

Centre Policy template

FOR A/AS LEVELS AND GCSEs FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. It is anticipated that you may choose to adopt this pre-populated template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, centres must understand and actively implement the centre policy adopted, although this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained as part of your policy.

Your policy must take account of the guidance provided in the document: JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

Centre Policy for determining teacher assessed grades – summer 2021:

Ark Victoria Academy – Centre number 20333

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

Please note that Ark Victoria Academy is a new centre without any historical results other than the data that was generated using CAGs in 2019-20. However, as part of a large network of schools, many of our assessments and examinations are common, standardisation materials are shared through network subject groups and our data analysed as part of a larger cohort sample. We are also able to moderate within the wider network and with our local Ark schools.

The purpose of this policy is:

To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments and the network of Ark schools.

To ensure the operation of effective processes with clear guidelines and support for staff.

To ensure that all staff involved in the processes clearly understand their roles and responsibilities.

To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.

To ensure the consideration of network generated data, as well as FFT data, in the absence of historical data, in the process, and the appropriate decision making in respect of, teacher assessed grades.

To support a high standard of internal and network wide quality assurance in the allocation of teacher assessed grades.

To support our centre in meeting its obligations in relation to equality legislation.

To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.

To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Regional Director: Mark Gregory

- Our Regional Director provides support and challenge to our Head of Centre
- Our Regional Director will review the policy for determining teacher assessed grades to ensure it is appropriate and aligned with the approach of the network, but ownership of this document sits with the Head of Centre.
- Our Regional Director will review the outcomes of teacher assessed grades as part of the network moderation process providing challenge where appropriate. They may call on the support of Network Subject Leads to review evidence in individual subjects where this is deemed necessary to check that the internal quality assurance process has been followed rigorously.

Head of Centre: Principal Ela McSorley

- Our Head of Centre, Ela McSorley, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team

Our Senior Leadership Team will:

- provide general training and support to our other staff on matters such as standardisation, moderation, making objective judgements etc.
- Ensure subject evidence bases are completed for each qualification they are submitting. Ensuring that the standard of evidence presented is equivalent to that being used across the network for that qualification.
- Ensure that the standard of evidence is consistent across all subjects in the school.
- Call on the support of network subject communities where necessary to ensure that all evidence is valid and reliable.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach across departments.
- Authenticating the preliminary outcome from single teacher subjects ensuring that these results have also been reviewed by another subject specialist within the network wherever possible.

- Be responsible for ensuring staff have a clear understanding of the internal, network and external quality assurance processes and their role within it.
- Ensure all departments have planned for an appropriate levels of control for each assessment with reference to guidance provided by the Joint Council for Qualifications.
- Quality assure the Head of Department Checklist for each qualification that they are submitting.
- Securely store all evidence related to the generation of grades and ensure that this is accessible to the appropriate members of staff in the school throughout the summer term and holidays.

Heads of Department

Our Heads of department will:

- provide subject specific training and support to our other staff.
- Complete a subject evidence base setting out the pieces of evidence that will be used with a clear rationale for each.
- ensure that all staff engage fully in any internal or network wide standardisation and moderation activities.
- ensure an effective approach within the department which fully documented and aligned to the centre policy.
- ensuring staff within your team have a clear understanding of the internal, network and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- produce an evidence base for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the use of evidence.
- Produce a data capture sheet to record the results for each student for each piece of evidence used in the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.

Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure results of all assessments are recorded accurately in the template provided by the HoD
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.

- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- Understand the access arrangements or special considerations of each student and ensuring that these have been mitigated against either through the conditions of the assessment or by making agreed allowances when generating final grades.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer: Deb Rimmer

Our Examinations Officer will, alongside SLT:

- Securely store all evidence related to the generation of grades and ensure that this is accessible to the appropriate members of staff in the school throughout the summer term and holidays.
- be responsible for uploading teacher assessed grades to Bromcom, FFT and Alps to facilitate the internal and network quality assurance processes.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students
- In addition, teachers will receive training and guidance from the Ark network subject meetings
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Teachers involved in determining grades in our centre will attend any network wide subject training on standardisation and moderation, where available
- Teachers in all subjects sat at the Centre will work with teachers in other schools within our regional network to moderate a sample of student scripts to validate evidence; in addition, for Sports Studies and I Media a minimum of 75% of the course has been moderated by examination boards; Drama had an external moderator, Eve Haynes (examiner with Edexcel) to moderate performance in the autumn term; she is also moderating all papers and recorded performances in the summer term.

