

# 2023/2024 Exam Changes

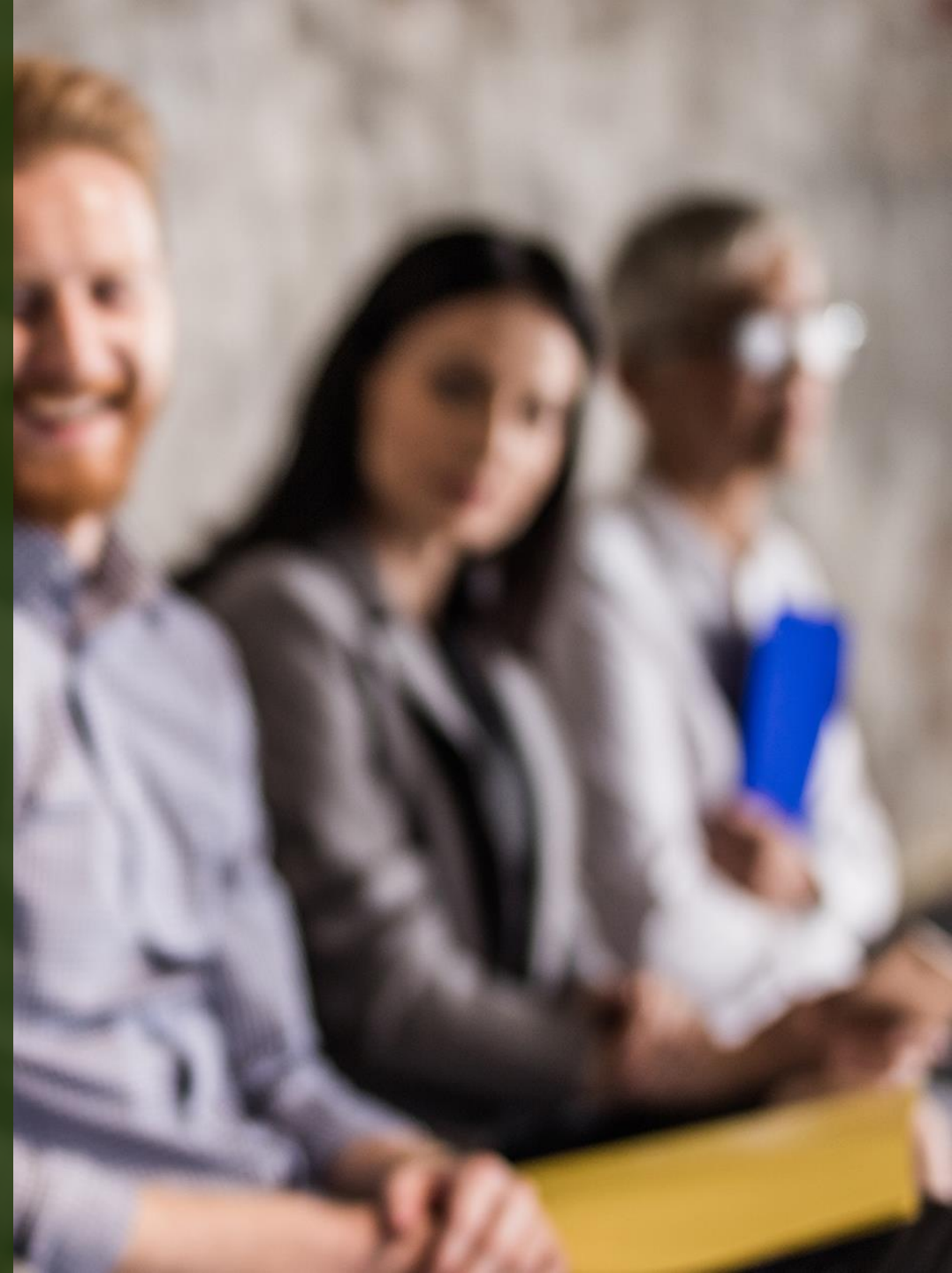
Key changes and updates for the new  
academic year

[www.examstraining.org](http://www.examstraining.org)

# ExamsTraining

## Objectives

- To highlight and confirm a range of key changes and updates
- To understand and discuss the impact of these upon your role and in your centre
- To help you prepare for the new academic year
- To suggest good practice and hints and tips
- To network with colleagues
- To provide an opportunity for you to ask questions





# ExamsTraining

## Areas covered

- Key changes and updates to the JCQ regulations and instructions for 2023/2024
- Review of the summer 2023 series
- DfE and Ofqual update
- The Exams Office and NAE0 update

*Note: Information accurate at time of printing – 13 November 2023*



# JCQ changes

This section covers a selection of the changes for 2023/2024

The JCQ documents for 2023/2024 need to be read in their entirety by the relevant members of centre staff



Joint Council for  
Qualifications CIC

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# General Regulations for Approved Centres

Key changes for 2023/2024

## General Regulations for Approved Centres

1 September 2023 to 31 August 2024

For the attention of heads of centre, senior leaders  
within schools and colleges and examination officers.

Produced on behalf of:

## Qualifications covered by the regulations

- The regulations now apply to the following qualifications:
  - AQA Level 2 Certificate in Further Maths
  - AQA Level 3 Certificate in Mathematical Studies
  - CCEA Level 1, 2 and 3 non-general qualifications
  - WJEC Level 1 and 2 Vocational Awards (Technical Awards)

## Key changes for 2023/2024

- A table listing the principal changes is included in the document

### Key changes for 2023-24

Page number	Section	Paragraph	Summary of change
2	1	1.3	Clarification of the sections that heads of centre must be familiar with.
2		1.6	Addition of further qualifications to which the General Regulations apply.
3		1.11	Additional requirement for heads of centre to ensure requests from awarding bodies are responded to promptly.
4	2	2.3	Further details as to the role of the head of centre.
11	5	5.1	Requirement for centres to have appropriate controls to allow accurate data to be submitted to awarding bodies.
11		5.3c	Requirement for examination officers to have sufficient time to fulfil their role.
11		5.3f and g	Expanded requirements for external and internal governance arrangements at centres.
13 and 14		5.3z	Additional policies that centres must have available for inspection.
16		5.6f	Details as to which candidates should be entered as private candidates.
16		5.6g	Additional information about permissible multiple entries for Art and Design specifications.
16		5.6	Requirement that verifiable names should be used for candidate entries.

## The role of the head of centre

- Heads of centre must ensure that senior leadership teams and exams office personnel familiarise themselves with the entire contents of this booklet. **In particular, heads of centre must familiarise themselves with sections 5.1, 5.3 and 5.4**
- Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments



Sections 5.1 and 5.3 – Centre management

Section 5.4 – Access arrangements and reasonable adjustments



## The role of the head of centre

- The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments
- **This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements**

## Third party arrangements

- An addition has been made to the table identifying examples of the key third party arrangements that must be covered, along with acceptable exclusions:
  - An access arrangements assessor who has been contracted directly by the centre to assess candidates with learning difficulties is excluded from third party arrangements

## Centre status

- A centre must have:
  - Clear signage outside the main building
  - A reception where appropriate centre staff are available at key times
  - Designated members of staff available at key times to receive confidential materials or accompany a JCQ Centre Inspector/awarding body representative
  - A secure storage room/facility
  - Appropriate accommodation
- **Where a centre is located in a shared building, the whole centre (including the above points) must be located in a self-contained area of the building**

## Centre management

- The head of centre must ensure:
  - Compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
  - **Appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries, internally assessed marks**
  - All reasonable steps are taken to comply with requests for information or documentation made by an awarding body or regulatory authority as soon as is practical



### Section 5.1c

This paragraph was formerly in 'Centre management - centre inspections'

## Centre management – training and support

- The head of centre must ensure that the examinations officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation



**The following requirements were introduced in 2022/23 (section 5.3c):**

- The head of centre must ensure the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- The head of centres must ensure the SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*



# ExamsTraining

## Centre management – external and internal governance arrangements

- It is the responsibility of the head of centre to ensure their centre:
  - Has in place a member of the senior leadership team who will provide **effective support and supervision of the examinations officer** to ensure that the integrity and security of examinations and assessments is maintained through an examination series
  - Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments

Section 5.3e

Section 5.3f



**2022/23 regulations,  
section 5.3e**

‘...a member of the senior leadership team who will provide **support and guidance** to the examinations officer’

## Centre management – NCN Register and other information requirements

- It is the responsibility of the head of centre to ensure their centre:
  - As a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address)
  - This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff
  - Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself

## Centre management – centre policies

- It is the responsibility of the head of centre to ensure their centre has the following policies available for inspection:
  - A written complaints policy
  - A written conflicts of interest policy
  - The written examination contingency plan will allow members of the senior leadership team to act immediately in the event of an emergency **or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle**

## Cyber security

- The JCQ has provided key guidelines on cyber security that align with industry standards
- This guidance should be followed for all awarding body user/email accounts that are used to provide or manage access to awarding body systems, information or data
- The document includes information on:
  - Account management best practices
  - Cyber security best practice

