



## Examination, Coursework & Examination Certificate Policy

### DOCUMENT CONTROL

<b>Policy Owner</b>	Executive Lead Team
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## Contents

1. Introduction.....	3
2. JCQ Information for candidates for written examinations.....	3
3. JCQ’s rules for candidates for on-screen examinations .....	3
4. The regulations for non-examination assessments and coursework .....	4
5. Non-examination assessments .....	4
6. Coursework assessments .....	5
7. Malpractice and maladministration .....	6
8. Examination Certificates.....	7
9. Exam complaints and appeals.....	8
10. Exam complaints and appeals procedure.....	12
11. How to make a formal complaint.....	12
12. How a formal complaint is investigated .....	12
13. Appeals .....	13
14. Appendix A - Complaints and Appeals form.....	14
15. Appendix 1 - Exams RPL (Recognition of Prior Learning).....	15

## **1. Introduction**

- 1.1 The Joint Council for Qualifications (JCQ) is a membership organisation comprising the eight largest providers of qualifications in the UK. Marches Academy Trust (the Trust) follow JCQ guidance relating to children and young people (CYP) exams, non-examination assessments, coursework assessments, penalties for breaking the regulations, examination certificates and appeals.
- 1.2 We must report all instances of misconduct, whether they occur during exams or whilst completing coursework.
- 1.3 The information provided below has been produced by the Joint Council for Qualifications (JCQ), the organisation responsible for regulating GCSE, GCE, ELC, FCSE and Functional Skills qualifications.
- 1.4 Pupils sitting any examinations at the school must follow JCQ Guidelines.  
<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>
- 1.5 Please refer to the links below concerning the expected conduct of students during examinations and regulations relating to written examinations, on-screen tests and controlled assessments.

## **2. JCQ Information for candidates for written examinations**

[www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Written\\_Examinations\\_2024\\_FINAL.pdf](http://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Written_Examinations_2024_FINAL.pdf)

## **3. JCQ's rules for candidates for on-screen examinations**

[https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-On-Screen\\_Examinations\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-On-Screen_Examinations_2024_FINAL.pdf)

#### 4. The regulations for non-examination assessments and coursework

JCQ's regulations state that for all non-examination assessments and coursework:

*“the work which you submit for assessment must be your own”;*

*‘you must not copy from someone else or allow another candidate to copy from you’.*

*If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.”*

#### 5. Non-examination assessments

- 5.1 When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

[https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-NE\\_Assessments\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-NE_Assessments_2024_FINAL.pdf)

- 5.2 If there is anything that you do not understand, **you must ask your teacher.**

- 5.3 JCQ's guide to non-examination assessments states:

*“If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.*

*If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you must describe in your own words how that data was obtained, and you must independently draw your own conclusions from the data.”*

## 6. Coursework assessments

- 6.1 When you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed JCQ's regulations.
- 6.2 If there is anything that you do not understand, **you must ask your teacher.**
- 6.3 JCQ's guide to coursework states:

*"In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio and on the internet.*

*You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember though, you **must** take care how you use this material - you **cannot** copy it and claim it as your own work.*

*If you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is called 'referencing'. You **must** make sure that you give detailed references for everything in your work which is not in your own words.*

*If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.*

*Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. It is a form of cheating which is taken very seriously."*

Further guidance can be found here

[https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework\\_Assessments\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf)

## 7. Malpractice and maladministration

- 7.1 Whilst the Trust's schools and the majority of candidates do not normally experience any form of malpractice, it is important that all are aware of the risks of malpractice and take steps to prevent it occurring. Where malpractice does occur, it is vitally important that prompt action is taken to safeguard the integrity of qualifications.
- 7.2 Some examples of malpractice as outlined by JCQ are:
- i. breach of security
  - ii. deception
  - iii. improper assistance to candidates
  - iv. failure to co-operate with an investigation
  - v. maladministration
  - vi. candidate malpractice.
- 7.3 Further information can be found in JCQ's policy and procedures for dealing with malpractice and breaches of security. [https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice\\_Feb23\\_v1.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf)

## 8. Examination Certificates

JCQ advise that:

- 8.1 Examination Certificates are the evidence of your qualifications, and employers and training providers will need to see them throughout your career. **It is therefore vital that you collect your certificates and keep them safe.**
- 8.2 Certificates for the summer examinations can be collected from mid-November after the examination has taken place, please check with your centre for how and where to collect them.
- 8.3 You must check that all of your certificates are present and correct. By signing the collection log, you are signing to say that you have received ALL of your certificates and that they are correct.
- 8.4 Regulations do not allow certificates to be put in the normal post due to the risk of loss or damage. If you are unable to collect the certificates yourself, you can nominate someone else to collect your certificates by giving them signed written permission. This includes responsible adults, family members or friends. Responsible adults is taken to mean those with parental responsibility<sup>1</sup> for the CYP and may include parents, carers, kinship carers, corporate parents, or guardians. The selected person who collects your certificates on your behalf must check that all of your certificates are present and correct. They must also sign the collection log to say that ALL of your certificates are present and correct. Please ask them to bring the written permission and a form of photographic ID. **Certificates will not be issued to anyone other than the person named on them without written permission and ID.**
- 8.5 Certificates which have not been collected within 12 months of the date that they were issued will be destroyed. If you have lost your certificates or not collected them within 12 months from the date of issue, you will need to contact the Awarding Bodies directly to order a certifying statement of results. **They will charge a fee for this.**

JCQ states:

*“The Awarding Bodies have agreed to implement a standard procedure for dealing with unclaimed certificates.*

*Centres may destroy any unclaimed certificates by a secure method (for example by shredding or incineration) after holding them for a period of 12 months from the date of issue. A record of all certificates destroyed by a centre*

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<sup>1</sup> [S3 Children At 1989](#)

*should be kept for a further period of four years from the date of their destruction.*

*Any queries concerning the destruction or secure disposal of unclaimed certificates should be directed to the awarding body that issued the certificates.”*

## **9. Exam complaints and appeals**

9.1 The Trust complies with JCQ’s General Regulations for Approved Centres that we will draw to the attention of candidates and their responsible adults our written complaints and appeals procedure which will cover general complaints regarding the centre’s delivery or administration of a qualification.

9.2 Each school has an internal appeals procedure. Further information can be obtained through the school reception.

9.3 Grounds for complaint

A candidate (or their responsible adult) may make a complaint on the grounds below (this is not an exhaustive list).

### **9.3.1 Teaching and learning**

i. Quality of teaching and learning, for example

a. Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis

b. Teacher lacking knowledge of new specification/incorrect core content studied/taught

c. Core content not adequately covered

d. Inadequate feedback for a candidate following assessment(s)

ii. Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate

iii. The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions

- iv. The marking of an internal assessment (centre assessed work), which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body
- v. Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- vi. Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- vii. Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- viii. Candidate unhappy with internal assessment decision (complainant to refer via Megan Clowes to the centre's internal appeals procedure)
- ix. Centre fails to adhere to its internal appeals procedure

#### 9.3.2 Access arrangements and special consideration

- i. Candidate not assessed by the centre's appointed assessor
- ii. Candidate not involved in decisions made regarding his/her access arrangements
- iii. Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- iv. Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- v. Exam information not appropriately adapted for a disabled candidate to access it
- vi. Adapted equipment/assistive technology put in place failed during exam/assessment
- vii. Approved access arrangement(s) not put in place at the time of an exam/assessment
- viii. Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- ix. Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via The Marches School to the centre's internal appeals procedure)

- x. Centre fails to adhere to its internal appeals procedure

### 9.3.3 Entries

- i. Failure to clearly explain a decision of early entry for a qualification to candidate (or responsible adult)
- ii. Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- iii. Candidate entered for a wrong exam/assessment
- iv. Candidate entered for a wrong tier of entry

### 9.3.4 Conducting examinations

- i. Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- ii. Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- iii. Inadequate invigilation in exam room
- iv. Failure to conduct exam according to the regulations
- v. Online system failed during (on-screen) exam/assessment
- vi. Disruption during exam/assessment
- vii. Alleged, suspected or actual malpractice incident not investigated/reported
- viii. Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- ix. Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

### 9.3.5 Results and Post-results

- i. Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results

- ii. Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- iii. Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- iv. Candidate (or responsible adult) unhappy with a result (complainant to refer via exams officer to awarding body post-results services)
- v. Candidate (or responsible adult) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer via Megan Clowes to the centre's internal appeals procedure)
- vi. Centre fails to adhere to its internal appeals procedure
- vii. Centre applied for the wrong post-results service/for the wrong script for a candidate
- viii. Centre missed awarding body deadline to apply for a post-results service
- ix. Centre applied for a post-results service for candidate without gaining required candidate consent/permission

## **10. Exam complaints and appeals procedure**

- 10.1 If a candidate (or their responsible adult) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, the Trust encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the Headteacher.
- 10.2 If a complaint fails to be resolved informally, the candidate (or their responsible adult) is then at liberty to make a formal complaint.