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment
- All our teachers will be supported with their subject peers across our network of schools through training and moderation
- In geography, science, English, history and French, we have NQTs supporting marking; no one NQT is responsible solely for marking but paired with a more experienced teacher. In French with the Faculty Director and Deputy Headteacher, in Science with Faculty Director and Led Practitioner, in Geography, with a Lead Practitioner, guided by the network lead for Geography who works very closely with us, in English by a team of experienced markers including two members of SLT, in History by experienced marker, including a member of SLT. We will review marking at each stage and will put in place additional internal reviews of teacher assessed grades for NQTs and all teachers lacking GCSE marking experience, as we are a relatively new centre
- We will leverage support from other schools within the network where we have teachers less familiar with assessment.

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: Guidance on grading for teachers.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by exam boards, including groups of questions, exemplars, past papers, part papers or similar materials such as practice or sample papers. All assessments use exam board materials and are predominantly past papers or sections of past papers. The autumn mock series was a combination of past papers, Network common assessments and part papers. Summer assessments are all exam board generated papers, mostly 2020 modified papers or other previous papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects in our Centre which are Sports Studies and drama.

We provide further detail in the following areas:

Additional Assessment Materials

- We do not intend to use any additional assessment materials – all students in the cohort will undertake the same assessments and have the same evidence base
- We will not be using exam boards additional assessment materials. However, we are using adapted past exam papers to give students the opportunity to demonstrate their attainment throughout the summer term
- We are using part papers or adapting papers to ensure that assessment only covers content that has been taught.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- All the assessments included in the evidence portfolios (with the exception of non-examined elements) have been done under exam conditions
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college, due to extenuating circumstances because Covid 19
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- We will compare our evidence base in each subject to that of other schools in the network. Whilst we do not anticipate that these evidence bases will be the same due to the difference in content covered, we will ensure that the standard of the evidence is equivalent.

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Teachers will use exam board materials to mark assessments – arriving at a raw mark for each piece of evidence and then holistically generating a grade based on the whole portfolio of evidence
- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught. We will use the JCQ grade descriptors to support these judgements.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce a data capture sheet for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- All weekly SLT link meetings with subject leaders will review marking and moderation on a weekly basis, using a formal document to review standardisation, marking and subject moderation
- Best practice, guidance and processes are shared in weekly subject leads meetings
- In the subjects where there is only one teacher: Drama and Business Studies or where there is a lack of experience within the department we will ensure that our centre carries out a standardisation process with other schools in the network and the marking will be reviewed by the SLT Link and Principal (Head of Centre)
- We will ensure attendance for all teachers and subjects at our Regional Moderation Day dedicated to this for every subject on May 24th
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the data capture sheets will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, which is Drama and Business Studies in this Centre, then the output of this activity will be reviewed by an appropriate member of staff within the centre in addition to the network support detailed in bullet point 3 above.

This will be:

 - Marking will be reviewed by SLT Link for the subject
 - Marking will be moderated within the regional network of schools on May 24th
 - Marking will be reviewed by the Head of Centre
 - In addition, in Drama, an experienced Edexcel examiner will moderate the marking for written and performance elements

- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

As a Centre, we do not yet have a set of GCSE results, with the exception of the CAGs generated in 2020. We belong to a large network of schools and use common assessments as well as common mark schemes to help arrive at grades for our students throughout primary and secondary phase. We undertake training and moderation within our network and use the resources and training from individual subject network groups to support subject teachers.

We can also use the data generated by the Network to help benchmark our own data and review trends, patterns and accuracy of predictions. This helps to ensure our own predictions and marks are robust. We will use FFT as a guide to expected outcomes.

We are moderating judgements against other schools in the network (particularly in our cluster of 4 schools in the Birmingham region).

All other schools that we are standardising against have historic data that they will use to check their judgements.

Because we have consistently used common assessments, we understand how our results are likely to compare to other schools in the network, where we see any variations for expected comparisons, we will implement additional scrutiny to ensure that the grades awarded are consistent and in line with JCQ grade descriptors

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

If our marks are overly lenient or harsh in comparison to other schools, we will review with our Regional Director. In addition, we will be ranking students so we can review borderline students in relation to the grade descriptors and also compare pieces of work to those at the borderline in other schools on May 24th during our Regional Moderation Day.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

n/a

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained, unless the candidate has performed well and in line or above expectations
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Head of Department checklist, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades through blind marking (candidate details removed from papers)

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include (using predominantly evidence which has been sat in school, under assessment or examination conditions, work will be handwritten under strict assessment/exam conditions), will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations [JCQ] to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;

- allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
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- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