### Guidance for centres on cyber security

Effective from November 2023

Produced on behalf of:



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## Centre management – centre policies

- It is the responsibility of the head of centre to ensure their centre has the following policies available for inspection:
  - A written malpractice policy which covers all qualifications delivered by the centre
  - The policy must detail 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



## Entries

- Candidates should be entered under names that can be verified against suitable identification such as a birth certificate, a driver's licence or a passport to prevent problems in the future. For example, if a candidate needs to confirm their results to a third party or obtain a replacement certificate
- Whilst the centre is best placed to understand the candidate's circumstances and make an informed decision, a candidate should only be entered under alternative names in exceptional circumstances



### 2022/23 regulations

- Whilst it is advisable to enter candidates under names that can be verified against suitable identification such as a birth certificate, driver's licence or passport, the decision is the candidate's/centre's to make
- The centre is best placed to understand the candidate's circumstances and make an informed decision

## Entries

- Where entries are made for WJEC Level 1 and Level 2 Vocational Awards (Technical Awards) specifications, centres must ensure that a minimum of 40% of the total marks are taken in the final examination series when cashing in/ certification is applied for, which must be satisfied by the external unit – refer to the relevant specification for details
- The centre will enter a candidate who has not received any tuition at the centre as a private candidate. A candidate who is re-sitting a qualification should be entered as a private candidate if he/she is not receiving any tuition at the time entries are submitted



Centres outside England entering unitised GCSE specifications – see section 5.6c for guidance on entry rules for WJEC GCSE Welsh Second Language

## Entries

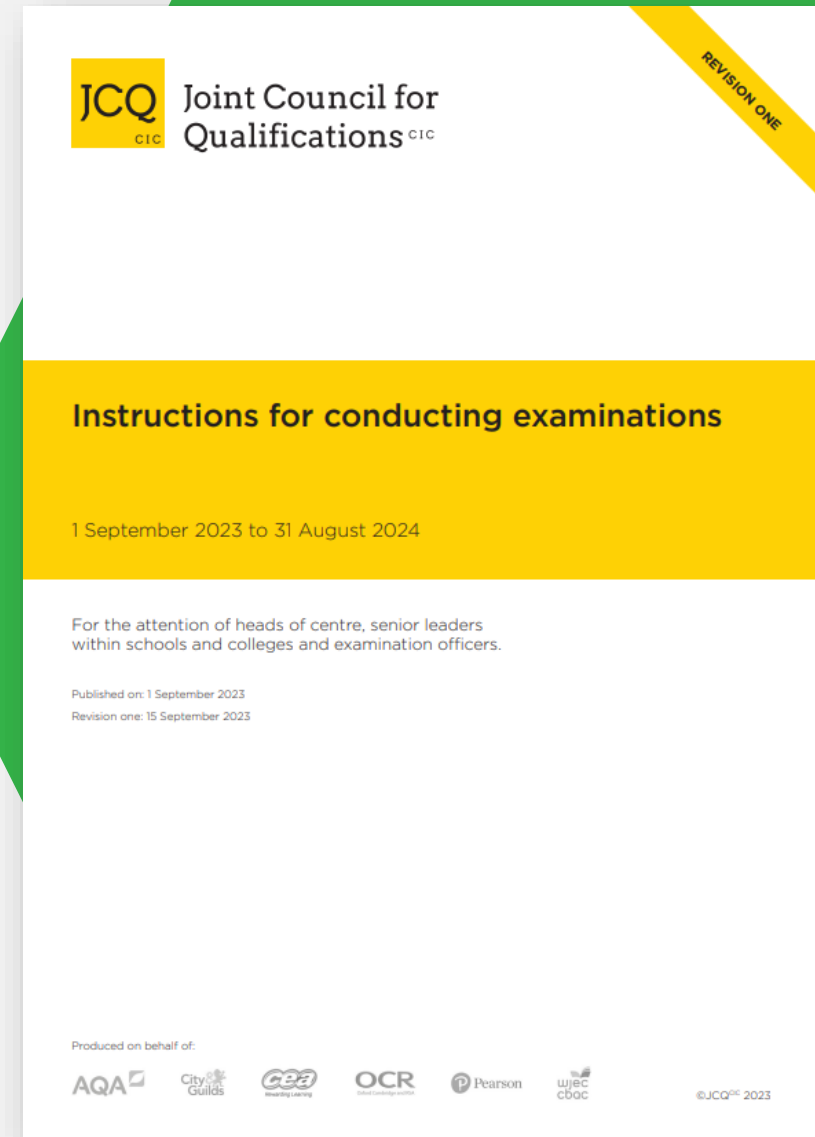
- Centres must not enter candidates for a qualification at the same level and in the same subject multiple times in the same series
  - Multiple entries of Art and Design would be an allowed entry combination, even though all of the Art and Design specifications (except Photography) have the same QAN code at both GCSE, GCE AS and A level. Candidates are allowed to enter for all specifications (different types of Art and Design with different specification names) if they so wish
  - Candidates may be entered for more than one WJEC Design and Technology entry combination, even though the Qualifications Wales Approval Number (QiW) is the same for all endorsed titles at GCSE and GCE

## Centre management – centre policies

- It is the responsibility of the head of centre to ensure their centre has the following policies available for inspection:
  - A written malpractice policy which covers all qualifications delivered by the centre
  - The policy must detail 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

# Instructions for conducting examinations (ICE)

Key changes for 2023/2024





## Qualifications covered

- The regulations now apply to the following qualifications:
  - AQA Level 2 Certificate in Further Maths
  - AQA Level 3 Certificate in Mathematical Studies
  - WJEC Level 1 and 2 Vocational Awards (Technical Awards)

## Key changes for 2023/2024

- A table listing the principal changes is included in the document
- The document was revised on 15 September – section 5.4 was revised

### Key changes for 2023-24

Page number	Section	Paragraph	Summary of change
2			Update to qualifications covered by ICE.
4			Details added to list of resources available to exam officers.
8	3	3.1	Clarification that the exams officer must be one of the key holders.
9		Table 1	Where a centre is unsure of the structure of the building the JCQ Centre Inspection Service must be contacted.
		Table 1	Further details about the requirements of the secure room.
13	5	5.1	Guidance on how to conduct the second pair of eyes check.
		5.3	Details of the process required for scanning or photocopying question papers.
18	7		Requirements for managing timetable clashes involving AS and A-level Mathematics and Further Mathematics examinations.
22	10		Revised guidance on use of calculators.
26	12	12.3	Requirement for centres to provide thorough training on current regulations including changes.
28	13	13.2, 13.3, 13.4, 13.5	Invigilation requirements for groups of candidates in the same room.
32	14	14.18	Separate invigilation now termed alternative rooming arrangements.
35	15	15.3	Requirements for centre written exam contingency plan.
39	18	18.1	Guidance on how to conduct the second pair of eyes check.
		18.2	Candidates must not be in possession of AirPods or earphones/earbuds.
49	25	25.4, 25.5	Requirements for reporting incidents to awarding bodies.

# ExamsTraining

## Resources for exams officers

- Details added to the list of resources for exam officers:
  - Checklists
  - Infographics
  - Videos
  
- Resources available on the JCQ website also include:
  - Blogs
  - Templates
  - FAQs
  - Newsletters



Resources for SENCos are also available

**Removing question paper packets from secure storage**  
JCQ Instructions for conducting examinations, section 5

Question paper packets must not be removed from the centre's secure storage facility and taken to the designated examination room(s) any earlier than **60 minutes** prior to the awarding body's published starting time for the examination. They must only be opened in the designated examination room(s).

For the arrangements listed below, you may remove question paper packets from the centre's secure storage facility and open in the secure room within **90 minutes** of the awarding body's published starting time. Prior permission from an awarding body is not required.

