



Budmouth College

Examination Policy 2018 - 2019

Governors' Committee responsible:	Curriculum
Link Senior Leader responsible:	Dr Ade Bungay
Date:	September 2018
Next review date:	September 2019

Working Together. Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Examinations Policy - 2018 - 2019

2. Upon whom will this impact?

All Students

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		✓	
Gender		✓	
Disability		✓	
Religion, Faith or belief		✓	
Sexual Orientation		✓	
Transgender		✓	
Age <small>(N/A to pre-school and school children)</small>		✓	
Rurality		✓	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		✓	
Gender	✓		
Disability		✓	
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age		✓	
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? YES / **NO**

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / **NO**

Initial screening carried out by Sarah Ford

Signed Date: 28th September 2018

Comment by Headteacher:

Date.....

1. Policy Statement

- 1.1. The Examinations Policy commits the College and its staff to having high quality examination and assessment procedures. This means that the College:-
- will strive to deliver the highest quality service to all our stakeholders, students and staff
 - will expect all staff and students to maintain this quality through adherence to the procedures.

This policy is based on Examinations Procedures and Regulations and meets the requirement of Awarding Bodies and the Joint Council for Qualifications (JCQ).

2. Reason for the Policy

- 2.1. To ensure the planning and management of exams is conducted efficiently and in the best interest of the students.
- 2.2. To ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

3. Policy Objectives

- 3.1 A culture of high service standards for all staff and students is fostered within the College and is integral to each student's College experience.
- 3.2 Every member of staff's practice underpins this policy in order to foster and spread the culture of high quality of examinations services for our students.
- 3.3 Each staff member and student is made aware of the procedures expected to be followed to ensure compliance with external regulations, thus ensuring that the College is not compromised in any way.

4. Policy

4.1 The qualifications offered

- The qualifications offered at this centre are approved by SLT.
- The qualifications offered include various vocational, GCSE, A Levels, Cambridge Nationals/ Technicals, Applied, CIDA and BTEC.
- The subjects offered for these qualifications will be found in the centre's published prospectus for that academic year.
- If new qualifications are to be introduced or if there is a change of syllabus or awarding body, the Senior Exams Officer must be informed immediately and the necessary board approval paperwork completed by the Principal/Senior Exams Officer.

4.2 Exams series

- Internal exams are scheduled in November/December, March and May/June.
- External exams are scheduled according to the awarding body's timetables.

4.3 Registrations, exam entries, entry details, late entries and retakes

Registrations

- The registering of students for qualifications must be completed by the Senior Exams Officer.
- It is the responsibility of the learning leader/exam co-ordinator/subject teachers to ensure that the Senior Exams Officer has been informed of the required registrations.

Exam entries

- Students are selected for their exam entries by the learning leaders/exam co-ordinators/subject teachers and the Director of Sixth Form.
- Learning leaders/exam co-ordinators/subject teachers must submit entries to meet the College internal deadlines.
- Learning leader/exam co-ordinators/subject teachers must ensure that the Senior Exams Officer is informed of any later starters.

Exam entry details

Paper based exams:

- GCSE and A Level entries must be made in advance of the awarding body deadlines.
- Withdrawal of any student from a Key Stage 4 course can only be made after discussions between the learning leader, head of year and SLT Links (subject and year group) and then direct confirmation with the principal.
- Withdrawal of any student from a Key Stage 5 course can only be made after discussions between the learning leader, assistant director of sixth form and SLT Links (subject and sixth form) and then direct confirmation with Director of Sixth Form and the SLT Link (Sixth Form).

Registration and Certification Policy for BTEC Qualifications

To claim valid learner certificates within agreed timescales. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, we will:

- register each learner within the awarding body requirements
- provide a mechanism for internal verifiers to check the accuracy of learner registrations
- make each learner aware of their registration status
- inform the awarding body of withdrawals, transfers or changes to learner details
- ensure that certificate claims are timely and based solely on internally verified assessment records
- audit certificate claims made to the awarding body
- audit the certificates received from the awarding body to ensure accuracy and completeness
- keep all records safely and securely for three years post certification

Late exam entries:

- The Senior Exams Officer will accept GCSE and A Level entries and entry amendments after the deadlines set by the awarding bodies once the charges have been authorised by the Principal.

4.4 Exam Fees

- GCSE initial registration and entry exam fees are paid by the centre.
- A2 initial registration and entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the departments.
- 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.
- Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.
- GCE re-sit fees for first and any subsequent re-sits are paid by the candidates.

