



BROWNLOW INTEGRATED COLLEGE



Centre Policy for Awarding Grades for CCEA regulated Qualifications - Summer 2021

Ratified by Board of Governors on:	19/04/2021
Issued to staff on:	20/04/2021
Chairperson signature:	
Principal (Head of Centre) signature:	

Statement of Intent

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA regulated examinations and formal assessments in Northern Ireland scheduled for 2021. On 2 March 2021, the Minister determined the approach to awarding grades in Summer 2021 would be based on evidence based, teacher professional judgements with moderation i.e. Centre Determined Grades (CDGs), that would be moderated internally within the centre with a sample being externally moderated by CCEA. This policy therefore applies to the awarding of grades for CCEA regulated qualifications including, GCSEs, Occupational Studies and vocational qualifications in Brownlow Integrated College. It is intended to support teachers and school leaders in submitting robust, evidence based Centre Determined Grades or Teacher Assessed Grades for each Year 12 student completing qualifications in the Summer 2021 series.

Where the term Centre Determined Grade is used throughout the policy, this will also encompass the term, Teacher Assessed Grade as stated by other awarding organisations.

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, JCQ and OCN, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted;
- to ensure that the centre meets its obligations in relation to relevant legislation; and
- to ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

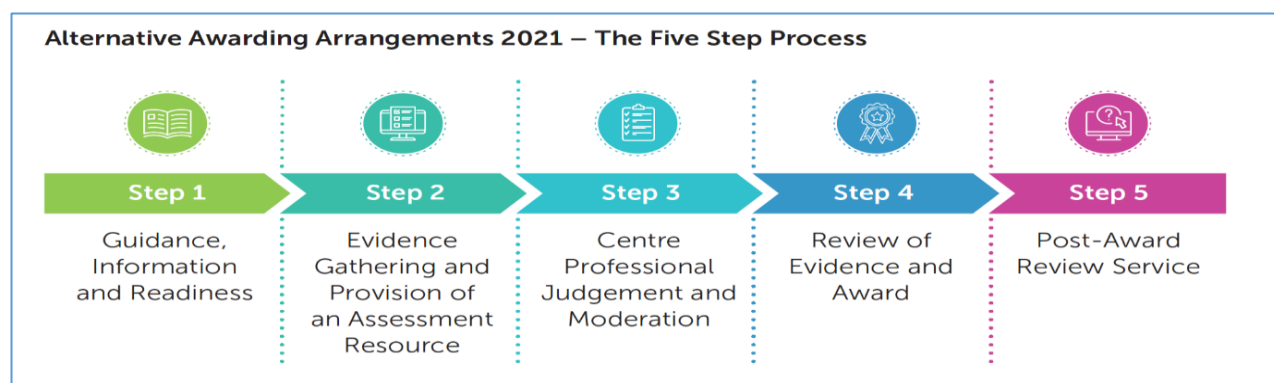
It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy is in line with:

- 'CCEA Alternative Arrangements – Process for Heads of Centre'
- 'OCN NI Vocational and Technical Qualifications Guidance for the Vocational Contingency Regulatory Framework (VCRF)'
- 'JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021'
- subject specific guidance and
- other CCEA and JCQ guidance and information issued in relation to Summer 2021.

All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Process Overview

There is a five-step process for the Summer 2021 awarding arrangements as shown below and explained in more detail in the 'CCEA Alternative Arrangements – Process for Heads of Centre.'



Brownlow Integrated College's internal deadlines relating to the steps in the CCEA process are provided in Appendix 1.

Roles and Responsibilities

The roles and responsibilities in Brownlow Integrated College are stated in the table below:

Chair of the Board of Governors:		Damien Fegan
Head of Centre & School Principal:		Nicola Stevenson
Lead Moderators / Assessors:		Nicola Stevenson Joanne Thompson Niamh Murray
Examinations Officer:		Ruth Richardson
SENCO:		Wendy Kinley
Heads of Department / Subject Leaders:	Niamh Murray Julian Weir Joanne Thompson Joseph Brankin Colm O'Braonain Victoria Bowman Wendy Kinley Fiona Darrah Kiera Quinn Jane Bingham	CCEA GCSE English Language / English Literature CCEA GCSE Mathematics / Further Mathematics CCEA GCSE Double Award / Single Award Science CCEA GCSE History CCEA GCSE Geography CCEA GCSE Business and Communication Systems CCEA GCSE Drama CCEA GCSE French CCEA GCSE LLW CCEA GCSE Religious Education

