data.
- Support security and tracking of exam papers.
- Support for collection and dissemination of exam results/certificates
- Support for Post Results service/resits

2. The statutory Tests and Qualifications offered

The statutory tests and qualifications offered at this centre are decided by the HOD in consultation with the senior leadership team. The statutory tests and qualifications offered are GCSE, GCE, BTEC, OCR Cambridge Technicals, OCN NI, Occupational Studies and Essential Skills.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams officer must be informed prior to exam entries. (September of current Exam Series)

At Key Stage 3

Decisions on whether candidates should take an individual subject will be taken in consultation with the Head of Department, Parents/Carers and SLT.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. Exceptions to this will be in consultation with the principal, parent, subject teacher and HOD. Written permission, for withdrawal, can only be made for optional subjects and must be obtained from the parent/carer.

At Post-16

It is expected that AS modules will be completed during year 13.
It is expected that A2 modules will be completed during year 14.

3. Exam Seasons and Timetables

3.1 Exam seasons

External exams are scheduled in November, January, March and May/June.
The exam series used in the centre is decided by the HOD and the senior leadership team.

3.2 Timetables

The exams officer/form teachers will circulate the exam timetables for external exams once these are confirmed.

4. Entries, Entry Details, Late Entries and Resits

4.1 Entries

Candidates are selected for their exam entries (subject entry, level) by the heads of department and the subject teachers.

In exceptional circumstances a candidate or parent/carer can request, in writing to the Key Stage co-ordinator, a subject entry, change in entry or a withdrawal which must be authorised by Principal.

The centre does not accept entries from external candidates.

4.2 Late entries

Entry deadlines are circulated to HOD via the examinations officer.

Late entries are authorised by Vice Principal.

4.3 Resits

Resits will only be permitted in exceptional circumstances. HOD must provide reason and supporting evidence for resit entry. All resit fees must be paid for by the candidate and collected by the subject teacher before an entry is made. The HOD must ensure all monies are collected before submitting entry returns to the examinations officer. Resit decisions will be made in consultation with the candidates, subject teachers, Key Stage Coordinators and the heads of department. (See also section 5: Exam fees)

5. Exam Fees

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A2 initial registration and entry exam fees are paid by the centre.

Candidates or departments will not be charged for alterations arising from office administrative processes, provided these are made within the time allowed by the awarding bodies. Late entry or amendment fees are paid by individual departments or the individual candidate.

Once an entry is made no refund is possible.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Fees reimbursement will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Retake fees for first and any subsequent resits are paid by the candidates.

(See also section 4.3: Resits)

Candidates must pay the fee for an enquiry about a result. (See also section 11.2: Enquiries about results [EARs])

6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs

A candidate's special needs requirements are determined by the SENCO and educational psychologist. All evidence is to be retained by SENCO and/or key stage coordinator. The SENCO will inform parents, pupils and staff of the **Access Arrangements or any Special Arrangements** of pupils.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO/Key Stage Coordinator. Testing will be carried out by the SENCO/Assistant SENCO who has completed the necessary qualifications as outlined by JCQ.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the educational psychologist /SENCO/Assistant SENCO.

Rooming for access arrangement candidates will be arranged by the SENCO/ Key Stage Coordinator with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO/ Key Stage Coordinator with the exams officer.

7. Estimated Grades

The heads of department or the subject teachers will submit estimated grades to the exams officer when requested.

8. Managing Invigilators and Exam Days

8.1 Managing invigilators

External invigilators will mostly be used for external exam supervision. Internal staff will occasionally be used.

The recruitment of invigilators is the responsibility of the Head of Centre.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of CCEA.

Chief Invigilators are timetabled and trained by CCEA. Invigilators are paid rates set by CCEA.

Invigilators are briefed by the Chief Invigilator and exams officer.

8.2 Exam days

The person with responsibility for timetable will book all exam rooms after liaison with the exams officer who will make the question papers, other exam stationery and materials available for the invigilator.

Building supervisors are responsible for setting up the allocated rooms.

The lead invigilator will oversee management of all exams in accordance with JCQ guidelines. The Invigilation Team will invigilate all exams in accordance with JCQ guidelines.

Subject staff are not permitted to enter the exam venue without permission from the exam officer.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers

These must not be read by subject teachers or removed from the exam room before the end of a session. Papers can be collected by the heads of departments 4 hours after the exam has ended.

