



Exam Contingency Plan

2022/23

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
JLF	
Date of next review	Autumn 2023

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Stephen Whittle
Exams Officer Line Manager (Senior Leader)	Lee Harness
Exams Officer	Jackie Frampton
SENCo	Paula Aliwell
Senior leader(s)	

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Hayes School. 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*', 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 details Hayes School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) and 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. The potential of a cyber-attack should also be considered.

Possible causes of disruption to the exam process

1. Exams 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

- Other trained Exams Staff, Suzanne Rooke, Lou Wiggins, Lee Harness, David Loomes and Anthony Allred would be made available by SLT to act on the all the key points as necessary.
- In a period of extended absence, Suzanne Rooke would take responsibility for carrying out the duties of the absent Exams Officer and work in consultation with Lee Harness, the SLT member in charge of exams.
- Lou Wiggins would assist with data collection. Further support to be obtained from other schools within the Multi Academy Trust if necessary, namely Ravens Wood, Langley Girls or Langley Boys.

2. 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

- The Exams Access Arrangements Co-ordinator, Grace Leng, would work with Teaching Assistants, Teaching Staff and SLT to identify students where applications for Access Arrangements may be required.
- The employment of outside agencies/professionals may be required for assessment and the necessary written reports.
- With the assistance of the Examinations Officer, Grace Leng may then apply for online Access Arrangements approval in time for examination series.
- SLT leader of SEND, Paula Aliwell will liaise with Lee Harness.

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

- SLT to find acting Head of Department. The Examinations Officer to liaise with SLT and other subject staff to ensure all necessary entry information is in place to meet deadlines and avoid late fees.
- SLT to direct subject staff to assume marking workload and prioritising of assessments for external awards allowing time for the candidates to be informed of their marks.
- Where this is not possible, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received in the case of work not being provided to meet the submission deadlines.

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

- The Examination Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in time.
- The Examination Officer will liaise with Steve Whittle and advise if there should be insufficient number employed. The Examination Officer will liaise with the School Cover Supervisor, Sam Slee, for cover staff availability in the case of last minute emergencies.
- Cover teachers are trained annually on JCQ requirement using same training as the invigilators.

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

- The Examinations Officer will request rooming for examinations well in advance ensuring sufficient time is available to schedule appropriate rooms.
- Main venues identified by Steve Whittle, reserve rooms identified as H5, H6 and MGM/L. In the event of a room not being available at very short notice, staff will be made available to ensure the security of the examination is not compromised whilst an alternative room/venue is found prioritising

candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

- SLT will work with the Examination Officer at all times during such emergencies and where possible make use of available rooms within other centres across the Impact Multi Academy Trust namely Ravens Wood, Langley Girls and Langley Boys.

6. Cyber-Attack

Criteria for implementation of the plan

- *Where a cyber-attack may compromise any aspect of delivery of the exams.*

Centre actions to mitigate the impact of the disruption

- Exam laptops do not have any internet access.
- Exam network accounts are blocked from the internet.
- Firewall/Web filtering in place.
- Antivirus updated regularly.

7. 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

- The Examinations Officer, in consultation with SLT and the IT Manager, Mr S Smith, will make entries from an alternative venue direct to the Awarding Bodies.
- Results may also be accessed directly from the Awarding Bodies at an alternative venue. In the case of a system failure, the Examinations Officer will liaise with the Awarding Bodies for advice to minimise disruption and costs.
- Alternative venues will be sought from across the Impact Multi Academy Trust.

8. 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

- Senior Invigilators, Invigilators, Vice Principals, SLT with responsibility for Year 11 and Exams Officer to ensure emergency evacuation or lock down procedure plan is followed, maintaining the integrity of the exam.
- Candidates to be held separately, avoiding contact with other pupils, and ensuring that candidates do not talk to one another until they have been relocated to another of our venues wherever possible. Exams Officer to contact exam board.

9. 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

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations.
- In the case of modular courses, centres may advise candidates to sit examinations in an alternative series.
- Centre to facilitate alternative methods of learning i.e. school intranet or alternative venues across the Impact Multi Academy trust, or both.
- The centre will prioritise candidates who will be facing examinations shortly.
- The centre will advise candidates, where appropriate, to sit examinations in the next available series.

10. Candidates at risk of being unable to take examinations – 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

- The centre will communicate with parents, carers and students about the potential for disruption to teaching time and plans to address the problem via email through Bromcom, the newsletter and website.
- The centre will advise on the most recent JCQ advice e.g. what to do in the event of illness.