## **11. How to make a formal complaint**

- 11.1 A complaint should be submitted in writing by completing a complaints and appeals form. Please see appendix A.
- 11.2 Completed forms should be returned to the Exams office.
- 11.3 Forms received will be logged by the centre and acknowledged within 14 calendar days.

## **12. How a formal complaint is investigated**

- 12.1 The Headteacher will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.
- 12.2 The findings and conclusion will be provided to the complainant.

## 13. Appeals

- 13.1 Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted. JCQ provide further guidance in their [Appeals Booklet](#) and [Appeals FAQ](#)
- 13.2 Any appeal must be submitted to the Headteacher in writing by again completing a complaints and appeals form in Appendix A.
- 13.3 Forms received will be logged by the centre and acknowledged.
- 13.4 The appeal will be referred to Chair of Governors (or a special Committee of the Governing Body) for consideration.
- 13.5 The Chair of Governors (or Committee) will inform the appellant of the final conclusion in due course.

## 14. Appendix A - Complaints and Appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please tick box to indicate the nature of your complaint/appeal

- Complaint/appeal against the centre's delivery of a qualification
- Complaint/appeal against the centre's administration of a qualification
- General complaint

Name of complainant/appellant	
Candidate name (if different to complainant/appellant)	
Please state the grounds for your complaint/appeal below:	
<p>If your grounds are lengthy, please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say. Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate. If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</p>	
Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)	
Complainant/appellant signature:	Date of signature:

This form must be completed in full - an incomplete form will be returned to the complainant/appellant

## 15. Appendix 1 - Exams RPL (Recognition of Prior Learning)

This appendix details the measures taken by schools in the event of a candidate coming into setting with prior learning partially completed for non-exam subjects.

### 15.1 Roles and responsibilities

- i. **Senior leadership team (SLT)** - To pass relevant information on to Exam Officer upon receipt.
- ii. **Exams officer** - To ensure that prior learning is recognised and awarded if necessary or transferred to centre for continuation.

15.2 Recognition of Prior Learning (RPL) is a “*method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.*” (Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726))

15.3 Our schools value all forms of learning and is committed to ensuring that our pupils receive recognition for any qualifications and training they may have undertaken before joining our schools. This avoids any repetition of learning and assessment.

15.4 This applies to all BTEC qualifications, including those on the National Qualification Framework (NQF), the Qualifications and Credit Framework (QCF) and other national frameworks in Wales, Scotland and Northern Ireland and self-regulated qualifications. However, where learning is evidenced only through a national examination, the learner is required to sit this examination, e.g. general qualifications such as GCSEs or GCE are not within the scope of this appendix.

15.5 RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

- i. Valid
- ii. Reliable
- iii. Current
- iv. Sufficient
- v. Authentic

## 15.6 Process

RPL is a process which recognises that learning is continuous - at work, home and at leisure, as well as in the classroom. The RPL process is not concerned with allowing for exceptional entry to, or exemption from, a programme of study. Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. This assessor will normally be the Lead Verifier for the specific programme of study.

- i. The **Learner** must make the Lead Verifier for the programme of study aware of their prior learning and provide such evidence as is necessary.
- ii. The **Lead Verifier** for the programme of study must assist the learner as far as possible in ensuring their prior learning is recognised. The Lead Verifier must also ensure that any prior learning fully satisfies the assessment criteria for which it is being applied to.
- iii. The **class teacher** must ensure prior learning is recorded in the appropriate manner and contributes to the final accreditation process.

## 15.7 Procedures

- 15.7.1 RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- 15.7.2 RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- 15.7.3 RPL is a learner-centered, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- 15.7.4 The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

- 15.8 Assessment methods for RPL must be of equal rigor to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this.
- 15.9 RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certificated learning, then they should apply for exemption, not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.
- 15.10 Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the norm. However, it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements.
- 15.11 Lead Verifiers wishing to carry out RPL must ensure that:
- i. Learners are registered as soon as they formally start to gather evidence
  - ii. Records of assessment are maintained, as for any other unit/qualification
  - iii. Certification and claims are made according to normal procedures
  - iv. All relevant evidence is assessed before assessment decisions are confirmed