Procedures for Emergency Evacuation of Exam Site

At start of Examination Invigilators must inform candidates of evacuation procedures of exam rooms. (Details will be displayed in exam information packs). Evacuated candidates must go to allocated **Assembly Point (lower pitch) with the invigilator**. Candidates must remain there with the invigilator, in isolation, returning to Exam Halls to complete examination. A report will be submitted to relevant Exam Board.

9. Candidates, Clash Candidates and Special Consideration

9.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

9.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Key Stage co-ordinator will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Coursework/Controlled Assessments, Appeals against Internal Assessments

10.1 Conduct of Coursework/Controlled Assessments

Staff, parents and pupils must adhere to the Joint Council for Qualifications instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of coursework in examination centres and non-exam components.

For all GCSE/GCE specifications with coursework and controlled assessment units, the JCQ instructions and associated awarding bodies instructions for conducting internal assessments appeals should be followed. (See also Appendix 1).

Candidates who have to prepare portfolios should do so in line with the deadlines set down by the subject teacher in charge. Heads of department will ensure all coursework is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided by the head of department or subject teacher to the exams officer.

Subject teachers are obliged to inform students of the marks they have been awarded for internally assessed work, after internal standardisation and give students a chance to request a review of their marks. They should also inform pupils that these marks may change after moderation by the awarding body.

10.2 Appeals against internal assessment outcomes

The schools process (Appendix 4) will be followed for any appeals against any issues of malpractice, or any other issues reported, that a candidate or parent/guardian may disagree with.

Aim:

- To enable the candidate to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the candidate and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a candidate's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all candidates and the integrity of the qualification.

The main points are:

- **appeals will only be considered if they apply to the process leading to an assessment decision. There is no appeal against the mark or grade awarded. You can ask the centre to check whether it made a procedural error, an administrative error, or both. A procedural error means a failure to follow the process set out in the centre policy. An administrative error means an error in recording your grade or submitting your grade to the awarding organisation.**
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- the findings will be notified in writing, discussed with the principal and recorded for awarding body inspection.
- HOD will inform the parent/carer of the school's Internal Appeals process and the relevant Examining Board's Appeals Procedures.

In order to do this, the centre will make available the **St Pius X College Examinations Policy** which includes the school's internal appeals process and the relevant Examining Board's appeals procedures.

11. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days in person at the centre or by post to their home addresses.

Arrangements for the school to be open on results days are made by the principal.

The provision of staff on results days is the responsibility of the principal.

The centre aggregates at the end of year 13 for AS grades and year 14 for A2 grades.

11.2 Enquiry About Results (EARs)

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out.

Candidates will be charged for the service. Money will be refunded if the appeal is upheld. (See section 5: Exam fees)

11.3 Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the exams officer and the teaching staff will investigate the feasibility of asking for a re-mark.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

Candidates will be charged for the service.

12. Certificates

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided he/she has been authorised to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for two years.

13. Malpractice/Investigation and Reporting

St Pius X College treats all cases of suspected malpractice very seriously and will investigate all suspected and reported incidents of possible malpractice. St Pius X College adheres to the guidelines set out by JCQ and other examining bodies (BTEC and OCN NI) when handling and reporting allegations of malpractice in relation to all qualifications.

Appendix 2/2a and Appendix 3 = inc related JCQ and BTEC Malpractice and Plagiarism Policies

14. Associated Policies

This policy is used in conjunction with all SPX, JCQ policies and other examining board policies and procedures that pupils are entered for eg OCN NI and BTEC.

SPX related policies (Staff Folder Policies)

- ❖ Assessment Policy
- ❖ Cyber Security Policy
- ❖ Access Arrangements Policy
- ❖ Word Processing Policy
- ❖ Whistleblowing Policy
- ❖ Exams Contingency Plan
- ❖ Internal Assessment, Coursework and Controlled Assessment Policy - **Appendix 1**
- ❖ Malpractice Policy inc Use of AI in assessments - **Appendix 2/2a**
- ❖ Plagiarism Policy (inc BTEC) - **Appendix 3**
- ❖ **Internal Assessment Appeals – Appendix 4**

JCQ related policies - [Joint Council for Qualifications](#)

- ❖ Instructions for conducting examinations – ICE
- ❖ Access Arrangements, Reasonable Adjustments and Special Consideration

BTEC related policies (Staff Folder BTEC)

- ❖ Registration and Certification Policy
- ❖ Recognition of Prior Learning
- ❖ Assessment Policy
- ❖ Internal Verification Policy
- ❖ Assessment Malpractice Policy
- ❖ Appeals Policy
- ❖ Externally Set Assessment Policy

15. Emergency Evacuation Procedures for Examinations

Invigilators at St Pius X College take the following action (in accordance with JCQ Instructions for conducting examinations): [Centre emergency evacuation procedure - JCQ Joint Council for Qualifications](#) - **Appendix 5**

INTERNAL ASSESSMENT - COURSEWORK / CONTROLLED ASSESSMENT POLICY

St Pius X College is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the JCQ guidelines and all examining board's guidelines for the qualification concerned.