Splitting question paper packets

Question paper packets need to be split to make them up into more appropriately sized sets for different examination rooms on one or more sites (ICE 5.3)

Coloured/enlarged question paper

A candidate requires a question paper on coloured paper and/or enlarged from A4 to A3 (ICE 5.4)

Computer reader

The candidate has an approved online application for a computer reader (ICE 5.5)

Alternative site

An examination will be conducted at an address other than the centre's registered address – alternative site arrangement (ICE 11.3)

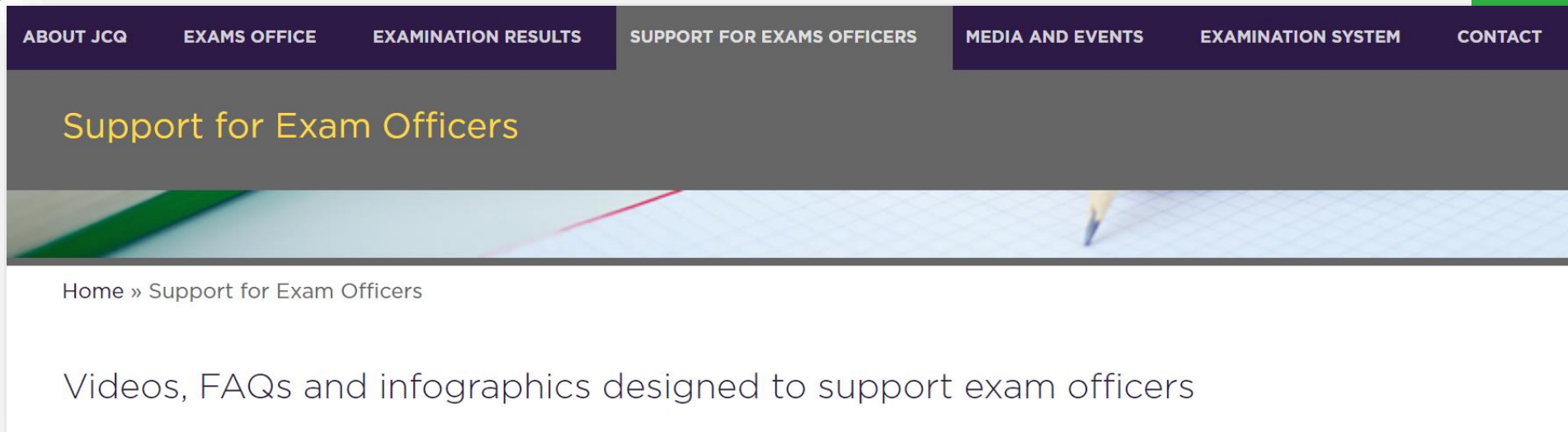
Use a non-interactive electronic (PDF) question paper. This will ensure better print quality and reduces the possibility of errors when collating and stapling. Arrangements for handling electronic question papers are covered in JCQ ICE, section 4.

Do not leave question papers unattended at any time

# ExamsTraining

## Support for exams officers

- Videos, FAQs and infographics designed to support exams officers are available in the '**Support for Exams Officers**' area of the JCQ website



## The secure room – key holders

- Clarification given that the exams officer must be one of the (two to six) key holders



All key holders  
must fully  
understand  
their  
responsibilities



You can use The Exams Office *Secure room/secure storage facility keyholder and access log template* to record your key holder information



## The secure room

- Where a centre is unsure of the structure of the building, they must contact the JCQ Centre Inspection Service
- Unless a wall is solid brick it must be reinforced with metal **on the inside**
- Keys must either be kept on the key holder's person or in a coded key safe (**securely attached to the wall**) which is only accessible to the designated key holders

## Handling secure electronic materials

- At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, **one of whom must be the exams officer**. Other members of centre staff may assist with printing and collation provided they are under supervision
- **For AQA examinations, one member of centre staff can be authorised to handle secure electronic material**
- Secure files must be accessed and printed within a secure environment. Only authorised members of staff must be present in the room, **e.g. exams office staff and a Reprographics Assistant. A subject teacher must not be present in the room**



You can use The Exams Office log to support the arrangements for handling secure electronic materials

## Second pair of eyes check

- Guidance on how to conduct the check is now included:
  - One way of conducting the second pair of eyes check is to adopt an 'eyes and ears' approach
  - One person reads the information from the question paper packet to the second person
  - This addresses the risk that people read what they expect to see
  - The second person is more likely to hear if there is an issue with the day, date, time or paper

## Copying or scanning question papers

- Where a question paper needs to be scanned or photocopied, the exams officer, or a member of staff authorised by the head of centre or exams officer, must take the question paper in a sealed non-transparent envelope to the printer/scanner
- The question paper and the copy must be returned to the secure room where they will be placed into the question paper packet, which must be re-sealed and placed back into the centre's secure storage facility

## Coloured/enlarged question papers

- A revision to section 5.4 was made on **15 September**
- CCEA, **OCR** and WJEC centres:
  - Where a candidate requires a question paper on coloured paper and/or enlarged from A4 to A3, it is strongly recommended that a PDF copy of the standard question paper is ordered via *Access arrangements online*



### AQA and Pearson centres

Non-interactive PDF question papers are downloaded from AQA Centre Services or Pearson Edexcel Online (SDS)

## Timetable clashes

- Where a candidate has a timetable clash involving AQA, OCR, Pearson or WJEC AS Further Mathematics, AS Mathematics, A Level Further Mathematics or A Level Mathematics examinations, a centre cannot move the examination to the morning session
- An AS Further Mathematics, AS Mathematics, A Level Further Mathematics or A Level Mathematics examination must always be sat in the published afternoon session as per the awarding body's timetable



For further information see the JCQ document *Timetable clashes involving an AS Further Mathematics, AS Mathematics, A Level Further Mathematics or A Level Mathematics examination* – [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

## Overnight supervision arrangements

- Where candidates meet the criteria for overnight supervision arrangements, they may at the centre's discretion, be allowed to take an examination **scheduled for the afternoon session** the following morning, including Saturdays



Section 8.5 is unchanged – ‘The centre must re-arrange any examination that cannot be taken in the **scheduled afternoon session** for the following morning’

## Using calculators

- Section 10 of JCQ ICE has been updated to provide more clarity to candidates, exams officers and teachers given recent changes in technology
- A series of FAQs on the use of calculators in examinations is provided on the JCQ website – [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)
- The document provides an explanation of the changes made in section 10

Updated guidance	Explanation of the change
10.1 A calculator is defined as an electronic device whose primary purpose is to carry out mathematical calculations.	This statement has been added to clarify, for example, that mobile phones which have an in-built calculator cannot be used.
10.2 This is the published guidance on calculators unless specifically varied by an awarding body in the qualification specification.	This statement has been added to clarify that awarding bodies' specifications can include statements to waive specific elements of the regulations.
10.6 During an examination calculators must not be able to offer any of these facilities:	<p>The wording 'during an examination' has been added to cater for graphical calculators that become compliant when they are put into 'exam mode'.</p> <p>The wording 'designed or adapted' has been removed to cater for graphical calculators that may have been designed to offer some of the listed prohibited functions but <b>do</b> become compliant when they are put into 'exam mode'.</p> <p><b>There is no change to the list of functions prohibited in examinations.</b></p>
10.7 a) databanks, such as the periodic table (with the exception of scientific constants);	<p>Periodic tables have been mentioned as some graphical calculators have an in-built periodic table. These calculators may still be used in examinations using 'exam mode'. Further guidance on this is given below.</p> <p>'With the exception of scientific constants' has been added to clarify the position where scientific calculators have values, such as Avagadro's Constant and Acceleration due to Gravity. These are allowed in examinations.</p> <p><b>There is no change to the other pre-stored information listed in 10.7 that must not be accessible from calculators.</b></p>
10.9 Some calculators have an 'exam mode'. This is acceptable in examinations where the exam mode is activated and the exam mode results in the calculator becoming compliant with the above requirements.	This statement has been added to clarify the use of 'exam mode'.



## Using calculators

- A calculator is defined as an electronic device whose primary purpose is to carry out mathematical calculations
- Follow the guidance in JCQ ICE on calculators unless specifically varied by an awarding body in a qualification specification
- During an examination a calculator must not be able to offer any of these facilities:
  - language translators
  - symbolic algebra manipulation
  - symbolic differentiation or integration
  - communication with other machines or the internet

Section 10.1

Section 10.2

Section 10.6

## Using calculators

- During an examination a calculator must not give access to pre-stored information. This includes:
  - databanks
  - dictionaries
  - mathematical formulae
  - text
- A calculator must not be borrowed from another candidate during an examination
- Some calculators have an 'exam mode'. This is acceptable in examinations where the exam mode is activated and the exam mode results in the calculator becoming compliant with the above requirements

## Invigilation arrangements

- Centres must provide thorough training on the current JCQ ICE regulations for any new invigilators and those facilitating an access arrangement for a candidate under examination conditions
- The existing invigilation team must be made aware of any changes



### **Remember!**

A record of the content of the training must be available for inspection

## Invigilation arrangements

- The head of centre, a senior member of centre staff, or the exams officer must:
  - Ensure that a teacher, **a teaching assistant**, a tutor or a senior member of centre staff who teaches the subject being examined **or a Learning Support Assistant who has supported one or more candidates**, is not an invigilator during the examination

# ExamsTraining

## Invigilation arrangements for candidates with access arrangements

- Where a group of candidates are accommodated in the same room, each with their own practical assistant, reader, scribe or communication professional a separate invigilator will be required



### Reminder (section 13)

The invigilator may additionally act as a reader, scribe and/or practical assistant where the candidate is accommodated separately on a **one-to-one basis**

Where the invigilator additionally acts to facilitate the access arrangement, the centre must use a 'roving' invigilator

Section 13.2

Section 13.3

Section 13.4

Section 13.5

## Invigilation arrangements for candidates with access arrangements

- The person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, **Learning Support Assistant** or teaching assistant. Where the candidate's own subject teacher, **Learning Support Assistant** or teaching assistant is used, a separate invigilator must always be present
- This includes: a Communication Professional, Language Modifier, practical assistant, prompter, reader or scribe