Re-sits

- Candidates are allowed to re-sit examinations at the following times:
GCSE – November and May/June
GCE – January and May/June

GCSE re-sit decisions will be made by the learning leader in consultation with subject staff and Senior Exams Officer. The cost of GCSE re-sits will be paid for by the College, unless the student is no longer at Budmouth and if they wish to improve their grade.

AS/A Level re-sit decisions will be made in consultation with the candidates, Director of Sixth Form, Exams Co-ordinators/Learning Leaders and Senior Exams Officer. Re-sit entries will only be made upon the completion of an Examinations re-sit entry form. This will require:

The agreement of each Learning Leader

Advance payment of the total entry fees and submission of the completed form to the Senior Exams Officer.

The cost of re-sit entries are as per the correct fee published at the time from the Examination Boards. Failure to submit the form by the specified deadline will incur a double entry fee.

4.5 **Access arrangements and Reasonable Adjustments**

The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a student who is disabled within the meaning of the Act would be at a substantial disadvantage in comparison to someone who is not disabled. Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
 - looking into adverse effects and assessing which are substantial;
 - considering if substantial adverse effects are long term;
 - judging the impact of long term adverse effects on normal day to day activities.
- Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition – <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>
- All exam centre staff must ensure compliance with the JCQ regulations set out in the Access Arrangements and Reasonable Adjustments booklet and the specific awarding body requirements.
 - Appendix A and B provide separate guidance for the use of word processors and the allocation of separate/smaller rooms for students sitting exams.

Access arrangements:

- Students who may require access arrangements are identified by subject teachers.
- SENCO will forward a completed Form 8 and appropriate evidence to the Exams Office.
- The Exams Office, along with the SENCO will submit completed access arrangement applications to the awarding bodies based on the recommendations made by Specialist assessor in the Form 8.
- The Exams Office along with the SENCO will ensure that approved access arrangements are in place for students when sitting their exams.
- All facilitated access arrangements will be in accordance with the JCQ regulations.

4.6 **Managing invigilators and exam days**

Managing invigilators:

- External invigilators are used for most examinations.
- The recruitment of invigilators is the responsibility of the Senior Exams Officer.
- Securing the necessary Disclosure and Barring Service (DBS) checks for new invigilators is the responsibility of the Human Resources Department.
- DBS fees for securing such clearance are paid for by the centre.
- Invigilators are trained by the Senior Exams Officer.

Exam days (paper based):

- The Senior Exams Officer will book all exams accommodation after liaison with other users and make the question papers, other exams materials and stationery available for the invigilators.
- The Senior Exams Officer will book invigilators when required and ensure the correct student invigilator ratio is met.

- The Site Manager and his team are responsible for setting up the allocated rooms to meet examination standards.
- Where the awarding bodies allow, excess question papers will be distributed to staff.
- In practical exams, subject teachers must be present to help with any technical difficulties.

4.7 Emergency Evacuation of Exams

Paper-based exams:

- Students should stop writing/using word processor/computer and follow the instructions given by the invigilator. If invigilating students using a word processor/computer ensure that candidates press the save button before evacuating the room.
- The invigilator should contact the Senior Exams Officer at the first opportunity so as assistance can be given.
- Students will be advised to leave all question papers, exam materials and belongings in the exam room. The Invigilator will collect the attendance register (in order to ensure all students are present) and will make a note of the time of duration of the interruption.
- The students should then leave the room in silence, accompanied by the invigilator.
- Any available members of staff will be asked to help supervise the students to ensure that no communication takes place.
- Once the interruption has ended the exam may resume. The students should draw a line underneath the work they completed before leaving the room so as the examiners can see at what stage the interruption occurred.
- If the interruption is for a prolonged period, the possibility of taking the students to another place to finish the exam will be considered.
- The students will be allowed the full working time set for the exam.
- A full report of the incident and the action taken will be made and a Special consideration application made to the relevant awarding body.

Online exams:

- The above procedures should be followed.
- Ensure that candidates press the save button before evacuating the room.
- For many online exams, it is not possible to pause the test, therefore the computer timers will continue to count down while the students are out of the room. If it is possible to pause the tests, this will be done by the Senior Exams Officer or Invigilators.
- Once the interruption has ended, the students will be permitted to resume the test but may not have enough time remaining to complete it. In this instance, if the student fails, a request to re-schedule the test will be submitted and no re-sit fees will apply.

4.8 Severe weather or other major disruption

- In the case of severe weather conditions or any other major disruption that would affect the exam system, the college will adhere to the College Exam Contingency Plan.