Introduction

- Controlled Assessment is a form of internal assessment at GCSE where the control levels (High, Medium or Low) are set for each stage of the assessment process: task- setting, task-taking and task-marking. In some subjects work will be marked by the Awarding Body, but for most subjects, work will be internally marked by the Centre and moderated by the Awarding Body.
- Coursework is a form of internal assessment at A Level. Coursework will take many different forms. This diversity will be reflected in any subject-specific requirements for coursework that have been issued by the awarding body.

Controlled/Coursework Procedures

Staff responsibilities:

Head of Centre

The Head of Centre, has overall accountability for implementation and adherence to the JCQ, CCEA and Exam Boards guidelines on Controlled Assessment and Coursework.

Heads of Department

- Decide on the awarding body and specification for a particular GCSE/GCE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the exams office details of all unit codes for controlled assessments.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for Conducting Controlled Assessments and Instructions for Conducting Coursework*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Officer and Office Staff

- Accountable for the safe and secure conduct of controlled assessments, ie. ensure HOD's receive and implement all JCQ instructions. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Create, publish and update an internal appeals policy for controlled assessments.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Receive and maintain from HOD's details of 'Task Taking' in line with level of control.

SENCO/Assistant SENCO

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

Pupils

- Read the JCQ notice to candidates and adhere to the guidelines.
- Follow directions for staff and produce work commensurate with their ability.
- Sign the Authentication Sheet.
- If at any stage during the course they have concerns about procedures used in assessing internally marked work, they should see the Head of Department in the first instance, as soon as possible.

Pupil Malpractice

The Head of Centre will:

- Report to the appropriate Awarding Body, at the earliest opportunity, all suspected or actual incidents of malpractice.
- Investigate any alleged malpractice internally, if the irregularity is discovered prior to the candidate signing the declaration of authentication form or prior to the entries being made, and record the outcome on the authentication form supplied by the Awarding Body.

- If the irregularity is identified after the candidate has signed the declaration of authentication form and after the entries have been made, submit full details of the case to the relevant Awarding Body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice, thus avoiding any conflicts of interest which could otherwise compromise the investigation.
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice.

JCQ Staff Responsibilities for subject area

There can be an unannounced inspection on Coursework, Controlled Assessments or Access Arrangements throughout the year by JCQ. In anticipation of this all HOD's should make themselves familiar with the relevant awarding bodies instructions inc the following key documentation;

- JCQ Instruction on Non-Examinations Assessments and Conducting Coursework
- **CCEA Instructions for conducting Controlled Assessments and Conducting Coursework**

Key Points

Controlled Assessment is different for each subject area and is carried out at different control levels [low, medium and high].

The following is a guide to ensure some consistency across departments.

1. Please email Miss Hanson of dates and times so as Assessment Co-ordinator she can record and map these and have an overall picture of Controlled Assessment at Key Stage 4.
2. Also keep a log of dates and times of each assessment at departmental level.
3. Please check access arrangements are in place for students.
4. Check and record student attendance for each session.
5. Ensure students/parents are aware of regulations.
6. In High Control conditions please ensure the following;
 - Use exam signs on doors (see Grainne in the office)
 - Disconnect teacher's phone
 - No mobile phones
 - No unauthorised materials
 - Disable internet if appropriate
 - Ask another member to verify conditions
7. Students' work should be retained and stored securely at all times within the department, between completion of tasks and until the closing dates for enquiries for results.

Teachers must ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specification.

MALPRACTICE POLICY - The [JCO guidelines](#) and [JCO guidance](#) provide a managed approach

Aim:

- To identify and minimise the risk of malpractice by staff or candidates.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on candidates or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

Definition of malpractice

‘Malpractice’, which includes maladministration and non-compliance, means any act, default or practice which is a breach of the Regulations or which: compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Centre and Candidate Malpractice and Maladministration:

Centre staff malpractice ‘Centre staff malpractice’ means malpractice committed by: a member of staff (whether employed under a contract of employment or a contract for services) at a centre; or an individual appointed in another capacity by a centre such as an invigilator, an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter.