See section  
4.2.10 in  
*JCQ Access  
Arrangements  
and Reasonable  
Adjustments*

## Bilingual translation dictionary

- Due to the assessment of Spelling, Punctuation and Grammar, a bilingual dictionary must not be used in:
  - GCSE English Literature examinations
  - GCSE Geography examinations
  - GCSE History examinations
  - **GCSE Religious Studies examinations\***
  - GCSE Welsh Literature examinations
- This is not applicable to CCEA GCSE examinations



\* A bilingual dictionary may be used in Component 3 of the Eduqas GCSE Religious Studies specification

## Bilingual translation dictionary and extra time

- For the use of a bilingual translation dictionary and **25% extra time**, centres must refer to *JCQ Access Arrangements and Reasonable Adjustments 1 September 2023 to 31 August 2024*
- The amount of extra time permitted has increased from 10% in 2022/2023



Guidance on the use of a bilingual translation dictionary with 25% extra time is provided in section 5.18 of *JCQ Access Arrangements and Reasonable Adjustments*



## Alternative rooming arrangements

- This was formerly known as separate invigilation
- Alternative rooming arrangements are defined, for example, as a room for a smaller group of candidates with similar needs
- A candidate may only take their examinations in a smaller environment away from the main examination room where he/she has an established difficulty – see section 5.16 of the JCQ *Access Arrangements and Reasonable Adjustments* document for further information
- Where candidates sit their examinations in a smaller environment away from the main examination room, the regulations and guidance within JCQ *Instructions for conducting examinations* must always be adhered to



A blog on understanding the requirements for alternative rooming is available on the JCQ website

[www.jcq.org.uk/exams-office/blogs/](http://www.jcq.org.uk/exams-office/blogs/)

## Contingency planning

- All centres must have 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 event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency
- All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur



Also included in JCQ  
*Preparing for disruption  
to examinations*  
(effective from 1  
September 2023)

See JCQ *General  
Regulations for Approved  
Centres* for full  
requirements (section  
5.3z)

## Contingency sessions

- The awarding bodies will designate 'contingency sessions' for examinations in summer 2024
- Centres must ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer

### June 2024 sessions

Contingency afternoon session	<b>6 June</b>
Contingency afternoon session	<b>13 June</b>
Contingency day	<b>26 June</b>



The following has been removed from section 15.5: *'The awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course'*



Joint Council for  
Qualifications CIC

### Key dates in the examination cycle

GCSE, GCE and Project qualifications June 2024 series

Produced on behalf of:



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# ExamsTraining

## Question papers, stationery, materials and other equipment

- Invigilators must take all reasonable steps to make sure that the correct examination question papers have been placed face-up on candidates' desks **as well as any other required materials**. This includes modified papers and those on coloured paper
  
- Candidates must not be in possession of the following items:
  - **AirPods**
  - **earphones/earbuds**
  - iPods
  - mobile phones
  - MP3/4 players or similar devices
  - watches

Section 18.2a  
Section 18.2d  
Appendix 1:  
*Instructions for  
conducting  
onscreen  
tests, section  
7.3*

## Starting the examination

### Malpractice

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave:
  - **Any malpractice suspected or actual, from this point must be reported to the relevant awarding body**
  - Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room
  - Candidates must not open the question paper until the examination begins

## Starting the examination

### Access arrangements

- Before candidates can start the examination, the invigilator must always be aware of any access arrangements being provided to candidates they are invigilating

### Candidate instructions

- Candidates must write their name, surname, (except for CCEA examinations), centre number, candidate number and unit or component code or paper details on their answer booklet(s) and on any additional answer sheet(s) used. **Candidates must only do this when the invigilator's announcement is made**



#### Identifying candidates, section 16.4

Invigilators must be informed of those candidates with access arrangements and must be made aware of the access arrangement(s) awarded

## Candidates who arrive late

- Where a candidate arrives very late for an examination centres must submit Form JCQ/VLA-Report on candidate admitted very late to the examination room
- Centres must provide the following information:
  - **The time the candidate came under centre staff supervision**
  - **Any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the exam**

## Malpractice

- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination
- **Form JCQ/M2 – *Notification of suspected malpractice/maladministration involving centre staff*** is now referenced, together with form JCQ/M1 – *Report of suspected candidate malpractice*



# ExamsTraining

## Emergencies

- A full report of an 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
- As each incident will be different, advice must be sought from the relevant awarding body as soon as it is safe to do so. For example, where the centre is concerned about the security of the examination(s) or where candidates are unable to return to the building to complete the examination
- An online application for special consideration must be submitted to the relevant awarding body where candidates have been disadvantaged

Section 25.4

Section 25.5

Section 25.6

Section 25.7

## Sending scripts

- Centres should try to despatch scripts from the morning and afternoon sessions of **Friday 24 May 2024** that afternoon
- If this is not possible, scripts must be retained in the secure room and be despatched as early as possible on **Tuesday 28 May 2024**

## Invigilator's announcement

- When checking for unauthorised materials, invigilators must ask candidates to also check for AirPods and earphones/earbuds
- When candidates are asked to complete the details required on the front of their answer booklet (or question paper), they must be instructed to not write anything else or to open the question paper until they are informed the exam has begun

### Appendix 3 Suggested wording for the invigilator's announcement at the beginning of written examinations

Centres may wish to laminate copies of this announcement or alternatively digitally record it. If using a digital recording centres must consider alternative means of communication for candidates with a hearing impairment.

1. You must now follow the regulations of the examination.
2. Only material listed on the question paper is allowed in the exam room. You must not have on or near you any other material.
3. Check your pockets now. Check for things such as notes, books, papers, **AirPods, earphones/earbuds**, iPods, mobile phones and watches. If you have any unauthorised items in your possession, you must hand them in to an invigilator now. Failure to do so may lead to disqualification.
4. If you have a watch, hand it to an invigilator now.
5. (For examinations with books that are allowed, add: check that no notes or papers have accidentally been left inside any book you are allowed to have in the examination room and that you have the correct edition of the allowed set text(s).)
6. (For examinations where a calculator is allowed, add: make sure that the lid, case, or cover of your calculator does not have printed formulae or instructions and that you have cleared anything stored in the memory.)
7. Check that you have been given the correct paper for the day, date, time, subject, unit/ component and tier.
8. Fill in all the details needed on the front of your answer book (or question paper) in black ink. Make sure you fill these details in on any additional answer sheets that you use. **Do not write anything else and do not open the question paper until you are instructed that the exam has begun.**

Pause to allow time for candidates to fill in the details

9. Read the instructions on the front of the question paper. (You may read these out to the candidates, if required.)
10. Check that you have all the materials you need for the exam.

Pause to allow time for queries

Tell the candidates about any erratum notices

11. Remember, you must write clearly and in black ink. You may use pencil for drawings and rough notes.
12. You must write in the designated sections of the answer booklet.
13. You must write all rough work in your answer book and neatly cross it through with a single line. (For multiple-choice papers, add: you must do any rough work in the question booklet.)
14. You must not use correcting pens, fluid or tape, erasable pens or blotting paper. You must not use highlighters or gel pens in your answers.
15. You must not communicate in any way with, ask for help from or give help to another candidate while you are in this exam room. You should put up your hand to attract the invigilator's attention.
16. If the fire alarm sounds, please remain seated and wait for instructions from the invigilator.

Tell the candidates when they may begin and how much time they have

# ExamsTraining

## Information for candidates – written examinations and on-screen tests

- Candidates must be informed that they are not permitted to take AirPods and earphones/earbuds into the exam room

Appendix 5

Appendix 6

### Appendix 5 Information for candidates for written examinations – effective from 1 September 2023

This document has been written to help you.  
Read it carefully and follow the instructions.

If there is anything you do not understand, ask your teacher which calculator you may use, ask your teacher.

#### A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, you may not be accepted.
- 2 Do not become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 You **must not** take into the exam room:
  - (a) notes;
  - (b) an iPod, a mobile phone, a MP3 device, a watch, **AirPods, earphones/earbuds**.Any pencil cases taken into the exam room must be empty.  
**Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.**
- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 Do not use correcting pens, fluid or tape, or highlighters or gel pens in your answers.
- 7 Do not talk to or try to communicate with other candidates once the exam has started.
- 8 You **must not** write inappropriate, obscene or abusive comments on the exam paper.
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 Do not borrow anything from another candidate during the exam.

### Appendix 6 Information for candidates for on-screen tests – effective from 1 September 2023

This document has been written to help you.  
Read it carefully and follow the instructions.

If there is anything you do not understand ask your teacher.