	Sharon Craig Joanne Lavery Joanne Thompson Tara Flynn	OCN Certificate in Vocational Skills OCN Certificate in Personal Success and Wellbeing OCN Certificate in Applied Science Educas GCSE Art
Subject Teachers	Daniel Wright Catherine O' Hagan Lisa McMullan Timothy Irwin Hannah Kerr Catherine McCaig Paul Gosling Sharon Craig Tara Flynn Beth Haughian Colm O'Braonain Scott Gordon	English Language / English Literature English Language Mathematics Mathematics / Business and Communication Systems Science Science CCEA Occupational Studies CCEA Occupational Studies CCEA Occupational Studies CCEA Occupational Studies CCEA Occupational Studies CCEA Occupational Studies

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined. The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA. The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

The SENCo will ensure Access Arrangements are in place during assessments for pupils who are entitled to these arrangements.

The **Lead Moderators** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, validating the outcomes after comparing them with outcomes in associated subject areas, where applicable. The Lead Moderators attended the CCEA Chartered Institute of Educational Assessors (CIEA) training and will also act as **Lead Assessors** in their centre to disseminate the content of the programme to all teachers involved in producing Centre Determined Grades for CCEA.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Subject Leaders / Heads of Department are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

Teachers are responsible for ensuring they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Lead Moderators / Assessors as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

The knowledge, expertise and professionalism of the staff of Brownlow Integrated College is central to determining Centre Determined Grades.

Students will be expected to have good attendance, meet internal deadlines for the submission of work and produce work to the best of their ability. Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade this will be reported to the Head of Centre, Board of Governors and CCEA who may investigate this as potential malpractice or maladministration.

Parents and guardians should support learners by encouraging good attendance and adherence to internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from parents or guardians to influence the decision-making on a Centre Determined Grade this will be reported to the

Head of Centre, Board of Governors and CCEA, who may investigate this as potential malpractice or maladministration.

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. Brownlow Integrated College will engage fully with all training and support that awarding bodies have provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

The centre policy will be supported through training provided by CCEA to Lead Moderators / Lead Assessors through the CCEA. Lead Assessors will disseminate this training to all teachers involved in producing Centre Determined Grades during 1-1 meetings with Heads of Department and Subject Leaders.

If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The lead moderator responsible for the subject in the table below should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

Lead Moderators / Assessors		
Niamh Murray	Joanne Thompson	Nicola Stevenson
CCEA GCSE English Language CCEA GCSE English Literature CCEA GCSE Drama CCEA GCSE History Educas GCSE Art	CCEA GCSE DA Science CCEA GCSE SA Science CCEA GCSE French CCEA GCSE LLW OCN qualifications	CCEA GCSE Maths CCEA GCSE Further Maths CCEA GCSE BCS CCEA GCSE RE CCEA GCSE Geography Occupational Studies

Appropriate Evidence

Brownlow Integrated College will use the following candidate evidence in arriving at Centre Determined Grades. There may be a variation in evidence used by each department. Examples of evidence used may include performance in, but not limited to:

- CCEA assessment resources
- Mock examinations
- CCEA past papers
- Class tests / assessments throughout the study of the course
- Controlled assessments

- Practical assessments
- GCSE module exams previously completed in year 11

Teachers in Brownlow Integrated College will base all evidence on the relevant guidance on recommended evidence provided by awarding bodies.

The Head of Department / Subject Leaders, together with the Lead Moderator / Lead Assessors will agree the key evidence appropriate to their centre and the department's circumstances, taking into account the disruption candidates have faced to their learning as a result of COVID-19. Teachers will omit questions from the CCEA assessment materials that pupils have not been taught and may replace the questions with an additional question from a CCEA past paper on topics the pupils have been taught. Please see Appendix 2, evidence that will be used to award Centre Determined Grades for each GCSE subject.

