



# **Hathaway Academy**

## **Examinations Policy**

**Centre Number: 16709**

**2016-18**

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## **Examinations Policy**

This policy is next due for review on September 2018.

The principles of this examinations policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates and meet external guidelines.
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.
- to provide support and information to students, parents/carers, staff and Governors regarding the examination process and the examinations themselves.

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

This examinations policy will be reviewed annually by the Head of Centre.

Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

## **Exam responsibilities**

### **The Head of Centre:**

- has overall responsibility for the Academy as an examinations centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice – with reference to the JCQ document *Suspected malpractice in examinations and assessments*.

### **Examinations officer:**

- manages the administration of internal examinations and external examinations.
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual examinations timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution to all centre staff and candidates, of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the examinations timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their examinations.
- receives, checks and stores securely all examination papers and completed scripts and ensures that scripts are dispatched as per the guidelines. A delivery log is updated with all examinations material delivered via the Delivery Room.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publications for Access Arrangements, reasonable adjustments and special consideration.
- identifies and manages examination timetable clashes.
- accounts for income and expenditures relating to all examination costs and charges.

- line manages the senior examinations invigilator in organising the recruitment, training, and monitoring of a team of examinations invigilators responsible for the conduct of examinations.
- ensures candidates' coursework and controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework and controlled assessments.
- arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with ALT, any post results service requests.

**Co-ordinators/Sub Co-ordinators of Faculty** are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the examinations officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

**Teachers** are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or examinations officer.

**The Special Educational Needs Coordinator (SENCo)** is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the Examinations Officer in good time so that they are able to process any necessary applications in order to gain approval (if required).
- working with the Examinations Officer to provide the access arrangements required by candidates in examinations rooms.

**Lead invigilator/invigilators** are responsible for:

- assisting the examinations officer in the efficient running of exams according to JCQ regulations.
- collection of examination papers and other material from the exams office before the start of the exam.
- collection of all examination papers in the correct order at the end of the examination and ensuring their return to the examinations office.

**Candidates** are responsible for:

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring the conduct themselves in all exams according to the JCQ regulations.

## **Qualifications Offered**

The qualifications offered at this centre are decided by the Head of Centre. The types of qualifications offered are GCSEs, IGCSEs, BTECs, OCR Cambridge Nationals, and Gateway Qualifications. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus. If there is to be a change of specification for

the next year, the examinations office must be informed by 1<sup>st</sup> October. Informing the examinations office of changes to a specification is the responsibility of the Head of Centre. Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Teacher in consultation with the Head of Faculty.

## **Exam Series**

Internal examinations (mock or trial exams) and assessments are scheduled in November/December, February/March, April, June and July. External examinations and assessments are scheduled in January and/or March for BTECs and summer for all other qualifications.

- Internal exams are held under external exam conditions.
- The ALT decides which exam series are used in the centre.

The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Subject Teacher and the Examinations Officer.

## **Examination Timetables**

Once confirmed, the examinations officer will circulate the examination timetables for internal and external examinations at a specified date before each series begins.

## **Entries, entry details and late entries**

Candidates or parents/carers can request a subject entry, change of level or withdrawal, however, this must be authorised by the Subject Co-ordinator/Sub Co-ordinator of Faculty.

The centre does not accept entries from private candidates.

The centre does not act as an examinations centre for other organisations.

Entry deadlines are circulated to ALT members and Subject Teachers via email, noticeboard, briefing meetings, internal post/pigeon holes and the academy website.

Subject Core Co-ordinators and Subject Co-ordinators will provide estimated entry information to the examinations officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Subject Core/Subject Co-ordinator or Head of Faculty.

GCSE resits are allowed for English and Mathematics only during the November series.

Functional skills and AS re-sits or retakes are not allowed.

Re-sit/retake decisions will be made by Subject Core/Subject Co-ordinator in consultation with the Head of Centre.

## **Examination Fees**

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The Examinations Officer will publish the deadline for action well in advance for each exams series.

GCSE, GCE, AS, Functional Skills, BTEC and OCR Cambridge Nationals' entry fees are paid by the centre.

Late entry or amendment fees are paid by the centre. Reimbursements are sought from the subject department responsible for the late fee.

Fee reimbursements are sought from candidates:

- If they fail to sit an exam.
- If they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the candidates. If the re-sit is requested by the Head of Centre then the fee will be paid by the centre.

## **Equality Legislation**

All examination centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Examinations Officer with liaison with the SENCo.

## **Access Arrangements**

The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/examinations.