4.9 Students, exam clashes and special considerations:

- Students are expected to arrive at the exam room at least 30 minutes before the scheduled exam start time.
- Any student who arrives more than 15 minutes late for an exam should first report to the Senior Exams Officer who will decide whether or not to allow the student to sit the exam.
- The College may charge a student for exams and re-sits if they fail to attend without a good reason.
- Students must comply with the 'Warning to Students' JCQ regulations.
- Headwear should not be worn in exams, unless religious or medical reasons apply.
- Students' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive students are dealt with in accordance with JCQ guidelines.

Late and absent students:

- Students who arrive up to 15 minutes after the start of the examination will be allowed to enter the exam room and sit the examination.
- Students who arrive more than 15 minutes after the start of the exam may be allowed to enter the exam room and sit the examination. This is entirely at the discretion of the Senior Exams Officer. The invigilator will contact them for a decision. A student who arrives late will normally be given the full time for the exam, but this depends on the room and invigilation arrangements.
- Candidates may leave the exam room if they are feeling unwell or need to use the toilet due to an on-going medical problem (a note from the parent must be provided and given to the Senior Exams Officer prior to exams commencing), requiring an immediate return to the exam room, in which case an invigilator must accompany them
- A student will be considered very late if they arrive more than one hour after the published start time for an exam that lasts one hour or more. For exams that last less than one hour a student will be considered very late if they arrive after the awarding body's published finishing time.
- If the student arrives very late for an exam a full written report will be sent to the awarding body. The student will be warned that the awarding body may not accept their work.
- A student that is identified as being absent at the start of the exam may be contacted and reminded of the need to attend and advised to make their way to the centre as soon as possible. The parent/carer will be advised to keep the student under supervision at all times until the student is seen by the Senior Exams Officer. The parent/carer and student should sign a statement to confirm the supervision arrangements which were put in place. The awarding body will consider each case individually in light of statements from the parent/carer, the student and the centre.

Clash students:**For GCSE and A Level examinations only**

- The supervision of students, identifying a secure venue and arranging overnight supervision is the responsibility of the Senior Exams Officer.

Special considerations:

- Should a student be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself then it is the student's responsibility to alert the Senior Exams Officer, or the invigilator, to that effect.
- The student must support any special consideration claim with appropriate evidence within 7 days of the exam.
- The Senior Exams Officer will then forward a completed special consideration form to the relevant awarding body.

4.10 Coursework/Non examination assessments including appeals against internal assessments**Coursework/Non examination Assessments:**

- Students who have to prepare coursework/non examination assessment should do so by the required deadline issued by their subject teacher.
- The Senior Exams Officer will ensure that all coursework is marked (where necessary) by the subject teacher and despatched to the moderators by the required deadline, ensuring significant time has been allowed for students to request a review of the centre's marking of the assessment .
- Keeping a record of what has been sent, when and to whom is the responsibility of the Learning Leader/Exams Co-ordinator.
- Learning Leaders/Exam Co-ordinators are responsible for ensuring marks for internally assessed work are provided to the Senior Exams Officer by the required deadline.

Appeals against internal assessments including non-examination assessments**The main points are:**

- Students may appeal if they feel their coursework or non-examination assessments has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification. Please see the Internal Appeals Procedure Policy.

4.11 Results, review of results (RORs) and access to scripts (ATS)

Results:

- For GCSEs and A Levels, all individual student statement of results received during the course will be either collected by the student or posted to their current address unless otherwise advised by the student.
- Any online exam results will be issued to the learning leader/exam co-ordinator as soon as possible. These results can then be passed on to the students. It is the responsibility of the learning leader/exam co-ordinator to pass on the exam results to the students. Any subsequent re-sit entries must be made by the learning leader/exam co-ordinator.

Clerical Re-Check:

- This is a re-check of all clerical procedures leading to the issue of a result. This service will include the following checks:
 - that all parts of the script have been marked;
 - the totalling of marks;
 - the recording of marks.

RORs (Reviews of Results):

- RORs for general qualifications may be requested by centre staff or students if there are reasonable grounds for believing there has been an error in the marking. Written consent must be obtained from the student prior to a ROR.
- When the centre does not uphold an ROR, a student may apply to have an enquiry carried out. In this case students will be charged the appropriate fee from the awarding body.

