CAPITAL SCHOOL BAHRAIN

Examinations Policy

DOCUMENT CONTROL	
Policy Reference	CSB – Examinations Policy
Date Adopted	August 2025
Last Review Date	June 2025
Next Scheduled Revision (yearly)	June 2026

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1. Introduction

The Examination Policy will ensure that:

- All aspects of the centre's internal & external exam processes is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to.
- All centre staff involved in the exams process clearly understand their roles and responsibilities
- All external exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus always maintaining the integrity and security of the exam/assessment system.
- All internal exams and assessments are conducted as closely to the processes as is required.
- Exam candidates understand the exams process and what is expected of them.
- It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The Examinations Policy will be reviewed annually by the Head of Secondary and the Examinations Officer.
- This policy does not undermine the fundamental British or Bahraini values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. Exam Responsibilities

2.1. Head of Centre (The Principal)

- Overall responsibility for the school as an exam centre:
- Advises on appeals and re-marks.
- The Head is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected malpractice in examinations and assessments.
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements for exams and assessments.
- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations

and signs and returns the head of centre's declaration which is then kept on file for inspection purposes.

- Accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times.
- Enables the relevant senior leader(s), the EO and Heads of Department to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations.
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process.
- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
- The location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials.
- Appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff.
- Access to the secure room and secure storage facility is restricted to the authorised 2-4 keyholders.
- The relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk.
- Through taking an ethical approach and working proactively to avoid malpractice among pupils and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after examinations have taken place.
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately.
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence).
- Ensures a complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers.

2.2 Head of Secondary (HoS)

- Responsible for finalising syllabus and exam boards for subjects.

- Remarks & Appeals.
- Ensure administration of internal and external exams are conducted as per the guidelines outlined in this policy.

2.3 Examinations Officer

- Manages the administration of public and internal exams and production of exam results.
- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Identifies and manages exam timetable clashes.
- Helps with the accounts for income and expenditures relating to all exam costs/charges.
- Liaises with the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams both internal and external.
- Liaises with the HoS/Assistant Head in producing exam timetables for all internal exams.
- Prepares and presents reports to the HoS showing results achieved.
- Submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and maintains systems and processes to support the timely entry of candidates for their exams.
- Ensuring that the candidates are aware of the JCQ regulations for conduct in examinations and coursework.
- with the HoS, Senior Leaders & Heads of Department/Heads of Faculty, administers access arrangements and makes applications for special consideration using the JCQ Access

arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations.

- Forwards, in consultation with the HODs/Heads of Faculty, any appeals/re-mark requests.
- Understands the contents of annually updated JCQ publications including:
    a. General Regulations for approved centres
    b. Instructions for conducting examinations
    c. Suspected malpractice in examinations and assessments
    d. Post-results services (PRS).
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines.
- Ensures key tasks are undertaken and key dates and deadlines met.
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period.
- Works with the Senior Leaders and Heads of Department to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room.
- Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials.

2.4 Heads of Department(HoD)

- Guidance and pastoral overseeing of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the EO.

- "Retake" decisions in consultation with the candidates, subject teachers.
- Ensuring teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and Senior Leaders.
- Ensuring teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications.
- Ensuring teaching staff attend relevant awarding body training and update events.

2.5 Teachers

- Notification of access arrangements (as soon as possible after the start of the course, in coordination with their Hod).
- Submission of candidate names to HoD.
- "Retake" decisions in consultation with the candidates and HoD.
- Undertaking key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO, HoD and Senior Leaders.
- Keeping up to date with CPD on the awarding body subject and teacher specific information to confirm effective delivery of qualifications.
- Attending relevant awarding body training and update events.

2.6. Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Checking off collected scripts on the attendance registers.
- Completion of a Seating Plan for all examinations.
- Must be aware of evacuation procedures in any emergency.
- Reading the Invigilators' Handbook.
- Undertaking training, update, briefing and review sessions as required.
- Providing information as requested on their availability to invigilate.

- Signing a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them.

2.7. Candidates

- Confirmation of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Reviewing published examination schedules, identifying any clashes Capital School Bahrain Policy –Examinations Policy affecting their scheduled exams and instructing EO to Reading and following the JCQ Candidate Information distributed to pupils.