#### A. Regulations – Make sure you understand the rules

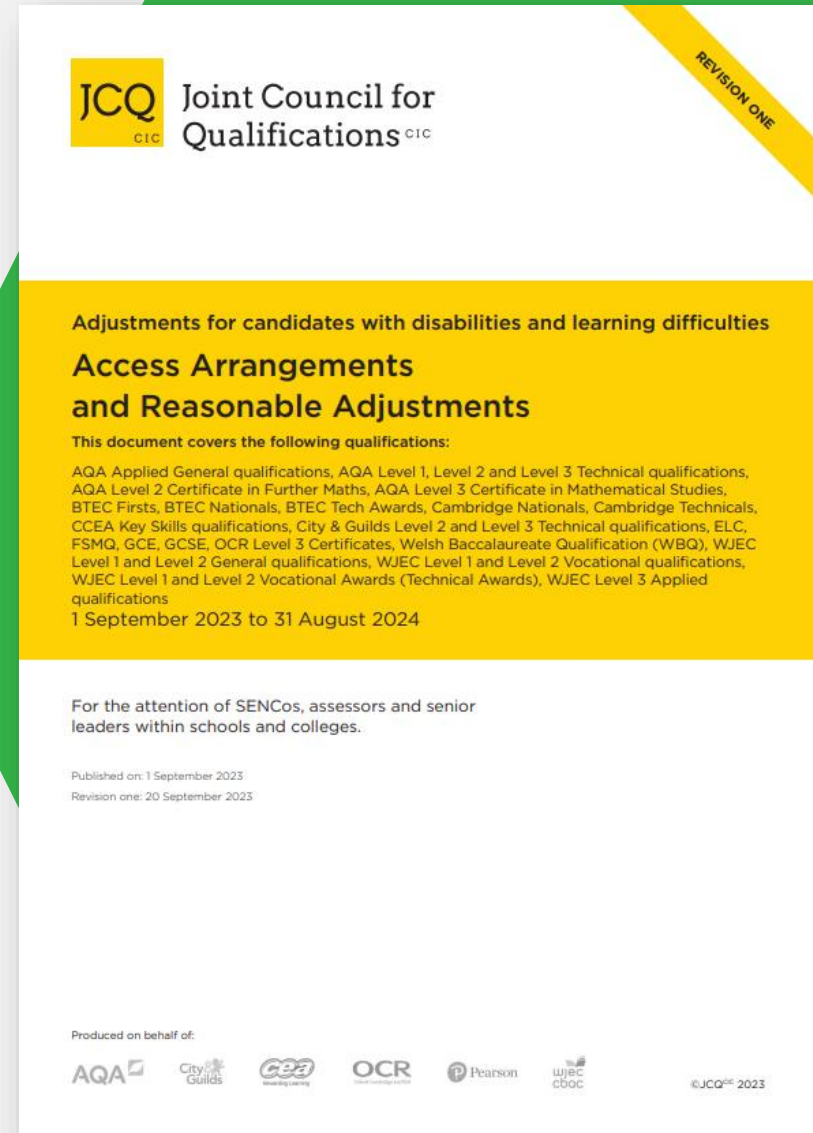
- 1 Be on time for your on-screen test(s). If you are late, your work might not be accepted.
- 2 Do not become involved in any unfair or dishonest practice during the on-screen test.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 Only take into the exam room the materials and equipment which are allowed.
- 5 You **must not** take into the exam room:
  - (a) notes;
  - (b) an iPod, a mobile phone, a MP3/4 player or similar device, a watch, **AirPods, earphones/earbuds**.Unless you are told otherwise, you **must not** have access to:
  - (c) the internet, email, data stored on the hard drive, or portable storage media such as floppy disks, CDs and memory sticks;
  - (d) pre-prepared templates.**Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.**

- 6 If you have a watch, the invigilator will ask you to hand it to them.
- 7 Do not talk to or try to communicate with or disturb other candidates once the on-screen test has started.
- 8 If you leave the exam room unaccompanied by an invigilator before the on-screen test has finished, you **will not** be allowed to return.
- 9 Do not borrow anything from another candidate during the on-screen test.

## Access Arrangements and Reasonable Adjustments

### Key changes for 2023/2024

*This section highlights the changes most relevant  
to exams officers*



## Qualifications covered

- The regulations now apply to the following qualifications:
  - AQA Level 2 Certificate in Further Maths
  - AQA Level 3 Certificate in Mathematical Studies
  - WJEC Level 1 and 2 Vocational Awards (Technical Awards)



Qualifications covered are listed on the front page of the document

## Key changes for 2023/2024

- A table listing the principal changes is included in the document
- The document was revised on 20 September – section 6.5.1 was amended

### Key changes for 2023/24

Page number	Section	Paragraph	Summary of change
1	Introduction		Clarification given on the term 'SENCo'.
7	Definitions		Requirement that approved adjustments must be deliverable to candidates.
19	2	2.10	Requirement that approved adjustments must be deliverable to candidates.
30	5	5.1	SENCo must complete Form 9 for inspection purposes.
32		5.2.2	SENCos must complete at least a skeleton Part 1 of Form 8 before candidates are assessed.
33		5.2.2	Completion of Form 8B or Form 9 to support an online application and for inspection purposes.
36		5.2.3	Completion of Form 9 to support an online application and for inspection purposes.
39		5.3.2b	Completion of Form 9 to support an online application.
40		5.4	Completion of Form 9 to support an online application.
44		5.5.5	Completion of Form 8B or Form 9 to support an online application and for inspection purposes.
45		5.5.8	Guidance on how readers should support vision impaired candidates retrieve information from diagrams, graphs, maps and tables.
46, 56, 67		5.5.9, 5.7.12, 5.14.6	Subject teachers, Learning Support Assistants and teaching assistants cannot be an invigilator for their own candidates when acting as a reader, a scribe and/or a practical assistant.
52		5.7.5	Use of a word processor with the spelling and grammar check switched on.
53-54		5.7.5	Completion of Form 8B or Form 9 to support an online application and for inspection purposes.
70		5.16	Alternative rooming arrangements (formally known as separate invigilation).
72		5.18	Use of bilingual translation dictionary with 25% extra time.
72		5.18.2	Completion of Form 8D25% to support an online application and for inspection purposes.
73		5.19	Access to a mobile phone for medical purposes.
73		5.20	Remote invigilation.

## The role of the SENCo

- Clarification is provided on the term 'SEnCo' as used throughout the document
- The term refers to the person appointed by the head of centre to coordinate the access arrangements process within the centre



The SENCo, or an equivalent member of staff within a FE college, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements/reasonable adjustments process within his/her centre

The SENCo must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements/reasonable adjustments are put in place for internal school tests, mock examinations and examinations



## Reasonable adjustments

- The centre must ensure that approved adjustments can be delivered to candidates

i

A reasonable adjustment is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a **substantial disadvantage**

i

An adjustment will not be reasonable if it affects the reliability or validity of assessment outcomes, or it gives the learner an unfair (i.e. not reasonable) assessment advantage over other learners undertaking the same or similar assessments

# ExamsTraining

## JCQ forms

- There are three new forms:
  - **Form 8RF**: Evidence to accompany Form 8 when a candidate progresses from GCSE to GCE qualifications
  - **Form BD25%**: Bilingual translation dictionary with 25% extra time
  - **Form 9**: Profile of need



These forms can  
be downloaded  
from the JCQ  
website

## Private candidates

- For those centres who accept entries from private candidates, the SENCo must also refer to the JCQ document *An overview of the access arrangements and reasonable adjustments process for centres accepting private candidates*
- The document is available on the JCQ website:  
[www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)



**An overview of the access arrangements and reasonable adjustments process for centres accepting private candidates**

For the attention of SENCos, assessors and senior leaders within schools and colleges.



The document is intended to support, but not replace, *JCQ Access Arrangements and Reasonable Adjustments*

©JCQ 2023

## Supervised rest breaks

- Where a candidate requires supervised rest breaks and extra time, the supervised rest break(s) may be taken at any point during the examination



*Form 9: Profile of need* must be completed for all candidates requiring supervised rest breaks

## The use of a reader – vision impaired candidates

- Guidance on how readers should support vision impaired candidates retrieve information from diagrams, graphs, maps and tables:
  - A reader would bring their own interpretation to a description of a diagram. This could affect a candidate's response and compromise the reliability of the qualification. A reader should only help a vision impaired candidate retrieve information found in diagrams, graphs, maps and tables in response to a request from the candidate

### Rules for the use of a reader

- A reader may may help a vision impaired candidate retrieve information found in diagrams, graphs, maps and tables so that he/she has access to the same visual information as a sighted candidate. The candidate must make clear what help he/she requires

### Example

- A candidate with vision impairment asks the reader if an unlabelled shape on a diagram has five sides and is a pentagon. The reader can state how many sides the shape has but cannot confirm that it is a pentagon
- A reader can only help retrieve visual information that a sighted candidate has access to

# ExamsTraining

## Invigilation arrangements

- Where the candidate and a reader, scribe and/or practical assistant are accommodated in another room, on a one-to-one basis, the reader, scribe and/or practical assistant cannot additionally act as the invigilator where he/she is the candidate's subject teacher, Learning Support Assistant or teaching assistant