ATS (Access to Scripts)

- After the release of results for general qualifications, students may ask their subject teacher or the Senior Exams Officer to request the return of their scripts.
- A fee is payable by the student for this service.
- A photocopy of the script can be obtained to ascertain whether a ROR should be requested.
- The original script can be requested but an enquiry about results cannot be made once the original script has been returned.
- Centre staff may request scripts for investigation or teaching purposes. For the latter, written consent from the students must be obtained.

4.12 Certificates and certificate claims

- Learning Leaders/Exam Co-ordinators should ensure that all certificate claims are submitted to the Senior Exams Officer.
- Unit certificates that are received during the year will be held back for distribution at the end of the academic year.
- Certificates arrive in the Centre end of October/early November. These are distributed to candidates early December. If a candidate is not currently at the College the certificates are sent home using recorded delivery.
- If a student fails to inform the college of a change of address, the student is responsible for covering the cost of a replacement certificate should the original be sent to an incorrect address.
- Certificates/results may be collected on behalf of a student by a third party, provided they have completed the relevant form (available from the Exams Office) and must provide photographic ID.
- The college may withhold the certificates of any student with outstanding debts payable to the college.
- The Senior Exams Officer will advise students how they can request replacement certificates from the awarding bodies.

5. Who Will Need to Know About This Policy

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

6. Responsibility

6.1 Head of Centre/Principal

Overall responsibility for the College as an exam centre

Senior Exams Officer

- Manage the administration of public and internal exams
- Advise the Senior Leadership Team, learning leaders/exam co-ordinators and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- Oversees the production and distribution to staff and students of all examination information and communicates regularly with staff concerning imminent deadlines, changes and events.
- Ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them.
- Receive, check and store securely all exam papers, live materials and completed scripts and ensures secure postage to examiners/awarding body.
- Administers access arrangements, along with the SENCO and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations and Guidance*.
- Identifies and manages exam timetable clashes.
- Line manages, including the recruitment, training and monitoring of the team of invigilators who are responsible for the conduct of exams.
- Arranges for the distribution of exam results and certificates to candidates and submits any appeals or re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams
- Responsible for reporting all suspicions or actual incidents of malpractice – refer to the JCQ document – “Suspected malpractice in examinations and assessments”

Exam Co-ordinators/Learning Leaders

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries. Approve the appropriateness of entry for re-sits.
- Maintain records of students re-sitting specific units.
- Involvement in post-results procedures.
- Accurate completion of assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Senior Exams Officer.
- Notify the Senior Exams Officer when a student’s entries need to be withdrawn (including BTEC Registrations/Cambridge Technicals), and indicate whether the subject area or student is to be charged the cost of any fees incurred, following appropriate discussion (as outlined in 4.3 entries).
- Administer Non Examination Assessments as required by the Awarding Body.

Director of Careers

- Information, advice and guidance on FE/HE/Training applications and career progression.

Teachers

- Submission of candidate names to the Exam Co-ordinators/Learning Leaders, for completion of examination/coursework entries.

SENCO

- Identification and testing of candidates’ requirements for access arrangements. Arrange for the Data Protection Notice to be signed and a Form 8 completed.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.
- Liaise with the students sitting exams who have Access Arrangements, Senior Exams Officer/Invigilators to ensure that appropriate papers/cards and resources are given to the relevant staff.

- The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within the Centre. Teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate access arrangements.
- The SENCO must work with teaching staff, support staff, teaching assistants and exams office to ensure that approved access arrangements are put in place for internal school tests, mock exams and public examinations.
- The SENCO will process applications on-line and hold the evidence for inspection purposes for GCSE and GCE qualifications.

Invigilators

- Collection of exam papers and/or other material from the Exams Office before the start of the exam.
- Where appropriate the reading out of regulations at the beginning of exams.
- Ensure that all exams are regulated in accordance with the JCQ Instructions for Conducting Examinations booklet and any other awarding body rules and regulations.
- Attending training/update sessions provided by the Senior Exams Officer.
- Collection of exam papers into the correct order and any other exam materials at the end of the exam and their prompt return to the Exams Office.

Candidates

- To arrive at the examination room before the start of the exam.
- To read all supporting documentation regarding JCQ Examination rules and regulations that they receive.
- Complying with all regulations as set out by the Invigilators.
- Understanding assessment regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

- Posting of exam papers.
- Posting of information relating to Examination Results Days.
- Recording of the Certificates and then the distribution of these.

APPENDIX A

SEPARATE/SMALLER ROOMING FOR EXAMINATIONS

Separate rooming

Whilst completely separate rooming may be desirable, a smaller room is recommended in the first instance. Requests for separate rooming are determined by the Principal in conjunction with relevant teaching staff and Senior Exams Officer.