3. Qualifications offered at the Centre

- The statutory tests and qualifications offered at this centre are decided by the Head of School, HoS and the HoD.
- Capital School Bahrain is a registered centre to offer Edexcel, AQA and Oxford examinations.
- The statutory tests and qualifications offered are GCSE and iGCSE (AS and A levels) and BTEC.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exams Office must be informed.

4. Exam Seasons and Timetables

- Internal exams are scheduled in December & April in consultation with the HoS.
- External exams are scheduled in November and June (GCSE and iGCSE).
- All internal exams are held under external exam conditions.
- The exam series used in the centre are decided by the HoS.
- The EO will circulate the exam timetables for both external and internal exams once these are confirmed.

5. Entries, entry details, late entries and retakes

5.1. Entries

- Candidates are selected for their exam entries by the HoD.

- A candidate or parent can request a subject entry, change of level or withdrawal, subject to agreement with the centre and after paying the appropriate costs.
- All Parents must sign and return the exam entries form prior to the exam sessions. Pupils WILL NOT be considered for entry without the form.
- The HoD will confirm all exam entries and the tier of entry. Changes in tier entry at the request of pupil/parent must be approved by HoD and the parent will bear the cost. Without approval of the HoD the pupil will be deemed a private entry in that subject. Changes in tier entry at the request of a HoD/HoF – must be approved by the parent. HoD & HoS signature will be considered final for all entries. No change will be accepted after the HoD has approved.
- The centre accepts external entries from candidates who are not registered pupils at the school.

5.2. Late entries

- Entry deadlines are circulated to HoDs by the EO.
- HoDs must submit entries prior to the due date.

5.3. Retakes

- Retake decisions will be made in consultation with the candidates, subject teachers and the HoD. See also section 6: Exam fees).

6. Exam Fees

- All exam fees are paid by the candidate, which is inclusive of administration costs.
- Late entry or amendment fees are paid by the candidates.
- Reimbursement will not be sought for candidates who fail to either sit an exam or meet the necessary coursework requirements.
- Retake fees for first and any subsequent retakes are paid by the candidates. (See also section 5.3: Retakes).
- Candidates must pay the fee for an enquiry about a result. (See also section 12: Enquiries about results [EARs]).

7. Special Education Needs and Access Arrangements

- All exam centre staff must ensure that the access arrangements and special consideration of regulations and guidance are consistent with the policy.

7.2 Special Needs

7.2.1 A candidate's Special Needs requirements are determined by an external professional assessment.

7.2.2 The Senior Leaders and Heads of Department/Heads of Faculty will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The EO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

7.3 Access arrangements.

7.3.1 Making special arrangements for candidates to take exams is the responsibility of the and the EO.

7.3.2 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the EO.

7.3.3 Rooming for access arrangement candidates will be arranged by the Senior Leadership Team in conjunction with the EO.

7.3.4 Invigilation and support for access arrangement candidates will be organised by the Senior Leadership in conjunction with the EO.

8. Managing invigilators and exam days

8.1. Managing invigilators

- External invigilators will be used for all external exam supervision as much as possible.
- The recruitment of invigilators is the responsibility of the EO.
- Invigilators are timetabled and briefed by the EO.
- Invigilator rates of pay are set by the centre administration.

8.2. Exam days

- The EO will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- The Facilities Department is responsible for setting up the allocated rooms.
- The invigilator will start all exams in accordance with JCQ guidelines.
- Subject staff are not permitted to be present at the start of the exam. Senior members of staff may be present, if necessary, at the start of an exam to assist with the identification of candidates, if necessary, but they may not view the paper(s) to be set in that session.
- In practical exams, the subject teachers may be on hand in case of any technical difficulties.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to HoDs at the end of the exam session.

9. Candidates Expectations

9.1 Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility, and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room; they must be accompanied at all times.
- The EO calls those pupils who have not turned up for their exams or are late.

9.2 Clash candidates

- The EO will be responsible as necessary for identifying escorts, identifying a secure venue, and arranging overnight stays. Candidates are responsible for identifying any clashes that affect their examinations in the published examination schedule.