Each subject teacher will record the scheduling of any assessments used as evidence. Subject teachers will also record the level of control under which the assessment was taken i.e. at home or in school. Further adaptations may be made to assessments, taking account of individual pupils circumstances. Any student specific variations, will be identified on the Brownlow Candidate's Assessment Record.

All subject teachers in Brownlow Integrated College will collate **a maximum of three** broad pieces of evidence. The evidence below has been recommended to encourage a level of consistency across the College.

- CCEA assessment resources including course work where relevant
- CCEA past papers
- Mock examinations
- Other awarding bodies assessment resources

CCEA Assessment Resources for 2021– To support the evidence gathering process, CCEA will provide assessment resources for each subject. These assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. These assessments or part thereof, will be used by Brownlow Integrated College between 12th April and 7th May 2021 and should, where possible be completed under high control.

Performance in CCEA past paper questions and mark schemes performed under high control - These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers. These assessments or part thereof will be used by Brownlow Integrated College between 22nd March and 7th May 2021 and should, where possible be completed under high control.

Mock Exams, coursework or controlled assessments - These are also likely to be good indicators of performance. Their reliability and validity will be dependent on the level of control under which they were completed.

Other Awarding Body Assessment resources – These will be used for OCN and Educas qualifications as recommended by the awarding body.

Where the above evidence is not available, consideration will be given to the following evidence:

Class tests; homework, work produced during remote learning that relates directly to the specification and assessment objectives. These assessments, should also provide evidence of student performance. However, where evidence has been produced under low control, subject teachers should ensure, as far as is possible, the authenticity of the student's work.

Unit Omissions

Brownlow Integrated College has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. These are detailed on the '*Summer 2021 Information Pre-Examination Cancellation*' section of the CCEA website. However, some departments may decide to use assessment evidence for a unit even if CCEA has since omitted it from the specification.

Brownlow Integrated College will take account of disruption that candidates have faced to their learning a result of COVID-19 and will therefore not be assessed on any units or topic they have not been taught by the subject teacher. Any adaptations made to assessments will be recorded in the checklists provided by the awarding body.

Communication of Centre Determined Grades

The pupils' Centre Determined Grades will not be disclosed to pupils prior to their official release by awarding organisations on 12th August 2021.

Centre Determined Grades

Brownlow Integrated College will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, teachers must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the subject specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports.

A Candidate Assessment Record will be completed for each pupil detailing the following:

- Medical Issues
- Access Arrangements
- COVID related absence

A decision will be made by the Lead Assessors on what will be put in place for each pupil. This information will be made available to all teachers so that adaptations can be made to assessment materials or access arrangements required. If a teacher has adapted an assessment or used an alternative assessment for a pupil this should be recorded on the Candidate Assessment Record.

If special circumstances are reported on the day an assessment took place, this will be detailed on the Candidate Assessment Record. This will be reviewed and a decision will be made by the Lead Assessors regarding the application of the tariff to be applied if the circumstances meet the JCQ special circumstances framework.

A copy of the Candidate Record will be made available to parents and pupils prior to grades being submitted to CCEA.

A copy of this record will also be sent to CCEA if the candidate's evidence is required for sampling.

All teachers are responsible for ensuring that all evidence has been upload to the candidate's electronic subject folder to support the Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Occupational Studies

Centre Determined Grades will be based on a holistic professional judgement of evidence available, across the two units of the Occupational Studies qualification. Teachers will use three pieces of key evidence across two units. Where it is available, this evidence will be drawn from the three Assessment Objectives AO1, AO2 and AO3 to demonstrate a broad range of evidence. However, where pupils have been impacted by COVID-19 alternative evidence may be submitted. This will be stated on the Departmental Assessment Evidence Grid for Occupational Studies.

Where the units making up the qualification have been taught in Lismore Comprehensive School both teachers will consult to compare evidence on student performance in both centres to determine an agreed grade. This will be applicable to the following units:

- Tour Guiding / Working in Tourism

- Specialised Crafts / Interior Design

Brownlow Integrated College will make the entry and have final responsibility for submitting a Centre Determined Grade for its own pupils.

