

Tackling the Tough Stuff

Managing complex scenarios with confidence
Exams Officer Engagement Team

Exams Officer Engagement Team

Engagement Team aims

Support & Engagement

- Creating, attending and delivering Networks
- Supporting and delivering training for Exams Officers
- Attending conferences

Feedback

- Being the voice of the customer in AQA
- Raising the profile of Exams Officers and their role
- Supporting positive change for Exams Officers

Key Projects

- Digital Exams
- Communications
- Entries
- Training & Onboarding

Who are the Exams Officer Engagement team?

- Exams Officer Engagement Manager – Gemma Miller
- North East & Yorkshire - Vic Taylor
- North West – Sarah Robinson
- Midlands – Jonathan Edwards
- South East & London - Gemma Moody
- South West – Samantha Vowles
- East & London – Jo Lemon
- Training Manager – Bridgit Liebenberg
- Oxford AQA – Tracey Rooney



Complex Scenarios

Scenario 1

A candidate arrives on the morning of the first written exam with their arm in plaster, after an accident during a gymnastics competition.

Scenario 1

Option 1

- **Ask the candidate what arrangement they would like and give them it**
- **Room the candidate in an individual room**
- **Give the candidate special consideration**

Option 2

- **Decide on the best course of action for the student, with support from SENDCo & SLT**
- **Apply for any arrangement that needs approval on CAP ASAP**
- **Brief invigilators and amend seating plans**
- **After the exam, consider the remainder of the season and implement required changes**

Option 3

- **Delay the exam to have a meeting with the parent, candidate and other staff**
- **Apply for any arrangement that needs approval**
- **Amend your seating plans**
- **Inform the student that the arrangement is only valid for that exam**

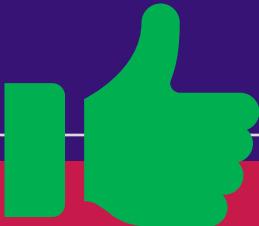
Scenario 1

Option 1

- Ask the candidate what arrangement they would like and give them it
- Room the candidate in an individual room
- Give the candidate special consideration

Option 2

- Decide on the best course of action for the student, with support from SENDCo & SLT
- Apply for any arrangement that needs approval on CAP asap
- Brief invigilators and amend seating plans
- After the exam, consider the remainder of the season and implement required changes



Option 3

- Delay the exam to have a meeting with the parent, candidate and other staff
- Apply for any arrangement that needs approval
- Amend your seating plans
- Inform the student that the arrangement is only valid for that exam

Scenario 2

You are called to the exam room by an invigilator who suspects a student is wearing AI glasses.

Scenario 2

Option 1

- **Ensure logs are completed in the Exam Room**
- **Alert SLT and collect statements at the end of the exam**
- **Communicate with candidate and parents to explain next steps**
- **Submit M1 (malpractice form to the awarding body)**
- **Communicate any sanctions given**

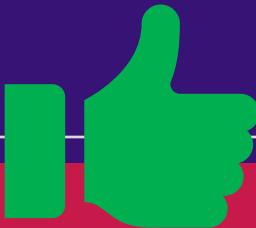
Option 2

- **Stop the candidate from completing the rest of their paper**
- **Take a statement from the student**
- **Talk to SLT and ask them what sanction or procedure they want you to follow**

Option 3

- **Remove the student from the exam to take a statement from them immediately**
- **Return them to the room to continue their exam**
- **Discuss with SLT the preferred course of action after the exam has finished**
- **No further action as it is too difficult to tell**

Scenario 2



Option 1

- Ensure logs are completed in the Exam Room
- Alert SLT and collect statements at the end of the exam
- Communicate with candidate and parents to explain next steps
- Submit M1 (malpractice form to the awarding body)
- Communicate any sanctions given

Option 2

- Stop the candidate from completing the rest of their paper
- Take a statement from the student
- Talk to SLT and ask them what sanction or procedure they want you to follow

Option 3

- Remove the student from the exam to take a statement from them immediately
- Return them to the room to continue their exam
- Discuss with SLT the preferred course of action after the exam has finished
- No further action as it is too difficult to tell

Scenario 3

A school bus breaks down en route to a 9am exam (90 minutes long) and expects to arrive at school 45 minutes late; there are 15 candidates on board.