### Section 4.2.10



- The person appointed to facilitate an access arrangements must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant
- Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present

Section  
5.5.9 -  
reader

Section  
5.7.12 -  
scribe

Section  
5.14.6 -  
practical  
assistant

## Use of a word processor with spelling and grammar check switched on

- Where the centre has approval for the use of a scribe and where it reflects the candidate's normal way of working within the centre, as appropriate to his/her needs, the candidate may alternatively use:
  - a word processor with the spelling and grammar check switched on; or
  - a word processor with predictive text/spelling and grammar check switched on

## Modified papers

- If a candidate requires access to a modified paper which has not previously been produced by the awarding body, it cannot be downloaded from the awarding body's website, then the awarding body must be contacted by no later than 31 October 2023 where the candidate will be sitting examinations in June 2024



## Arrangements covered by AAO

- Three new arrangements must be applied for via Access Arrangements Online (AAO)
  - Access to a mobile phone for medical purposes
  - Remote invigilation\*
  - Timetable variation requiring overnight supervision for a candidate with a disability
- \* An application for remote invigilation will be automatically rejected – applications should then be referred online to the relevant awarding body
- Guidance on these arrangements is provided in sections 5.19, 5.20 and 5.21

Section 8.5

Section 5.19

Section 5.20

Section 5.21

## Documentation for inspection purposes

- The SENCo must keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes:
  - a signed candidate personal data consent form
  - **a completed Data protection confirmation by the examinations officer or SENCo form**
  - a copy of the candidate's approved application
  - appropriate evidence of need (where required)
  - evidence of the assessor's qualification (where required)



### **Data protection confirmation form**

This form was introduced in 2022/23. It was previously contained within the candidate personal data consent form. It has a confirmation statement which must be acknowledged before an application is processed online

## Resources for SENCos

- Resources to support SENCos are available on the JCQ website – [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/)
- To help SENCos manage more exceptional cases, the JCQ has provided a case studies document with additional examples of disabled candidates with significant difficulties being awarded a range of adjustments
- Where a candidate has complex and substantial needs, the SENCo should discuss the case with the awarding body's Special Requirements Team as soon as possible

### Case studies of disabled candidates with significant difficulties to assist SENCos and senior leaders

For the attention of  
senior leaders and  
SENcos

Published on 1 September 2018

Produced on behalf of:  
AQA  
CCEA  
Edexcel  
GCSE  
Leaving Certificate  
NEAB  
NFER  
Oxford  
Pearson  
RSCG  
SQA  
TQA  
WJEC

### Overview of evidence requirements

Access arrangements	Evidence requirements (in all cases normal way of working within the centre unless a temporary illness/injury)
<b>Physical disability, sensory impairment</b>	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
<b>Medical condition (e.g. ADHD, ASD, mental health conditions)</b>	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
<b>Learning difficulties (e.g. dyscalculia, dyslexia)</b>	
25% extra time	<b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).  <b>At least two below average standardised scores of 84 or less, or one below average standardised score (84 or less) and one low average standardised score (85-89), relating to two different areas of speed of working (cognitive processing/reading/writing).</b>  <b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.
Scribe/speech recognition technology (including the use of a word processor with the spelling and/or grammar check switched on)	<b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).  The candidate cannot produce written work through any other means due to: <ul style="list-style-type: none"><li>• spelling in the below average range (a spelling accuracy standardised score of 84 or less) with unrecognisable spellings; or</li><li>• below average writing speed (a standardised score of 84 or less).</li></ul> <b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.

## A guide to the special consideration process

Key changes for 2023/2024

### A guide to the special consideration process General and Vocational qualifications

Effective from 1 September 2023

For the attention of heads of centre, senior leaders  
within schools and colleges and examination officers.

Produced on behalf of:



Centres are encouraged to access the interactive version of this booklet using the Centre Admin Portal (CAP).  
CAP is accessible via any of the awarding bodies' secure extranet sites.

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## Candidates who are present but disadvantaged

- A change has been made to the examples of circumstances which must apply at the time of the assessment:
  - **5% category of allowance:** terminal illness of a parent/carers, **brother or sister**



The size of the allowance depends on the timing, nature and extent of the illness or misfortune

The circumstances must apply at the time of the assessment

## Candidates who are absent from a timetabled component/unit for acceptable reasons

### Reminder

- On **18 October 2022**, the JCQ revised the *Guide to the special consideration process*
- The minimum requirements for enhanced grading in cases of acceptable absence are:
  - One whole component, which is a **minimum of 15%** of the total assessment, must have been completed



In all cases, candidates must have been fully prepared and covered the whole course



For CCEA qualifications, 25% of the total assessment must have been completed

## Processing applications

- All applications must be supported by **appropriate** evidence signed by a member of the senior leadership team



**2022/23 regulations**

Applications must be supported by **signed evidence**

## Making applications – helpful tips

- The JCQ has provided a helpful infographic to ensure the successful processing of special consideration applications
- The document is available on the JCQ website – [jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/](https://jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/)

**JCQ**  
CIC

### Some helpful tips to ensure the successful processing of special consideration applications

When processing an online application for special consideration, record, as part of the summary of the candidate's problem, the exact date of when the issue first occurred.

Provide as much information to an awarding body as possible, but be clear, concise and specific as there will be a character limit in place.

Keep on file all supporting evidence which may subsequently be requested by an awarding body.

Make sure that senior leaders and teaching staff are aware of when special consideration is not possible. They should be directed to **section 2.3** of the JCQ publication *A guide to the special consideration process*.

Where JCQ Form 10 is required, e.g. for Pearson BTEC qualifications, make sure the form is fully completed.

Check that the correct registration or specification number and component or unit code(s) have been listed.

Double check that all applications for special consideration have been submitted to the awarding bodies **before** the end of the Summer Term\*.

Where a candidate is absent from an examination for an acceptable reason, he/she **must** have completed one whole component, which is a minimum of 15% of the total assessment, to receive a grade\*.

Inform the candidate when an application for special consideration is submitted to the awarding body. Centres **must** comply with the UK GDPR/Data Protection Act 2018.

\*For centres in Northern Ireland make sure that your special consideration applications have been submitted by 7 July 2023.

Retrospective applications for special consideration, after the publication of results in August, will only be accepted in exceptional circumstances.

\*The minimum requirements for CCEA GCSE, GCE AS and A-level qualifications may be found on page 9 of the JCQ publication *A guide to the special consideration process*.



# ExamsTraining

## Centres affected by RAAC

- The JCQ has provided information for centres affected by RAAC
- The document includes guidance on:
  - Non-examination assessments (NEA)
  - Special consideration



Joint Council for  
Qualifications <sup>CIC</sup>

**Information for centres affected by RAAC –  
the delivery of non-examination  
assessments and the special  
consideration process**

1 September 2023 to 31 August 2024

Produced on behalf of:

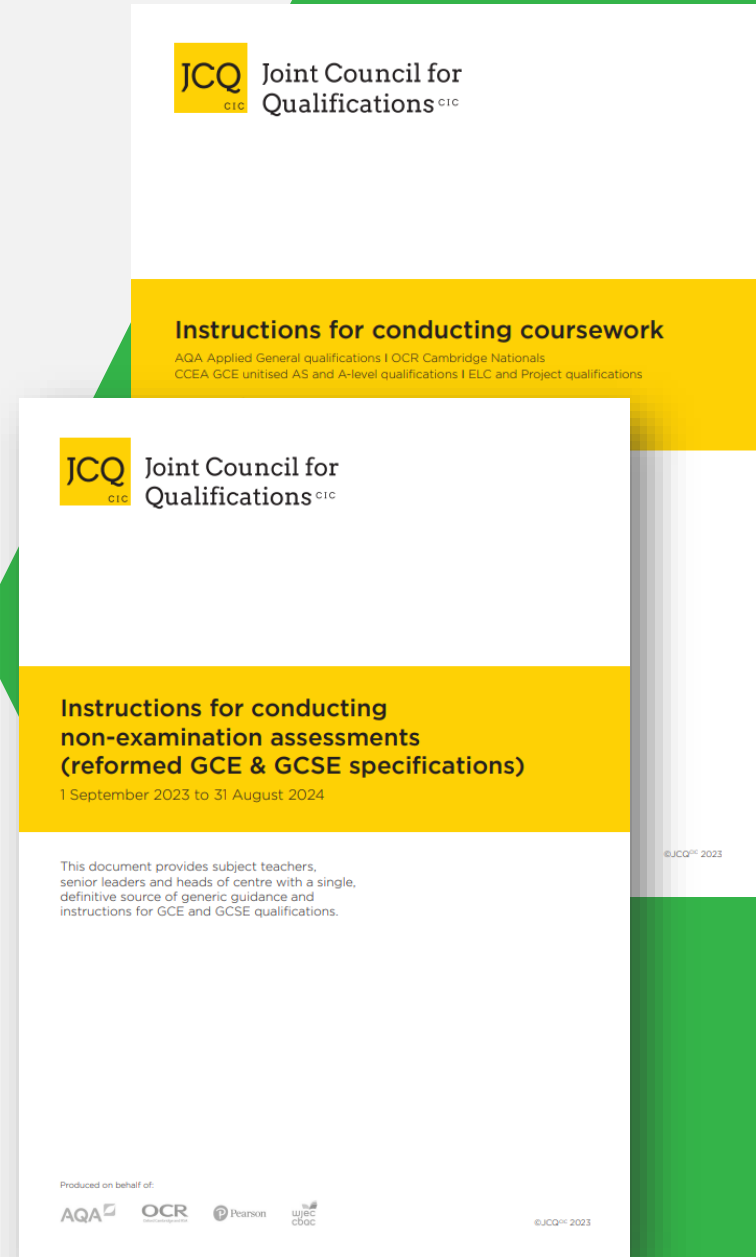


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## Instructions for conducting non-examination assessments