A candidate's access arrangements requirement is determined by the SENCo and the Examinations Officer in line with the JCQ Access Arrangements regulations. The SENCo is responsible for ensuring there is appropriate evidence for the support of a candidates' access arrangement.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo; this can be with liaison with the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Examinations Officer. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Examinations Officer and SENCo.

## **Disability Policy**

The centre has policies in place that are in line with the Equality Act 2010, Disability Discrimination Act (1995) and The Code of Practice 2014. Special Educational Needs or disability is identified in terms of learning & cognition, communication & interaction, social, mental & emotional health, physical and sensory needs.

- The Academy will comply with its legal responsibilities under the Special Educational Needs Code of Practice 2014 and Disability Equality Act 2010.
- The Academy will accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the Academy can cater adequately.
- Parents of a child who has any disability should provide the Academy with full details prior to the admissions procedure, before accepting the offer of a place.
- Based on the disability information, the Academy will assess the student's needs and consult with parents and other relevant bodies about the adjustments.

## **Contingency Planning**

Contingency planning for examinations administration is the responsibility of the Head of Centre. Contingency plans are available via email and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

## **Exam Disruption**

As part of The Hathaway Academy's emergency planning should there be any disruptions such as for example Academy closure, crisis, and/or widespread illness or if a student cannot sit an examination due to an emergency, the Head of Centre with liaison with the Examinations Officer will:

- Communicate with all relevant awarding organisations, local and/or national authorities for advice and instruction
- Ensure all relevant staff are aware of the centres exam disruption procedures
- Make sure parents and candidates know what has been agreed for (where applicable):
  - opening the centre for examinations only
  - using alternative venues in agreement with the relevant awarding organisations JCQ guidance on alternative site arrangements.
  - for an absent candidate, an exam result being generated by the awarding body, based on factors such as a candidates' performance on other assessments in the same subject
  - the opportunity for candidates to sit any missed exam at the next available series.
  - applying for special consideration for candidates where they have met the minimum requirements.

## **Emergency Evacuation**

The centre policy for emergency evacuations for examinations is in line with the JCQ guidelines. Please see Appendix 1, Page 10.

## **Estimated Grades**

Subject Core Co-ordinators/Subject Co-ordinators are responsible for submitting estimated grades to the Examinations Officer when requested by the Examinations Officer.

## **Managing Invigilators**

External staff will be used to invigilate examinations. These invigilators will be used for internal examinations and external examinations.

Recruitment of invigilators is the responsibility of the Examinations Officer. They are timetabled, trained, and briefed by the Examinations Officer.

Securing the necessary DBS clearance for new invigilators is the responsibility of the Head of Centre's PA/HR Manager.

DBS fees for securing such clearance are paid by the centre.

Invigilators rates of pay are set by the Head of Centre.

## **Malpractice**

The Head of Centre in consultation with the Examinations Officer is responsible for investigating suspected malpractice.

## **Exam Days**

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other exam stationery, and materials available for the invigilator.

Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements at least one month in advance.

The Examinations Officer or Lead Invigilator will start and finish all examinations in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed and what they can do.

In practical examinations, Subject Teachers' availability will be in accordance with JCQ guidelines.

Examination papers must not be read by Subject Teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject Core Co-ordinators/Subject Co-ordinators in accordance with JCQ's recommendations and no earlier than 24 hours after candidates have completed it.

After an examination, the Examinations Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the Lead Invigilator, Main Receptionist and Parcel Force.

## **Candidates**

The Examinations Officer will provide written information to candidates in advance of each examination series. A formal briefing session for candidates may be given by the Head of Faculty.



The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an examination room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an examination room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time at the discretion of the Examinations Officer. Candidates who leave an examination room must be accompanied by an invigilator and/or an appropriate member of staff at all times.

The Examinations Officer is responsible for handling late or absent candidates on examination day.

### **Clash Candidates**

The Examinations Officer with liaison with the Head of Centre will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### **Special consideration**

Should a candidate be unable to attend an examination because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the centre's Examinations Officer or invigilator to that effect.

The candidate must support any special consideration claim with appropriate evidence within seven days of the examination.

The Examinations Officer will make a special consideration application to the relevant awarding body within 7 days of the examination.

### **Internal assessment**

It is the duty of the Subject Core Co-ordinator/Subject Co-ordinator to ensure that all internal assessment is ready for dispatch at the correct time. The Examinations Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Examinations Officer by the Subject Core Co-ordinator/Subject Co-ordinator. The Examinations Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

## **Results**

Candidates will receive individual result slips on results days:

- in person at the centre or
- by post to their home address only if candidates provide a self-addressed envelope

The results slip will be in the form of a centre MIS produced document.