Candidate malpractice

‘Candidate malpractice’ means malpractice by a candidate in the course of 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.

Examples of candidate malpractice are set out at the end of **Appendix 2/2a**.

Responsibility of Heads of Centre to report malpractice

The JCQ would like to take this opportunity to remind heads of centres that they have a responsibility to report to the relevant awarding body all alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff.

This responsibility is set out in detail in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*, which states:

Heads of centre must notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in controlled assessments, coursework or non-examination assessment before the authentication forms have been signed by the candidate.

This document details the procedures to be followed when malpractice is alleged, suspected or discovered, lists examples of malpractice and the penalties for infringements of examination regulations.

It further states that failing to report all alleged, suspected or actual incidents of malpractice in examinations and assessments to the appropriate awarding body is in itself malpractice. This may result in sanctions being applied against the head of centre and/or the centre.

Awarding bodies appreciate the co-operation of all centres in reporting alleged, suspected or actual incidents of malpractice. This co-operation is essential in guaranteeing the fairness of the public examinations system for all.

Reporting Malpractice

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform candidates of the centre's policy on malpractice and the penalties for attempted and actual malpractice.
- Show candidates the appropriate formats to record cited texts and other materials or information sources.
- Ask candidates to declare that their work is their own.
- Ask candidates to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation.

Procedures for dealing with staff as well as student malpractice in line with JCQ guidelines

Such an investigation will be supported by the Head of Centre / Examination Officer/ Curriculum VP and all personnel linked to the allegation. It will proceed through the following stages:

The Principal will:

- **notify the appropriate awarding body at the earliest opportunity of all alleged, suspected or actual incidents of malpractice.** The only exception to this is candidate malpractice discovered in controlled assessments, coursework or non-examination assessments **before** the authentication forms have been signed by the candidate
- **complete Form JCQ/M1** (suspected candidate malpractice) or **Form JCQ/M2a** (suspected malpractice/maladministration involving centre staff) to notify an awarding body of an incident of malpractice. Each form is available from the JCQ website - <http://www.jcq.org.uk/exams-office/malpractice>
- supervise personally, and as directed by the awarding body, all investigations resulting from an allegation of malpractice unless the investigation is being led by the awarding body or another party;
- ensure that if it is necessary to delegate an investigation to a **senior member of centre staff**, the **senior member of centre staff** chosen is independent and not connected to the department or candidate involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, candidates and any others involved;
- make available information as requested by an awarding body;
- co-operate and ensure their staff do so with an enquiry into an allegation of malpractice, whether the centre is directly involved in the case or not;
- inform staff members and candidates of their individual responsibilities and rights as set out in these guidelines;
- pass on to the individuals concerned any warnings or notifications of penalties, and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

1. Resubmission of all work within the assignment and where necessary the use of a modified assignment brief.
2. Inform the awarding body of the incident.
3. Inform candidate and his/her parents/carers.
4. Disqualify the candidate from the programme of study in conjunction with the awarding body.

Support for Compliance and Malpractice email either: Edith Finlay at efinlay@ccea.org.uk

Deborah Stinson at dstinson@ccea.org.uk

Part 1 Centre staff malpractice

Breach of security

Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents.

It could involve:

- failing to keep examination material secure prior to an examination;
- discussing or otherwise revealing secure information in public, e.g. internet forums;
- moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ publication Instructions for conducting examinations. Conducting an examination before the published date constitutes centre staff malpractice and a clear breach of security;
- failing to supervise adequately candidates who have been affected by a timetable variation; (This would apply to a candidate subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day.)
- permitting, facilitating or obtaining unauthorised access to examination material prior to an examination;
- failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation;
- tampering with candidate scripts, controlled assessments, coursework or non-examination assessments after collection and before despatch to the awarding body/examiner/moderator;
- (This would additionally include reading candidates' scripts or photocopying candidates' scripts prior to despatch to the awarding body/examiner. The only instance where photocopying a candidate's script is permissible is where he/she has been granted the use of a transcript.)
- failing to keep candidates' computer files secure which contain controlled assessments, coursework or non-examination assessments.

Deception

Any act of dishonesty in relation to an examination or assessment including, but not limited to:

- inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the candidates' achievement to justify the marks awarded;
- manufacturing evidence of competence against national standards;
- fabricating assessment and/or internal verification records or authentication statements;
- entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud);
- substituting one candidate's controlled assessment, coursework or non-examination assessment for another.

Improper assistance to candidates

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment.