9.3 Special consideration and contacting the EO to rearrange.

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.
- Any special consideration claim must be supported by appropriate evidence Capital School Bahrain Policy –Examinations Policy within five days of the exam, for example a letter from the candidate's doctor.
- The EO will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Coursework and appeals against internal assessments

- Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.
- Candidates who submit coursework or portfolios should do so following the guidance as laid out in the academic honesty policy.
- HoDs/HoFs will ensure all coursework is ready for dispatch to meet the exam board deadlines; the EO will keep a record of what has been sent when and to whom.
- Marks for all internally assessed work are provided to the Exams Office by the EO.

11. Appeals Procedure

- The steps of the appeals process are outlined as below:
- All appeals or concerns regarding mark outcomes, coursework or test results must be forwarded to the Exams Officer, in writing.
- The Exams Officer must submit the appeal request to the HoS along with supporting evidence and documents.
- HoS must review the evidence submitted and, in discussion with the HoD make a decision which will then be conveyed to the appellant, in writing.
- If the appellant is dissatisfied by the outcome of the appeal, he must then forward their concerns to the The Principal.
- HoS reviews the evidence and further to discussion with the HoS, informs the appellant of the final decision.
- Any further concerns about the outcome of the appeal can be submitted to the Exam boards through the Exams Office.
- The school will support all enquiries about results provided the candidate gives written consent AND the candidate incurs all costs associated with the enquiry.
- See Extended Appeals Procedure Guidance document for more details.

12. Results, enquiries about results (EARs) and access to scripts (ATS)

- Candidates will receive individual results by email on results days to their school email address.
- Arrangements for the school to be open on results days are made by the School Office.
- The provision of staff on results days is the responsibility of the EO/HoS.
- The centre usually aggregates AS grades at the end of Year 13, not at the end of Year 12 unless the pupil notifies the EO that they will be leaving at the end of Year 12. Exceptions will be considered on a case-by-case basis in coordination with the HoD/HoF, HoS and EO. EARs
- EARs may be requested by HoDs/HoF, HoS or candidates if there are reasonable grounds for believing there has been an error in marking.

- Enquiries regarding examination grades/marks achieved must be submitted by the published deadline. HoD will be required to give their opinion in support or otherwise for any EARs. All enquiries should be submitted to the EO – form duly completed.
- Pupils will directly approach the EO with a re-sit form which has to be signed by parents and approved by HoD/HoF to be entered for a re-sit. Fees are paid by the pupil's parents.
- After the release of results, AS/A2 candidates may request the return of papers within seven days' scrutiny of the results in order to assess whether to ask for a remark or not.

13. Exam Results

- Dissemination of iGCSE, GCSE AS and A2 Results: This is the sole responsibility of the The Principal, Head of Secondary and the EO. All pupils will complete a contact sheet with contact information before the end of the Academic School Year. It is the pupil's responsibility to contact the School to receive their results, otherwise the pupil will be provided with an ID and password to retrieve their results online on a specific date. The school reserves the right to publish pupil results.

14. Mock Exams

- These are scheduled and organised by the Senior Leadership team and the EO. The distribution of Mock Exam results is the responsibility of respective HoDs/HoFs. Pupils must NOT be given mock exam results prior to authorisation, in order to avoid causing unnecessary alarm.
- Exam Papers must be submitted by the HoDs/HoFs to the HoS at least two weeks before scheduled mock exam dates. There will also be an Absentee exam form. Papers for absent pupils should be returned to the Form Teacher after the exam. The teacher must write the pupil's name on the paper. Form tutors need to monitor completion of these papers during the exam period. After the exam period, HoD/HoFs are responsible for ensuring absent pupils complete all examination papers.

14.1 Mock Exam Procedures

- Pupils sign in and out at reception on the day (no registration)
- Pupils must wear school uniform
- Quarantine will be implemented where pupils are between exams
- No pupils should be circulating the school site if mock exams are not scheduled for them
- Relevant School Counsellor to note authorised leave for Year 11 during mock exams and notify the nurse (copy of mock exam timetable) and Attendance Officer;

15.Language Program

- Arabic and Spanish are all compulsory subjects in KS3. Pupils are encouraged to enter GCSE Arabic or first language Arabic. As a Ministry of Education requirement, all Arab nationals are required to study Arabic at IGCSE level.
- Pupils can register and will have the opportunity to sit their GCSE / A level exam in their native language. They will be registered as external candidates and will have to arrange their own support and tutoring for the same. Fees are to be paid by the pupils. For languages that are offered at the school (French, Spanish, Arabic), pupils must notify the respective HODs that they will be registering as an external candidate. HODs will be responsible for administering speaking exams for all external candidates of French, Spanish and Arabic.