Scenario 3

Option 1

- **Contact the awarding body straight away**
- **Keep the students in their original seat on the seating plan, but make sure they enter quietly**
- **Apply for special consideration for any children who seem upset by the event**

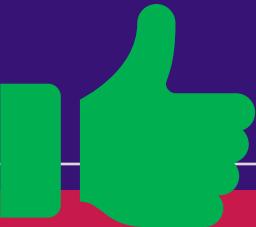
Option 2

- **Where possible, supervise students and get them to hand in any electronic devices**
- **Consider alternate room and staffing for their arrival if needed and brief staff involved**
- **Reassure late arrivals that they will have the opportunity to take the exam**
- **Contact the awarding body if you need authorisation or support**
- **Apply for group Special Consideration for affected candidates**

Option 3

- **Delay the start of the exam for all candidates until the bus arrives**
- **Apply for special consideration for all candidates in the centre**

Scenario 3



Option 1

- **Contact the awarding body straight away**
- **Keep the students in their original seat on the seating plan, but make sure they enter quietly**
- **Apply for special consideration for any children who seem upset by the event**

Option 2

- **Where possible, supervise students and get them to hand in any electronic devices**
- **Consider alternate room and staffing for their arrival if needed and brief staff involved**
- **Reassure late arrivals that they will have the opportunity to take the exam**
- **Contact the awarding body if you need authorisation or support**
- **Apply for group Special Consideration for affected candidates**

Option 3

- **Delay the start of the exam for all candidates until the bus arrives**
- **Apply for special consideration for all candidates in the centre**

Scenario 4

**Your son is sitting his
GCSE's at a neighbouring
secondary school this year.**

Scenario 4

Option 1

- **They are at a different centre, so no action needed**

Option 2

- **Submit a Conflict-of-Interest form to any awarding body that you work with**
- **Meet with the HoC and plan mitigation and contingency**
- **Sign a declaration and keep it in your secure area**

Option 3

- **Consult the Conflict Of Guidance document on AQA's website and section 5 of JCQ's General Regulations**
- **Cross reference specifications of the EO centre and child's centre**
- **Meet with the HoC and plan mitigation and contingency**
- **Retain a signed copy of your plan and processes**
- **You may wish to inform your child's centre so they can also consider this in their planning**

Scenario 4

Option 1

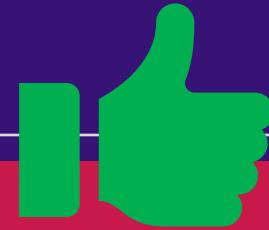
- They are at a different centre, so no action needed

Option 2

- Submit a Conflict-of-Interest form to any awarding body that you work with
- Meet with the HoC and plan mitigation and contingency
- Sign a declaration and keep it in your secure area

Option 3

- Consult the Conflict Of Guidance document on AQA's website
- Cross reference specifications of the EO centre and child's centre
- Meet with the HoC and plan mitigation and contingency
- Retain a signed copy of your plan and processes
- You may wish to inform your child's centre so they can also consider this in their planning



Scenario 5

There is a medical emergency inside an exam room which results in an evacuation of the 20 other students present.

Scenario 5

Option 1

- Summon assistance and first aid as required, 'Stop the clock' and follow evacuation procedure
- Place candidates in an alternative room, if necessary and resume exam if you can. Consider impacts on the rest of the day.
- Apply for Special Consideration as appropriate
- If the student can sit subsequent exams, consider what needs to be implemented for them

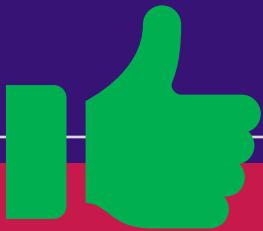
Option 2

- Move the students to an alternative room and finish the exam at the original time.
- Apply for group special consideration for everyone and contact all parents

Option 3

- Stop the exam and follow evacuation procedure
- Explain to students that they are not allowed to sit the rest of their exam and contact parents
- Apply for special consideration for anyone that asks for it

Scenario 5



Option 1

- Summon assistance and first aid as required 'Stop the clock' and follow evacuation procedure
- Place candidates in an alternative room, if necessary and resume exam if you can. Consider impacts on the rest of the day.
- Apply for Special Consideration as appropriate
- If the student can sit subsequent exams, consider what needs to be implemented for them

Option 2

- Move the students to an alternative room and finish the exam at the original time.
- Apply for group special consideration for everyone and contact all parents

Option 3

- Stop the exam and follow evacuation procedure
- Explain to students that they are not allowed to sit the rest of their exam and contact parents
- Apply for special consideration for anyone that asks for it

Key Messages

Tips to take away

01

Network and training to build your support network with other Exams Officers.

02

Good relationships in your centre, from Senior Leaders to Estates and everything in-between.

03

Clarity of your responsibilities; discuss with your line manager to ensure you know who does what.

04

Consult the JCQ documents and your internal policies and procedures if you are unsure.

05

Call our teams at AQA; we are here to support you.

Exams Officer networks



How can we help?

Get in touch on:
0800 1977162
eos@aqa.org.uk



Keeping in touch

- Monthly AQA EO Update email
- Training events
- Our Social Media channels on Facebook, Instagram & LinkedIn
- Customer Services via telephone, email or live chat

Thank you