

LIPA Sixth Form College

Exam Contingency Plan

2022/23

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Amy Deane, May 2023	
Date of next review	August 2023

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Charles Bartholomew
Exams officer line manager (Senior leader)	Victoria Smith
Exams officer	Joanne Beesley
ALS lead/SENCo	Amy Deane
Assistant exams officer	Charlotte Whelan

Contents

Key staff involved in contingency planning	2
Contents	3
Purpose of the plan	4
Possible causes of disruption to the exam process	4
1. Exam officer extended absence at key points in the exam process (cycle).....	4
2. ALS lead/SENCo extended absence at key points in the exam cycle	5
3. Teaching staff extended absence at key points in the exam cycle	5
4. Invigilators - lack of appropriately trained invigilators or invigilator absence.....	6
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice.....	6
6. Failure of IT systems.....	6
7. Emergency evacuation of the exam room (or centre lock down)	6
8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period.....	7
9. Candidates at risk of being unable to take examinations because of a crisis – centre remains open	7
10. Centre at risk of being unable to open as normal during the examination period.....	7
11. Disruption in the distribution of examination papers.....	7
12. Disruption to transporting completed examination scripts	8
13. Assessment evidence is not available to be marked	8
14. Centre unable to distribute results as normal or facilitate post results services.....	8

Purpose of the plan

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

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ notice **Preparing for disruption to examinations** (effective from 11 October 2021).

This plan also confirms LIPA Sixth Form College compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- *access to examination results affecting the distribution of results to candidates*

- *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- Charlotte Whelan is being trained currently as an assistant exams officer at present.

2. ALS lead/SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- Lyndsey Healey is also a qualified SENCo who is able to perform all of the tasks noted above.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- College uses JJFOX and Tradewind agencies to provide cover teachers, where necessary. Secondary Maths and English teachers may also be available in the other schools within the multi-academy trust, i.e., LIPA Secondary School.

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- Agencies Tradewind and JJFox are able to provide us with trained invigilators
- Training more of the support staff team to be invigilators – administrators and learning support staff

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- Utilise Blackburne House, Hope St; this centre is 0.2km distance from our building.

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- All student data is added to EDEXCEL ONLINE as soon as students are enrolled in September.
- Therefore, MIS systems would not be needed in any of these instances.
- Exams arrangement information is kept locked in cupboard in Inclusion & Safeguarding Office should this be needed for reference in case of MIS failure.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Room will be locked.
- Awarding body informed and procedures followed.
- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable

8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Potentially advise candidates to sit examinations in an alternative series - November / June
- Prioritise outgoing Y13 learners, where needed, as Y12 could use November/June series in following academic year
- Use cover teachers from other agencies and/or utilise 16-19 Tuition Fund for additional 1:1 and small group tuition, where needed.

9. Candidates at risk of being unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- Potentially take the exam to the student's home or another centre.
- Utilise special considerations processes

10. Centre at risk of being unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Utilise alternative sites at LIPA Primary School and Blackburne House (both used previously in exam series successfully)

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption

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

12. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions and should not make their own arrangements for transportation unless told to do so by the awarding body
- for any examinations where centres make their own collection arrangements, centres should investigate alternative ~~dispatch~~ options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.
- centres to ensure secure storage of completed examination scripts until collection.

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.
- All GCSE English candidates type their exam scripts at LIPA Sixth Form College as per college policy. IT technical staff *may* be able to recall copies of any lost GCSE English Language scripts completed on secure exams laptops.

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

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation – exams officer, Jo Beesley, always has work laptop based at home in case of exams emergency.
- centres to make arrangements to coordinate access to post results services from an alternative site
- centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- facilitation of post results services: centre to make arrangements to make post results requests at an alternative location
- centres to contact the relevant awarding organisation if electronic post results requests are not possible