Communication with parents

Parents / Guardians will be sent a copy of their child's Brownlow Candidate Assessment Record to ensure all relevant information has been considered in determining a final grade for the pupil for qualifications entered. If a parent has additional information they believe should be taken into consideration this should be sent to the Head of Centre, Nicola Stevenson in writing, with the relevant evidence by 19th May 2021.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records should form the basis of discussions around decisions made. As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

- to match the standards as established and understood in the guidance provided; and
- to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department / Subject Leader. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Brownlow Integrated College undertakes to have a consistent approach across departments /subjects. The Lead Moderators / Assessors will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions made will be retained in the centre. The moderation exercise will include professional discussions with Heads of Department. The lead Moderators / Assessors will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

Access Arrangements

The SENCo will make every effort to ensure Access Arrangements are in place for any pupils who are entitled to these, for example, extra time being given, or a reader or scribe provided, when assessments are being taken. Details on access arrangements can be found in the JCQ document, '*Adjustments for candidates with disabilities and learning difficulties*,' which is available on the JCQ website. Details of Access Arrangements provided for individual pupils will be included on the Candidate Assessment Record.

Special Consideration

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, **whilst completing an assessment** that is being used to as evidence for the Centre Determined Grade, Brownlow Integrated College will take account of this when making judgements.

Parents or Guardians must contact the Head of Centre, Nicola Stevenson **on the day the assessment was taken** to highlight a candidate's illness or personal circumstances that impacted on performance during the assessment. Supplementary evidence may be requested, if necessary. **Information not provided on the day the assessment was taken will not be considered for special consideration.**

The Lead Moderators / Assessors will review the request for special circumstances in line with the JCQ Special Consideration framework and determine the tariff to be applied if accepted. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record.

The JCQ special consideration framework remains unchanged for Summer 2021. The injury or event must relate to the candidate's performance(s) **at the time of taking relevant assessments**.

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:

- temporary illness or accident/injury **at the time of the assessment**;
- bereavement **at the time of the assessment** (where whole groups are affected, normally only those most closely involved will be eligible);

- domestic crisis arising at the time of the assessment;
- serious disturbance during an examination, particularly where recorded material is being used;
- accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in chess or football;
- failure by the centre to implement previously approved access arrangements for that specific examination series.

Candidates will **NOT** be eligible for special consideration if preparation for or performance in their assessments is affected by:

- long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;
- domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty;
- the consequences of taking alcohol or recreational drugs;
- the consequences of disobeying the centre's internal regulations;
- the failure of the centre to prepare candidates properly for the examination for whatever reason;
- quality of teaching, staff shortages, building work or lack of facilities;
- misreading the timetable and/or failing to attend at the right time and in the right place;
- misreading the instructions of the question paper and answering the wrong questions;
- making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- submitting no coursework or non-examination assessment at all, unless coursework or non- examination assessment is scheduled for a restricted period of time, rather than during the course;
- missing all examinations and internally assessed components/units;
- failure to cover the course because of joining the class part way through;
- a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue – (difficulties over and above those that previously approved access arrangements would have alleviated);
- failure by the centre to process access arrangements by the published deadline.

Brownlow Integrated College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document, 'A guide to the special consideration process,' with effect from 1 September 2020. GCSE, AS and A Level Awarding Summer 2021: 'Alternative Arrangements – Process for Heads of Centre,' First published 5 March 2021 32.

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Examples of Special Circumstances provided by CCEA have been outlined below:

Example 1

A student's parent sadly died eight weeks before they were due to sit their mock GCSE History paper. The paper had a total possible raw mark of 100, and the student scored 60/100 in the paper.

As per JCQ guidance, this circumstance would attract the maximum allowance of 5%, which will be calculated on the total raw marks available, i.e. 5% of the 100 = 5. The student's new mark will therefore be 65/100.

Example 2

A student broke their non-writing arm the day before a class assessment was due to take place. The student took the assessment but was in obvious discomfort throughout. The assessment had a total of 50 marks available, and the student scored 35/50.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which will be calculated on the total raw marks available, i.e. 3% of 50 = 1.5, which is rounded up to 2 raw marks. The student's new mark will therefore be 37/50.