The JCQ *Access Arrangements and Reasonable Adjustments* regulations state that the centre must make its decision based on the following criteria:

- the student's difficulties are established within the centre;
- these difficulties are known to a teacher, Head of Year, SENCO or a senior member of staff;
- separate invigilation reflects the student's normal way of working in internal tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs;
- 'normal way of working' includes separate invigilation during mock examinations, internal tests and/or controlled/non-examination assessments.

The following are two examples where students would be eligible for separate invigilation:

- A student with depression who has been under Child and Adolescent Mental Health Services (CAMHS)
- A student with an established medical condition or formally recognised social, emotional and behavioural difficulties

Evidence required for a separate room:

- ✓ Medical evidence (e.g. a letter from a hospital consultant or CAMHS)
- ✓ Confirmation that the student meets the above criteria

Where a student simply panics or becomes anxious on the day of an examination, then the student should not be offered a separate room, but should be seated more appropriately within the main examination venue. Separate rooming is no different to other access arrangements; such as prompters, supervised rest breaks etc.

The Principal, SENCO and Senior Exams Officer will work together and may highlight issues such as the need for additional invigilation - separate rooming is not always feasible because of room shortages and invigilation costs.

Smaller room

Requests for smaller rooms are determined by the Principal, in conjunction with relevant teaching staff and Senior Exams Co-ordinator.

Evidence required for a smaller room:

- ✓ Medical evidence (e.g. a letter from a hospital consultant or CAMHS)
- ✓ Confirmation that the student meets the above criteria

APPENDIX B

THE USE OF A WORD PROCESSOR FOR EXAMINATIONS

Principles for using a word processor

Budmouth College complies with the JCQ Access Arrangements and Reasonable Adjustments regulations as follows:

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a student where this is their normal way of working within the centre and appropriate to their needs.

Although this list is not exhaustive, reasons a student would benefit from a word processor include:

- A learning difficulty which has a substantial and long term adverse effect on the ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;
- Planning and organisational problems when writing by hand;
- Poor handwriting

This list is not exhaustive.

The use of a word processor will not be granted to a student because he/she now wants to type rather than write in examinations or can work faster on a keyboard or because he/she uses a laptop/computer at home.

The use of a word processor is agreed/processed at the start of the course. Budmouth College is only able to allow Word Processors as an access arrangement when this has been recommended by an appropriate Medical Practitioner or a Specialist Assessor. In addition to the assessment, we must have sufficient evidence that the arrangement represents the student's normal way of working, and is appropriate to their needs. We therefore collect evidence for students who have access arrangements to ensure teachers fully support the need for the arrangement.

Students with access to word processors are allowed to do so in order to remove barriers for disabled students which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Access to word processors is provided to students in non-examination assessments or coursework components as standard practice unless prohibited by the specification.

Students may not require the use of a word processor in each specification. Subjects and their methods of assessments vary which leads to different demands on students. The need for the use of a word processor is considered on a subject-by-subject basis.

The College is also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where students will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet.

The use of a word processor

- In all cases, the College will ensure that a Word Processor cover sheet (Form 4) is completed and attached inside each student's typed script.
- the battery capacity of all laptops is checked before the student's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- students are reminded that their centre number, exam number and the unit/component code must appear on each page as a header and page numbers must appear in the footer.
- students are instructed to use a minimum 12pt font and double spacing.
- students are responsible for frequently saving their working during the exam.
- word processors are accommodated in such a way that other students are not disturbed and cannot read the screen.
- word processors are not used to perform skills which are being assessed.
- where a student using a word processor is accommodated separately, a separate invigilator is used.
- documents are printed after the examination has finished.
- word processed scripts are attached to an answer booklet where the front cover has been completed by the student.

Word processors and their software

- word processors have been cleared of any previously stored data, as must any portable storage medium.
- an unauthorised memory stick is not permitted for use by a student.
- where required, students are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of College staff.
- word processors are in good working order at the time of the exam.
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- word processors are not connected to an intranet or any other means of communication.
- students are not given access to other applications such as a calculator (where prohibited in the examination), spread sheets, etc when using a word processor.
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- predictive text software or an automatic spelling and grammar check is disabled unless the student has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.
- voice recognition technology is not included on word processors unless the student has permission to use a scribe or relevant software.
- every effort is made to ensure that students cannot access spellcheck and the internet during examinations. However, if any student is found trying to remove these settings, this will be interpreted by the College as malpractice and will be reported to the appropriate Awarding Body.