## Instructions for conducting coursework

Key changes for 2023/2024



## Resources

- In many subjects candidates will use source material, including the internet and AI, when researching and planning their tasks. Candidates normally have unrestricted access to resources
- Centres must refer to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

## Acknowledgement of sources

- If candidates use material from a source or generated from a source which is not their own work, they must indicate the particular part/element/phrase and state where it came from
- Where computer-generated content has been used (such as an AI Chatbot), the reference must show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024

Candidates should retain a copy of the computer-generated content for reference and authentication purposes

- Malpractice in coursework includes the misuse of AI and using AI without acknowledgement or attribution

# ExamsTraining

## Information for candidates

- The *Information for candidates* documents have been revised in relation to Plagiarism, the acknowledgement of sources and the use of AI
  - *Information for candidates: Non-examination assessments*
  - *Information for candidates: Coursework*
- Students can demonstrate knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI but must take care how they use this material – they cannot copy it and claim it as their own work

### Information for candidates

Non-examination assessments

Effective from 1 September 2023

Produced on behalf of:

 AQA

 OCR

 Pearson

 WJEC

 C1C

©JCQ 2023

# ExamsTraining

## Artificial intelligence (AI)

- To support schools and colleges, the JCQ has published guidance designed to provide teachers/assessors involved in delivering JCQ qualifications with the information they need to manage the use of AI in assessments – [www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/](http://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/)

### Reporting malpractice – reminder

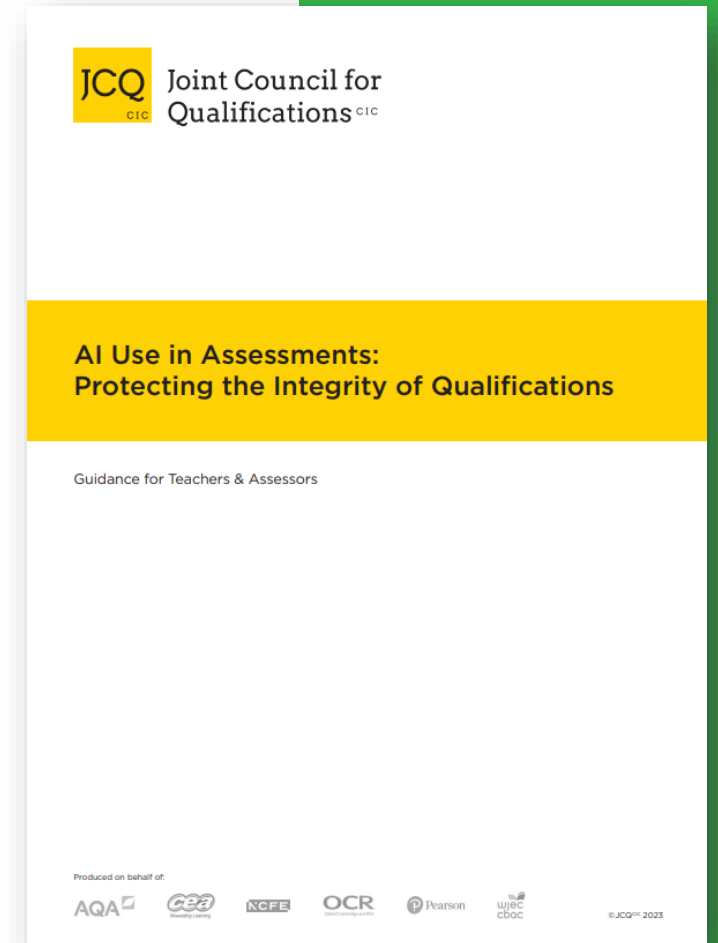
#### **Candidate declaration of authentication not signed**

Case does not need to be reported to the relevant awarding body – centre can resolve internally before declaration is signed



#### **Candidate declaration of authentication statement signed**

Case must be reported to the relevant awarding body



# ExamsTraining

## Plagiarism in assessments

- This guidance is written for teachers/assessors who have responsibility for supervising and/or marking candidates' non-examination assessments or portfolio work – [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)
- 'If non-examination assessments are to remain as a viable assessment method, it is the duty of all who are preparing and assessing candidates for assessments as well as those who have an interest in the setting, marking and administration of assessments, to do whatever they can to address plagiarism' (page 1)



Joint Council for  
Qualifications

### Plagiarism in Assessments

*Guidance for Teachers/Assessors*

This notice has been produced on behalf of:



# Suspected Malpractice Policies and Procedures

Key changes for 2023/2024



Joint Council for  
Qualifications CIC

## Suspected Malpractice Policies and Procedures

1 September 2023 to 31 August 2024

Produced on behalf of:



©JCQ<sup>TM</sup> 2023



## Key changes for 2023/2024

- A table listing the principal changes is included in the document

### Key changes for 2023-24

Page number	Section	Paragraph	Summary of change
2	Introduction		Further details about the scope of this document.
4	1	1.5	The policies and procedures apply to candidates, centres and centre staff and where misconduct is suspected, disciplinary procedures will be followed.
8	3	3.3.1	Requirement that staff understand key dates and deadlines and that there are procedures in place to ensure they are met.
9	4	4.1.3	Requirement that the head of centre ensures parent/carer/ appropriate adult is kept informed when a candidate who is a child/vulnerable adult is the subject of a malpractice investigation.
17	5	5.29	All those interviewed or making a statement should be made aware that awarding bodies may share information with others.
19		5.39	Where appropriate centres should retain originals of unauthorised material found in the examination room.
23	7	7.8	Candidate sanctions will only be applied to assessments taken in the series/academic year in which malpractice has been identified.
31	11	11.4	Circumstances under which awarding bodies will communicate direct with candidates.
47	Appendix 6		AI misuse is a form of plagiarism.

## Scope of the document

- Further details have been added about the scope of the document:
  - The document details the policies and procedures agreed by the JCQ awarding bodies for dealing with breach of security and malpractice investigations **relating to candidates, centre staff and centres. The JCQ awarding bodies have separate procedures for investigating concerns relating to the conduct of examiners, moderators and awarding body staff**

## Who the document applies to

- The document applies to:
  - All candidates and to centres and centre staff delivering JCQ awarding body qualifications
  - Where misconduct by examiners, moderators, or awarding body staff is suspected, the appropriate disciplinary procedures will be adhered to

## Centre staff malpractice and maladministration

- Centres must take all reasonable steps to prevent malpractice:
  - Ensure that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met



This year, there is an increased focus on the importance of meeting awarding body deadlines

Not meeting deadlines puts students at risk of not receiving their results on results days



Section 3.3.1 – The centre must ensure that examination officers are appropriately trained, resourced and supported

## Responsibilities

- The head of centre must 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

## Information obtained from individuals

- All those interviewed or making a statement should be made aware that awarding bodies reserve the right to share their statements, records or transcripts of any interview(s) that are undertaken, with others involved in the case and other appropriate third parties as described in paragraphs 4.1.2 and 7.11
- This information may be shared at any stage during or after the investigation

## Completing and submitting the report

- Evidence which must be provided alongside the report (where appropriate):
  - **Copies of** unauthorised material found in the examination room (**where appropriate, centres should retain the original unauthorised material**)



2022/23 – ‘Unauthorised material found in the examination room (or photographs of materials which cannot be submitted to an awarding body)’

## Making the decision

- The Malpractice Committee will determine whether correct procedures were followed
- If the Malpractice Committee determines that malpractice has occurred, it will then seek to determine the appropriate sanction(s) to be applied, if any, considering the least severe sanction first, considering any points in mitigation and the appropriate measures to be taken to protect the integrity of the examination or assessment and to prevent future breaches



## Communicating decisions

- Awarding bodies will normally only communicate directly with a candidate (or the candidate's representative) when they are a private candidate or the awarding body has been liaising with the candidate directly regarding their alleged involvement in malpractice
- For example, awarding bodies reserve the right to communicate directly with candidates regarding investigations where they are directly impacted and the awarding body does not have assurance that the centre is communicating appropriately with the candidate(s)