*Special consideration **should not** be applied retrospectively if the centre has made some adjustment at the time of the mock examination/assessment, for example by giving the candidate 25% extra time to complete their assessment.*

Example 3

A student's grandmother was admitted into hospital with a serious condition the night before the student's assessment. The student was very upset and worried. The assessment had a total possible raw mark of 60. The student scored 45/60 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which would be calculated on the total raw marks available, i.e. 3% of 60 = 1.8. The student's new mark will therefore be 47/60 (after rounding).

Example 4

A student suffered from severe hay fever on the day of their assessment. The assessment had a total possible raw mark of 80. The student scored 55/80 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 1%, which would be calculated on the total raw marks available, i.e. 1% of 80 = 0.8. The student's new mark will therefore be 56/80 (after rounding).

Example 5

A student has missed an additional 10 weeks of face-to-face teaching due to having to self-isolate on more than one occasion. Can they apply for special Circumstances?

As per JCQ guidance, a special consideration allowance cannot be applied or considered for lost teaching and learning due to COVID-19 or for any other reason. Lost teaching and learning due to COVID-19 is managed through the omission of a component for each subject taken and the subsequent flexibility in assessments chosen by the centre to inform their academic judgements.

Bias and Discrimination

Brownlow Integrated College will fulfil its duties and responsibilities concerning relevant equality and disability requirements. The Lead Moderators / Assessors will disseminate guidance from the CIEA training on potential

bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers, and Heads of Department maintain robust, accurate and secure records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

In Brownlow Integrated College a folder has been created for every pupil in each subject where evidence must be stored electronically. These will be stored in line with the College's Acceptable User Policy and GDPR Policy.

The following documentation will be fully and accurately completed and retained securely:

- Candidate Assessment Records;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

Confidentiality

Brownlow Integrated College will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and awarding bodies' requirements.

Malpractice/Maladministration

Brownlow Integrated College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to the awarding body for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to the awarding body, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception;
- improper assistance to a candidate;
- failure to appropriately authenticate a candidate's work;
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate;
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance, '*Suspected Malpractice: Policies and Procedures*,' which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Private Candidates

Brownlow Integrated College will not be accepting any private candidate for the CCEA Summer series.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components. The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Brownlow Integrated College's internal appeals procedure is available for staff, candidates and parents on the centre website at www.brownlowcollege.org.uk/Appeals2021. The procedure

outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are time bound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Registered Centre

Brownlow Integrated College has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ '*General Regulations for Approved Centres, 1 September 2020 to 31 August 2021*' to ensure appropriateness for the unique context of Summer 2021 qualifications.

APPENDIX 1: Brownlow Integrated College Deadline for CCEA's 5 step Process

Step and Indicative Timeframe		Activity	Responsibility	Internal Deadlines
Step 1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. JCQ Centre guidance published and sent to exam centres	All staff teaching CCEA GCSEs, Centre Leadership Team Examinations Officer	12/03/2021 (Ongoing as updates are made available)
		Centre fully participates in support offered by CCEA and other partner bodies, such as EA. The key training:	Head of Centre - Principal Bi-monthly meeting.	Bi-monthly commencing in January
		<ul style="list-style-type: none"> Principals' CCEA Bi-weekly meeting Chartered Institute of Educational Assessors (CIEA) CCEA Alternative Arrangements – Process for Heads of Centre.' Subject Specific training. And any other training made available but currently not published. 	Lead Moderators / Assessors - CIEA training.	Feb-March
			Subject Leaders – Subject Specific training.	From March 26 th - GCSE
		Agree assessment, omitted topics and consideration of value of available evidence.	Heads of Department / Subject leaders Lead Moderators / Assessors	26/03/21 Evidence submitted to and agreed with Lead Moderators
		Quality assurance process to ensure consistency across teachers, subjects and departments.	Lead Moderators / Assessors	30/03/2021
		Review assessment materials produced by CCEA Amend assessment materials to reflect taught content	Subject teachers	01/04/2021
Step 2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff.	SLT BoG Subject Leaders	16/04/2021 draft policy written and shared with staff and BoG
		Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.		19/04/2021 Policy Ratified by BoG 20/04/21 Policy sent to CCEA
Step 3	Centre Professional Judgement and Moderation (April and May)	Completion of defined assessments in line with Brownlow Integrated College's Policy	Subject teachers	13/05/2021
		All other available evidence collated and documented	Subject teachers	13/05/2021
		Head of Centre sign-off and submission of Centre Determined Grades for OCN	Head of Centre	28/05/2021
		Head of Centre sign-off and submission of Teacher Assessed Grades for Eduqas GCSE Art	Head of Centre	31/05/2021
		All available evidence moderated in line with centre policy	Subject Teachers / Heads of Department Lead Moderators/ Assessors	01/06/2021
		Any potential bias in Centre Determined Grades and outcomes considered	Subject Teachers / Heads of Department Lead Moderators/ Assessors	01/06/2021