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of the necessary staff on results days is the responsibility of the Head of Centre.

## **Enquiries about Results (EAR)**

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre, unless it is a candidate's request in which case the candidate or parent/carer will pay the cost.

All decisions on whether to make an application for an EAR will be made by the Head of Centre. If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Examinations Officer, following the JCQ guidance.

## **Access to Scripts (ATS)**

After the release of results, candidates may ask subject staff to request the return of written exam papers within seven days of the receipt of results. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. Re-marks cannot be applied for once an original script has been returned.

The cost of EARs will be paid by the centre, unless it is a candidate's request in which case the candidate or parent/carer will pay the cost. Processing of requests for ATS will be the responsibility of the Examinations Officer, following the JCQ guidance.

## **Certificates**

Candidates will receive their certificates in person at the centre.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for twelve months after being issued by the awarding organisation. A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.



## Emergency Evacuation for Examinations

### **SIGNAL FOR EVACUATION: CONTINUOUS RING OF SCHOOL BELL**

**All Invigilators MUST be familiar with the following:**

1.	Immediately as the alarm sounds, Invigilators should stop candidates from writing. Staff and students should remain in the examination room. Invigilators to man the internal doors.	Lead Invigilator to make a note of the time of the interruption and how long it lasted.
2.	Lead Invigilator to collect the attendance register/seating plan in order to ensure all candidates are present.	
3.	Evacuate the examination room via the external doors only if obvious sign of fire or smoke is apparent. The last person to leave the room must close the doors. Students MUST leave the room in silence.	DO NOT leave the examination room by an internal door. Only leave if there is an obvious sign of fire/smoke.  Advise candidates to leave all question papers and scripts in the examination room.
4.	Once outside the building, students to be directed to the examinations meeting area for registration. Currently the field area away from the rest of the cohort.	Invigilators and Staff MUST supervise the students closely whilst outside of the examination room to ensure no discussion about the examination takes place.
5.	Examinations Officer to report to Principle with results of registration.	
6.	Never re-enter the building	Forgotten items MUST remain forgotten.

### **RESPONSIBILITIES:**

- **Allow candidates the full working time set for the examination**
- **If there are only a few candidates, consider the possibility of taking the students (with question papers and scripts) to another place to finish the examination.**
- **Make a full report of the incident and of the action taken, and send to the relevant awarding body.**

**The Principal will liaise with the Fire Brigade and inform Staff and Students when it is safe to return to the building**

**Appendix 2**

AQA

CCEA

Edexcel

OCR

WJEC

**For use by exams office staff****GCSE controlled assessments****Risk management process** (editable template)

This editable template examines potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions. We hope it will provide a useful starting point for exams office staff when discussing with colleagues risks and issues that might apply to their centre.

Using the risk management process template

**The list of possible risks and issues featured in this template is purely illustrative for an individual centre to consider and adapt to their own needs.**

There are blank rows under each heading for you to fill in.

A blank column entitled 'Staff' has been included on the template so centres can list the person (or role):

- **responsible** for the risk/issue;
- **accountable** for the risk/issue;
- who should be **consulted** about this risk/issue;
- who should be **informed** if the risk/issue arises;

Any adapted list of risks and issues should be reviewed and approved by appropriate members of the senior leadership team. This will ensure that it is fit for purpose and compatible with the existing policies and procedures of the centre. The review should be repeated at regular intervals and kept up to date.

**Please note: the above guidance is not part of the template and must not be altered.**

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area *
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates appropriate time between them	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area with consultation with members of ALT
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary – this must be arranged within AO deadlines	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area; this can be with liaison with the Examinations Officer where room space is limited.
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Raise concerns at the earliest opportunity to the Head of Centre	Core Co-ordinators and Sub Co-ordinators for each subject area

<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area – liaise with Examinations Officer where necessary

<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Keep a record of all absences, ask candidates to provide evidence for absences should special considerations need to be considered.	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area

<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area

<b>Supervision</b>			
Student study planner not provided or completed	Ensure teaching staff are aware of the need for study planners to be completed early in course	Ensure candidates start, continue and complete study planners that are signed after every session	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Give training where required	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Plan ahead and ensure class is supervised in line with the awarding body's specification. Re-arrange the CA session if supervision standards cannot be met.	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area

<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area

<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area

\*\* All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body Arrange regular departmental meetings to ensure deadlines are on target to being met	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area



<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Ensure Teaching staff are appropriately trained Consult the awarding body's specification for appropriate procedures	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Core Co-ordinators, Co-ordinators and Sub Co-ordinators for each subject area