## Examples of malpractice

### Examples of centre staff malpractice – maladministration

- Failing to adhere to awarding body key dates and deadlines relating to the delivery of examinations and assessments (such as those relating to the return of scripts, reporting of internal assessment marks/grades, making entries/claims, and Head of Centre declarations)
- Failure to have in place a malpractice policy

## Examples of malpractice

### Examples of candidate malpractice

- Accessing the internet, online materials **or AI tools** during remote assessment and remote invigilation, where this is not permitted
- Allowing others to assist in the production of controlled assessments, coursework, non-examination assessments, **examination responses** or assisting others in the production of controlled assessments, coursework, non-examination assessments or **examination responses**
- Plagiarism: unacknowledged copying from, or reproduction of, **third party sources** or incomplete referencing (**including the internet and artificial intelligence (AI) tools**)
- **Being in possession (whether used or not) of unauthorised material during an examination or assessment – AirPods** also now included in the examples listed



**Appendix 6 –  
indicative sanctions  
against candidates**  
Examples of  
sanctions for AI  
misuse can be found  
in Appendix 6

# Review of the summer 2023 series



ExamsTraining

**Exams**Training

## JCQ centre inspections – summer 2023

Key areas identified for action by JCQ Centre Inspectors		
1.	Written examination contingency plan	17%
2.	Candidates with access arrangements – availability of confirmation of approval and evidence of need	16%
3.	Satisfactory receipt and storage of confidential exam material	15%
4.	Word processor policy which includes the criteria used to allocate and award word processors for exams and assessments	12%
5.	Written internal appeals procedure	9%

## JCQ centre inspections – summer 2023

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### Key areas identified for action by JCQ Centre Inspectors

6.	Satisfactory arrangements for handling secure electronic materials	7%
7.	Security of live exam/assessment material maintained	6%
8.	Centre able to provide details of all candidates being provided with access arrangements	6%
9.	Record of the content of training given to invigilators and facilitators held on file	4%
10.	Centre number, subject details, date, start and finish times displayed	4%

# DfE and Ofqual update



Department  
for Education

**ofqual**

ExamsTraining

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## Qualifications system resilience

- On 21 September 2023, following consultation, Ofqual and the DfE confirmed they have decided to adopt long-term arrangements to ensure resilience in the qualifications system should there be any event with such severe consequences that it would necessitate a government decision that the cancellation of exams is required
- If exams are unable to go ahead at a national level, student evidence would be used to enable alternative methods of awarding grades, such as Teacher Assessed Grades (TAGs)
- Guidance has been provided for schools and colleges on how to gather and retain evidence of student performance in GCSEs, AS and A Levels, Project Qualifications and the Advanced Extension Award in maths (AEA) in the unlikely event that government determines that exams are not able to go ahead



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## Guidance on collecting student evidence

- Ofqual's guidance advises schools and colleges to gather evidence in line with their existing internal assessment arrangements as far as possible, and to avoid over-assessment of students:
  - Students should sit at least one set of mocks in exam conditions before their formal exams
  - Where possible, students taking a particular qualification should be assessed using the same material at the same time, or using different materials at different times
  - Students should be told before taking any assessment, whether their performance could be used as evidence
  - Student assessment evidence, either the original or a copy, must be retained by the school or college, digitally or physically



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## Grading in 2024 – GCSEs, AS and A Levels

- Normal grading arrangements will continue for GCSEs, AS and A Levels in 2024. Ofqual has confirmed that the two-year transition to pre-pandemic grading is now complete and expects national results in 2024 to be broadly similar to 2023
- Given the different and exceptional approaches to grading during the pandemic, schools and colleges are warned against using grade boundaries from the autumn series of 2020 and 2021, as well as those from summer 2022, when providing indicative grades for students due to what Ofqual calls the “leniency” in grading on those occasions
- Schools and colleges are advised to use past papers from and before 2019, and 2023 when considering standards



## Support materials for GCSE exams in 2024

- On 16 November, the DfE confirmed that in view of the disruption students may have experienced, it is not necessary for them to memorise **formulae for GCSE mathematics** and **equations for GCSE physics and combined science** in 2024, as they must in a normal year
- The DfE has asked Ofqual to make arrangements to continue providing formulae and revised equation sheets for one more year
- Ofqual proposes carrying forward from summer 2023 the provision of these additional support materials – their consultation seeking views on the use of the materials in 2024 ran from 16 – 30 November 2023
- 2024 will be the final year where enhanced formulae and equation sheets will be available, returning to normal exam arrangements in 2025

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## VTQ results measures for 2024 and beyond

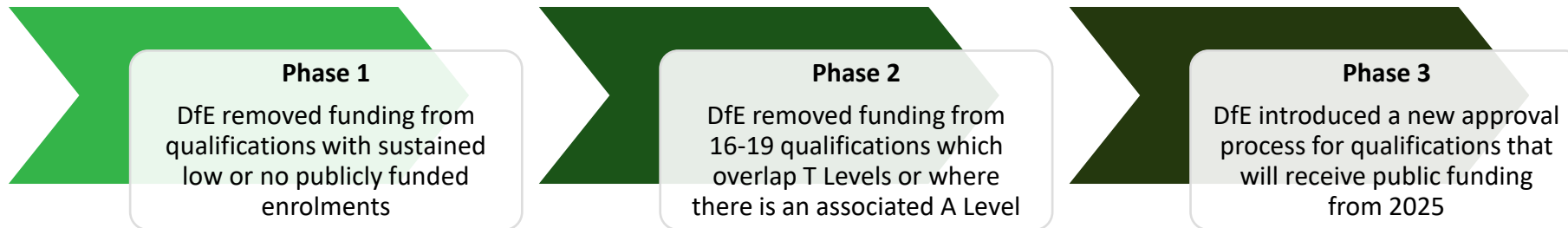
- The term-time checkpoint established in 2022-2023 for schools and colleges to confirm which VTQ (vocational and technical qualifications) students need a result for progression to further or higher education will continue in 2024 and beyond
- Ofqual has confirmed a series of measures to ensure students taking VTQs get their results on time. In addition to the checkpoint which will be completed before the main exam series begins in May, the measures will also include the early release of results to schools and colleges ahead of results days - as happened in 2023 - to allow time for checking
- To strengthen the arrangements, Level 2 VTQs used for progression will also be included

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## Post-16 qualification reform

- Post-16 Level 3 vocational qualifications in England are currently undergoing major reform. The post-16 education landscape from **September 2025** will look significantly different to the current one

### The reform process



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## Post-16 qualification reform

- The reforms mean there will be two routes available for students:
  - **A Levels** or a **mixed curriculum** of, typically, two A Levels alongside a vocational qualification, known as an Alternative Academic Qualification (AAQ)
  - **T Levels** or they may wish to enrol in an apprenticeship
- Alternative Academic Qualifications (AAQs) will be developed in two cycles:
  - Cycle 1 will include subjects that align with waves 1 and 2 of T Level roll-out with qualifications being funded from September 2025
  - Cycle 2 will include everything not covered in cycle 1 and qualifications will be funded from September 2026



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## Resources to support exams officers

- Ofqual has produced resources to support exams officers in their important role, covering GCSE, A Level, T Level and vocational and technical qualification (VTQ) assessment
- Resources include:
  - Exams and assessment checklist – for running a successful exam series (updated 6 November)
  - Student checklist – to help students prepare for their assessments
  - A blog – ‘A day in the life of an exams officer is never dull or boring’
  - A short film about the role of the exams officer to raise awareness with centre staff and parents
  - Top tips from exams officers for keeping mobile phones out of the exam hall

### Let's have a successful exam series

If you're not sure about exam or assessment procedures, ask:

#### Examinations and assessments checklist:

- ☒ Two people check before any exam/assessment paper packet is opened
- ☒ 'Warning to candidates' poster is prominently displayed outside each examination room
- ☒ Invigilators are in place in the exam room in the required ratio
- ☒ No unauthorised people are present in the exam room
- ☒ It's the right paper for the right exam and the right students are present
- ☒ Agreed reasonable adjustments and access arrangements are in place
- ☒ There are no mobile phones, watches or other communication devices in the exam room
- ☒ Students are supervised through any timetable clashes and during agreed rest breaks
- ☒ Preparations for supervision are in place in the event of an emergency evacuation

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Examinations  
Officers<sup>CTC</sup>

# The Exams Office and NAEO update

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## How to use TEO Hub

- Creating, deleting and amending user accounts for exams assistants, senior leaders/line managers etc
- Attempting assessments
- Creating, deleting and amending invigilator accounts
- Monitoring invigilator progress and printing certificates
- Accessing documents
- Viewing training videos
- Creating, saving, amending and exporting/printing:
  - policies/procedures
  - exams timetables
  - key dates calendars

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Final comments



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## Thank you for attending and have a safe journey