		Centre Determined Grade outcomes reviewed by senior leadership teams	Lead Moderators/ Assessors/ Head of Centre	01/06/2021
		Head of Centre sign-off and submission of Centre Determined Grades for CCEA GCSEs and Occupational Studies qualifications	Head of Centre	04/06/2021
Step 4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	05/07/2021
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	05/07/2021
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	05/07/2021
Step 5	Post-Award Review Service (August and September)	<p>After the issue of results, students will have the right to appeal to their centres and to CCEA.</p> <p>No results for any qualifications will be provided to pupils before this date.</p>	Head of Centre and CCEA personnel	From 12/08/2021

Appendix 2: Evidence to be used for Centre Determined Grades by subject:

SUBJECT	ASSESSMENT 1	ASSESSMENT 2	ASSESSMENT 3
BCS	CCEA assessment resource for unit 2	CCEA assessment resource - Controlled assessment for unit 3	N/A
Maths	CCEA assessment resources for M5, 6, 7 or 8 – calculator and non-calculator papers	CCEA past papers for M5, 6, 7 or 8 – calculator and non-calculator paper	Mock exam results – completed December 2020
Further Maths	CCEA assessment resource for unit 1	CCEA past paper for unit 1	Exam results from Year 11 completed December 2019
Geography	CCEA assessment resource for unit 1	CCEA assessment resource for unit 2	CCEA past paper for unit 3
Religious Studies	CCEA assessment resource for unit 6	CCEA past paper for Unit 6	<p>Grades awarded and certified for Unit 5 (short course)</p> <p>Pupils <u>can</u> complete CCEA assessment resource (exam paper) for Unit 5 to improve overall grade awarded.</p>
Spanish	CCEA assessment resource for unit 1	CCEA assessment resource for unit 3	CCEA assessment resource for unit 4
English language	CCEA assessment resource for unit 1 or Unit 1 module results from January 2020, if available	CCEA assessment resource for unit 4	Speaking and Listening assessment marks
English Literature	CCEA assessment resources for unseen prose- unit 1 section B	CCEA assessment resources for Unit 2 - Poetry	Controlled Assessment for Unit 3 Romeo and Juliet
Drama	CCEA assessment resource - Unit 3	Scripted performance marks for all pupils – Unit 2	N/A
History	CCEA assessment resource for Unit 1	CCEA past paper on unit 1	N/A
DA Science	B1 and P1 GCSE Module Exams Completed in Feb 2020 Practical skills – Paper A	CCEA Assessment Resources for B2	CCEA Assessment Resources for P2
SA Science	Unit 3: Physics Module Exam completed in Feb 2020.	CCEA Assessment Resources for Unit 1	CCEA Assessment Resources for Unit 2
SA Science Transition Group (covering course in one year)	CCEA Assessment Resources for Unit 1 Biology	CCEA Assessment Resources for Unit 3 Physics	CCEA Assessment Resources for Unit 4 Practical Skills.

French	CCEA Assessment resource for Unit 1	CCEA Assessment resource for Unit 3	CCEA Assessment resource for Unit 4
LLW	CCEA Assessment resource Unit 2	CCEA Assessment resource Unit 1	N/A

Where pupils have not been taught a topic, questions on this topic will be removed from the assessment

Where an individual pupil has not completed an assessment or has not been taught additional topics due to absence related to COVID-19, alternative evidence may be used to determine the Centre Determined Grade for this pupil