11. 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

- Take advice from and follow the instructions of local or National Agencies and the Awarding Bodies.
- The centre will communicate with parents, carers and students about the potential for disruption to teaching time and plans to address the problem via email through Bromcom, the newsletter and website.
- The centre will liaise with other centres within the Impact Multi Academy Trust to facilitate the sitting of examinations at that venue.

12. 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 Bodies 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 Bodies to consider scheduling of the examination on an alternative date.

13. 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 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.

14. 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 Bodies to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the Awarding Body.
- Where marks cannot be generated by Awarding Bodies candidates may need to retake affected assessment in a subsequent assessment series.

15. 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 Bodies.
- 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 Bodies.

- Centre to make arrangements to make post results requests at an alternative location.
- Centres to contact the relevant Awarding Bodies if electronic post results requests are not possible.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

Contingency planning

We will prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

General contingency guidance

- [emergency planning and response](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office –

Disruption to assessments or exams

In the absence of any instruction from the relevant Awarding Body, we will make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. We will discuss alternative arrangements with the Awarding Body(ies) if:

- The exam or assessment cannot take place.
- A student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control.

See also the [JCQ Joint Contingency Plan for the Examination System](#) in England, Wales and Northern Ireland.

Steps we will take

Exam planning

Our contingency plans and this policy will be reviewed in advance of each exam or assessment series.

In the event of disruption we will:

1. Contact the relevant Awarding Body and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether our centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant Awarding Body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to Awarding Bodies in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the Awarding Body

Steps the Awarding Body should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place within centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, we will ask the Awarding Body about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each Awarding Body to make. Their decisions might be different for different qualifications and for different subjects.

See also [JCQ's guidance on special considerations](#)

Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding Bodies will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding Bodies will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2022 to 2023 with schools remaining open and that examinations and assessments will go ahead in both autumn 2022 and summer 2023.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

We will update this page as necessary, with any further relevant links, should national disruption occur.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (updated 30 November 2022) [Government Schools Contingency Plan](#))

JCQ

JCQ guidance taken directly from Instructions for Conducting Examinations 2022-2023 [JCQ Instructions for conducting examinations](#) (section 15, Contingency planning)

15.1 The qualification regulators, Awarding Bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 In addition, Awarding Bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant Awarding Body/Bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant Awarding Body must be informed as soon as possible. Awarding Bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2023. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency days' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the Awarding Bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2023, the Awarding Bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the Awarding Body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the Awarding Body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the Awarding Bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from **Instructions for Conducting Examinations 2022-2023** [JCQ Instructions for conducting examinations](#) (sSection 15, Contingency planning)

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: [JCQ Joint Contingency Plan](#)

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

Candidates at risk of being unable to take examinations – centres remain open

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- Consider moving the starting times of the examination for all candidates ([see section 6.2 of the JCQ publication Instructions for conducting examinations](#)).
- Being aware of the rules for very late arrivals ([see section 21 of the JCQ publication Instructions for conducting examinations](#)).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option ([see JCQ publication A guide to the special consideration process](#))

Please do not hesitate to call the relevant Awarding Body if you require additional support or guidance in the event of disruption to examinations.

Centres at risk of being unable to open as normal during the examination period

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant Awarding Body if you require additional support or guidance in the event of disruption to your examinations.

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- 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.
- For examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations.
- Completed scripts **must** be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:

- Preparing plans for any disruption to examinations as part of centres' general emergency planning.
- Deciding whether the centre can open for examinations as scheduled and informing relevant Awarding Bodies if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the Awarding Bodies.
- Judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant Awarding Bodies.
- Assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- Ensuring centres receive examination materials for scheduled examinations.
- Advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements.
- Evaluating and declining/approving requests for special consideration.

Contacting the Awarding Bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

AQA

0800 197 7162

eos@aqa.org.uk

CCEA

028 9026 1212, 028 9026 1293, 028 9026 1425

centresupport@ccea.org.uk

OCR

01223 553998

support@ocr.org.uk

Pearson

0344 463 2535

WJEC

02920 265 077

exams@wjec.co.uk

(JCQ guidance above taken directly from the notice - **Preparing for disruption to examinations** (effective from 1 September 2022 www.jcq.org.uk/preparing-for-disruption-to-examinations/)

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19)
www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

National Counter Terrorism Security Office

Guidance - Bomb Threats www.gov.uk/government/publications/crowded-places-guidance/bomb-threats