16. Timetabling of Examinations

- The centre must follow the awarding bodies' final published timetable. To maintain the security of the examinations, the published start and end times of all general qualifications is provided to the centre by the awarding bodies' international team. The timetable cannot be varied for a pupil if it clashes with any of the following: Weekends, Work experience, School function, Field trip, Sporting events below international level, Holidays, weddings and family celebrations.

17. Invigilation

- The invigilator must fully understand the 'Instructions for Conducting Examinations' booklet and should read the entire document. This booklet will also be available during every examination to double check any procedures.

18. Absence through illness

- Pupils unable to take an Official Examination because of illness MUST provide a Medical Certificate signed by a doctor explaining the reason for your absence from the examination. The school or the EO must be informed before the exam starts by phone.

19. Attendance Registers and Seating Plans for Official Exams

- The EO will issue official Attendance Registers and a seating plan for each examination session and room. The Chief Invigilator must inform the EO of any absentee as of any problem and/or situation that arises during Examinations. All bathroom, entry and exit of the room from the candidate should be noted in a record book. Any observation about a candidate arriving late, feeling sick, agitated, disturbed by others, overly stressed, etc. should be noted too.

20. Exam Rooms

- All official, external examinations require 1.25m space between centre to centre of the candidate's chairs. Pupils should be seated according to the seating plan provided by the EO.
- Invigilators should supervise examination rooms to ensure that pupils are not able to copy or collude during examinations. All instances of malpractice should be reported to the Assistant EO and noted in the invigilator's record book.
- A clock should be provided for each exam room, as adequate AC, heating, lights and soundproof rooms as much as possible.
- Internal and mock examinations may be conducted with these regulations adapted, although procedures should follow official, external examinations procedures as closely as possible to provide pupils with an authentic experience.

21. External Exam Candidates

- Any Exam candidate that is not a current pupil at Capital School Bahrain is classified as an External Exam Candidate. This includes past pupils at Capital School Bahrain. Capital School Bahrain Pupils are treated as internal (centre) candidates.
- Entries will be accepted for the November and summer series. Entry deadline dates for each series will be published on the Capital School Bahrain website and noted on registration forms. Capital School Bahrain cannot accept any entries or amendments after these dates.
- External Candidates will be charged a fee which will incorporate the published examination entry fee along with our administration, invigilation and any postage costs which may be higher than those charged to internal exam candidates. Current fees can be found on the Exams Registration form, and payment is requested in advance.
- Should a candidate require separate invigilation or any other access arrangement, an additional charge will be made. A refund of fees will not be made once the entries have been submitted to the Exam Board.
- Capital School Bahrain cannot be responsible for the marking of any coursework components attached to an exam entry. Due to the strict rules relating to authentication of coursework, you can only enter the coursework option if it is being marked by a distance learning organisation or private tutor.
- Capital School Bahrain can administer oral components for language examinations or practical components of a syllabus; however additional charges may be applicable in this case.
- It is the candidate's responsibility to choose an appropriate syllabus and provide these details to the Exams Office. Capital School Bahrain cannot advise on the choice of syllabus/awarding body and will not be held responsible for any late fees that arise from amendments.

- It is the candidate's responsibility to advise the EO as soon as possible of any additional requirement which needs to be addressed. The candidate will be required to provide supporting evidence of such need, and we will make the necessary applications to the Exam Boards. Should a candidate require separate invigilation or any other access arrangement, an additional charge will be made.
- Certificates may be sent to candidates via courier, there is a separate charge for courier services, or collected from the Exams Office once available.

