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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
| Forward planning | Action |
| **Timetabling** | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | MBo |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to allow candidates some time between assessments | MBo/HOF |
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| **Accommodation** | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examined assessment | Use more than one classroom or multiple sittings where necessary | MBo/HOF |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities |  | MBo/HOF |
| SEN/Medical needs | List of pupils and Access arrangements involved | Book suitable room/s for Access Arrangement pupils | Teaching staff/LD |
| Suitable accommodation not available in Year group Covid-19 bubble | Look at planning ahead and facilities available in bubble area | Move group on temporary basis and request Site Team cleaning regime. | MBo/HOF/Teaching Staff. |
| **Example risks and issues** | **Possible remedial action** | | **Staff** |
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| Forward planning | Action |
| **Downloading awarding body set tasks** | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | BookIT equipment well ahead and download tasks before scheduled date of assessment | Teaching staff/LCl/IT Techs |
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | LCl |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | LCl |
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| **Absent candidates** | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates |  | Teaching staff |
| Candidates absent due to Covid-19 or due to needing to self-isolate | Plan for a contingency session at least 14 days after first session. |  | Teaching Staff |
| Candidates have a scheduling clash for exams or assessment. | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes | Teaching Staff/LCl |
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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
| Forward planning | Action |
| **Control levels for task taking** | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | HOF |
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| **Supervision** | | | |
| Teacher absence, or the need to self-isolate, due to Covid-19 | Department should be prepared for alternative Staff member |  | MBo/HOF |
| Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision |  | MBo/HOF |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are **not** supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification. |  | HOF/LCl |
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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
| Forward planning | Action |
| **Task setting** | | | |
| Teaching staff/assessors fail to correctly set tasks | Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification\*\* | Seek guidance from the awarding body | HOF |
| Assessments have not been moderated as required in the awarding body specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | HOF |
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| **Security of materials** | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | HOF |
| Candidates’ work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take materials to secure storage | HOF/Teaching Staff |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | MBo/HOF |
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\*\* All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification.

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| **Example risks and issues** | **Possible remedial action** | | | **Staff** |
| Forward planning | Action | |
| **Deadlines** | | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | | Mark what candidates have produced by deadline and seek guidance from awarding body on further action. | Teaching Staff/HOF |
| Deadlines for marking and/or paperwork not met by teaching staff/ assessors | Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines | | Seek guidance from awarding body | HOF/LCl |
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| **Authentication** | | | | |
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | | Find candidate and ensure form is signed | Teaching Staff/LCl |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature | | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | HOF/Teaching Staff |
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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
| Forward planning | Action |
| **Marking** |  |  |  |
| Teaching staff/assessors interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase. | Arrange for remarking. Consult awarding body specification for appropriate procedure | MBo/HOF |
| Centre does not run standardisation activity as required by the awarding body | Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted. | Check with the awarding body whether a later standardisation event can be arranged. | MBo/HOF |
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