For example:

- assisting candidates in the production of controlled assessment, coursework, non-examination assessment or portfolios, beyond that permitted by the regulations;
- sharing or lending candidates' controlled assessment, coursework or non-examination assessment 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 an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations.

Failure to co-operate with an investigation

- failure to make available information reasonably requested by an awarding body in the course of an investigation, or in the course of deciding whether an investigation is necessary; **and/or**
- failure to investigate on request in accordance with the awarding body's instructions or advice; **and/or**
- failure to investigate or provide information according to agreed deadlines; **and/or** failure to report all allegations of malpractice.

Maladministration

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or malpractice in the conduct of the examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms, etc.

For example:

- failing to ensure that candidates' controlled assessment, coursework, non-examination assessment or work to be completed under controlled conditions is adequately monitored and supervised;
- inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments;
- failure to use current assignments for assessments;
- failure to train invigilators adequately, leading to non-compliance with the JCQ publication Instructions for conducting examinations;
- failing to issue to candidates the appropriate notices and warnings, e.g. JCQ Information for candidate's documents;
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations;
- failing to post notices relating to the examination or assessment outside all rooms (including Music and Art rooms) where examinations and assessments are held;
- not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ publication Instructions for conducting examinations;
- the introduction of unauthorised material into the examination room, either prior to or during the examination; (N.B. this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination.)
- failing to remind candidates that any mobile phones or other unauthorised items found in their possession must be handed to the invigilator prior to the examination starting;
- failure to invigilate examinations in accordance with the JCQ publication Instructions for conducting examinations;
- failure to have on file for inspection purposes accurate records relating to overnight supervision arrangements;
- failure to have on file for inspection purposes appropriate evidence, as per the JCQ publication Access Arrangements and Reasonable Adjustments, to substantiate approved access arrangements processed electronically using the Access arrangements online system;
- granting access arrangements to candidates who do not meet the requirements of the JCQ publication Access Arrangements and Reasonable Adjustments;
- granting access arrangements to candidates where prior approval has not been obtained from the Access arrangements online system or, in the case of a more complex arrangement, from an awarding body;
- failure to supervise effectively the printing of computer based assignments when this is required;
- failing to retain candidates' controlled assessments, coursework or non-examination assessments securely after the authentication statements have been signed or the work has been marked;
- failing to maintain the security of candidate scripts prior to despatch to the awarding body or examiner;
- failing to despatch candidates' scripts, controlled assessments, coursework or non-examination assessments to the awarding bodies, examiners or moderators in a timely way;

- failing to notify the appropriate awarding body at the earliest opportunity of all suspicions or actual incidents of malpractice;
- failing to conduct a thorough investigation into suspected examination or assessment malpractice when asked to do so by an awarding body;
- breaching the published arrangements for the release of examination results;
- the inappropriate retention or destruction of certificates.

Part 2 Candidate malpractice

For example:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of technology to aid the copying);
- allowing work to be copied e.g. posting work on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio;
- allowing others to assist in the production of controlled assessment, coursework, non-examination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from or reproduction of published sources or incomplete referencing;
- theft of another candidate's work;
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, MP3/4 players, pagers, Smartwatches or other similar electronic devices;
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or format

What is AI Misuse

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice:

Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of ‘making a false declaration of authenticity’ and ‘plagiarism’ include disqualification and debarment from taking qualifications for a number of years. Students’ marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student’s own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student’s own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Acknowledging AI Use

If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way.

Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student’s acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must retain a copy of the question(s) and computer-generated content for reference and authentication

Plagiarism Policy

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgement. Plagiarism, a form of academic dishonesty, is equivalent to stealing and will not be tolerated. Because of the increased prevalence and the ease of copying other people's work, the teachers and administration of St Pius X College feel the need to inform students how to maintain their integrity and academic standards.

In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- Use phrases, quotes, or ideas not your own without sourcing them;
- Submit work from an essay service or agency, even though you may have paid for it;
- Submit work by another person even though he or she may have given you permission to use it.
- Directly copy an assignment from another student, either with or without his or her permission
- Give an assignment to another student to copy in whole or in part and claim as his or her own.

It is important that students understand that St Pius X College operates policies of zero tolerance towards plagiarism. Also, students need to be aware of the dangers of accidentally plagiarising work.

It is vital that students must:

- Reference (source) work used
- Sign a declaration stating that the work produced is their own
- Speak to staff if they encounter any issues

Staff will safeguard against plagiarism by:

- Looking for use of unfamiliar words
- Looking for alternating quality of work in assignments
- Checking referencing

Procedure for dealing with suspected plagiarism.

In the instance of a concern about plagiarism, the teacher concerned should notify the relevant Head of Department. The Head of Department should then interview the student to ascertain whether they think there is a case of plagiarism to answer. The Head of Department should complete the appropriate discipline forms to notify the Head of Year and BTEC Co-ordinator (VP). A course of action will be discussed with the Head of Department. If there is a serious incidence of plagiarism that will have a significant impact on the student's academic results, then the student's parents or guardians must be contacted. The examining board (Edexcel) may be informed and the students work may be withdrawn.

I have read and understand these rules regarding plagiarism and have discussed them with my child. I understand that my child may receive a zero on assignments and may receive disciplinary action for turning in work that is not their own.

Pupil signature: _____

Parent/Guardian Signature: _____

Date: _____

INTERNAL ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

Information for Parents and Pupils - Internal Appeals Policy

This policy applies to internal assessments which is conducted and marked in school and moderated by the examinations board. The College is committed to ensuring that teacher assessment of students' work for external qualification is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by students is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a piece of work is marked by different teachers, internal moderation and standardisation will take place to ensure consistency.

Due to the nature of controlled assessment, it is not always possible for students to repeat an assessed activity. If there are exceptional circumstances leading to a student not completing an activity, eg. a serious illness, the Head of Department will endeavour, where possible, to make alternative arrangements. Parents and students must understand that this may prove difficult particularly for activities involving extended periods of work.

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

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

Where there is a disagreement with a decision by the centre not to support an Enquiry About Results, the candidate can make an appeal on private grounds through the centre. The candidate will be required to pay for the process. The decision for the centre not to make an Enquiry About Results will be reached using the process described above.

Internal Assessment Appeals Process:

The Informal Stage:

1. Enquiries about internal assessment marks should initially be addressed to the teacher responsible for assessing the work as soon as possible after the mark has been awarded.
2. The teacher will provide the student with details of the marks awarded and explain whether marking/internal moderation is complete. If examination board regulations allow, the teacher will discuss with the student the reasons for awarding the mark.
3. If the student feels that the piece of work has not been marked according to examination board guidelines, **a formal appeal in writing may be made to the head of centre within seven working days of the student receiving the internal assessment mark.**

The Formal Stage:

1. Appeals should be made in writing by the candidate's parent/guardian to the head of centre.
2. The request will be acknowledged within 5 working days.
3. The head of centre will appoint the head of department and the curriculum vice principal to investigate the appeal and report back. They will consider your appeal using: your work and the relevant records • your subject teacher's reasons for your assessment • your opinion of your work and the assessment.
4. The outcome will be returned to and discussed with the head of centre.
5. The outcome will issue to the candidate within 10 working days of receipt of the request.
6. The decision of the panel will be final.

St Pius X College - Emergency evacuation procedure for examinations
(Any concerns contact either Mrs Toner, Mr Friel or Mrs Corr on their mobile)

In the event of an emergency evacuation of an exams room for events such as:

- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Invigilators at St Pius X College have been informed that they must take the following action (in accordance with JCQ Instructions for conducting examinations): [Centre emergency evacuation procedure - JCQ Joint Council for Qualifications – See below](#)

ST PIUS X COLLEGE
Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies. In an emergency such as a fire alarm or a bomb alert, the invigilator **must** take the following action:

- stop the candidates from writing;
- collect the attendance register (to ensure all candidates are present) and 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;
- ensure the candidates leave the room in silence;
- ensure candidates are supervised as closely as possible while they are out of the examination room so that 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 remainder of the working time set for the examination once it resumes;
- 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.

A full report of the incident **must** be produced and retained on file if required by an awarding body. Any breach of question paper security or malpractice **must** be reported to the awarding body **immediately**. An online application for special consideration **must** be submitted to the relevant awarding body where candidates have been disadvantaged.

In addition to the actions required by JCQ invigilators are also informed of the following centre-specific actions or information:

- The exam room must be evacuated by the nearest fire exit
- Candidates must be escorted to the assembly point AS A SEPARATE GROUP.
- On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions
- Restart the exam and allow candidates the full working time set for the examination
- Make relevant changes to the displayed finish time
- All information regarding the evacuation must be recorded on the exam room incident log

NOTE - Exams Officer:

25.4 As each incident will be different, advice must be sought from the relevant awarding body as soon as it is safe to do so. This is particularly so where the centre is concerned about the security of the examination(s).

25.5 Where candidates are unable to return to the building to complete the examination, the relevant awarding body must be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control.