22. Conflict of Interest

- Any Capital School Bahrain teacher, assessor, invigilator, or other member of staff or contractee involved in any way with internal exam assessment or Exam Board processes must advise the Head of Secondary and the EO separately of any conflict(s) of interest in this regard.
- Conflicts of interest would include but are not limited to having a family or personal relationship with any candidate on a course with which staff or contractee may be involved; being simultaneously employed or contracted by the school and registered part-time for a course assessed via the School.
- Staff or contractee should inform the Head of Secondary and the EO separately, of any potential conflict(s) of interest on being appointed to any position of responsibility regarding assessment or Exam Boards, or as soon as they become aware of a potential conflict. Staff may alternatively make a declaration to the Head of School if they feel this is necessary.
- Declarations will be treated in confidence, and the details of the declaration will go no further than the Head of Secondary and EO, and Head of School where appropriate.
- If a declaration is made, the said parties will decide upon reasonable action to take in consultation with those involved. Records will show only that a declaration has been made, and the action taken, not the details.
- As a safeguard, an annual circular will be sent to all staff involved in the examinations process asking that "staff with a potential conflict of interest should declare it to the Head of Secondary.

23. Exam Contingency

- If there are timetabled examinations scheduled on a day when the school should be closed to staff and pupils, the Capital School Bahrain Examination Contingency Plan will be adopted. Please see the plan for more details.

24. Study Leave

- “a period of time that school pupils are given to be off from school in order to study for their exams” The policy is to be referred to during exam periods when pupils will be sitting exams, either external exams or mock exams. During internal and external exams, all pupils should refer to the instructions issued by the exams officer. Pupils are required to report 30 minutes before the start of each exam.

- May/June Exam Series During this time study leave will be given to all pupils. From the first day of study leave, pupils will not be required to attend school except for exams. In the case of multiple exams in one day, pupils will be required to stay in school between exams. Study leave dates will be published to staff, pupils and parents as soon as is operationally possibly to allow planning by teachers in the months and weeks before the study leave to ensure complete specification coverage. Depending on the nature of the exam as well as internal and external factors affecting exams, it may be necessary to adjust the guidelines above. This will be done at the discretion of the Head of Secondary School and reapplied to the parents and pupils in sufficient time.

25. Appeals against internal assessment of work

- Pupils and/or parents may appeal against internal assessment of work once the result is released. In the first instance, the subject teacher and relevant Head of Department should be contacted and the concern raised. The HoD will arrange for the work to be moderated by themselves and a second member of the department. Any changes to the result will be communicated to the pupil and parent in a timely manner. In the event of continuing disagreement over an internal assessment, the Academic Deputy Head will be involved and if required the Head of Secondary.

26. BTEC Policy

- The Btec policies are held in the school system ready for scrutiny by visiting Btec inspectors. These are held on the school system and can be viewed as separate policies when required through the school quality nominee. Below is the procedural summary and identification of previous learning for the Btec courses at Capital School Bahrain. Recognition of Prior Learning (RPL) Policy and Procedures

26.1 Recognition of Prior Learning (RPL)

- a method of assessment [leading to the award of credit] that considers whether a Learner can demonstrate that theymeet the Assessment requirements for a Unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Each of the associated Awarding Bodies of the Centre issues its own guidelines,

policies and procedures relating to RPL, which are made known to prospective Learners during the Recruitment, Selection and Admission process employed by the Centre.

- RPL seeks to enable Learners to avoid duplication of learning and assessment. There are two ways in which this will be achieved: -
- The opportunity to transfer credits, i.e. to achievement from within or outside the Qualification and Credit Framework (QCF), to count towards other qualifications.
- The opportunity for individuals with learning or achievements that have not been certificated / accredited to have this learning and achievement assessed and validated through the RPL process adopted by the Centre in consultation with its Awarding Bodies.
- A Learner must produce valid and reliable evidence of prior learning to support any claims based on experience. A learner may claim RPL against a whole Unit or several Units. It is not possible to award part Units, but where the RPL evidence does not fully meet the needs of a complete Unit, the missing information may be provided via the same assessment processes that are undertaken by a taught group of Learners.
- To achieve recognition of achievement there are two options open to the learner:
- Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired Unit or qualification. These assessments may be undertaken without attending Centre teaching sessions.
- Submit a portfolio of evidence based on previous learning, skills and /or competence cross referenced to the learning outcomes and assessment criteria of the Unit or Units for which RPL is being sought.
- Under some circumstances there may be a limit to the proportion of a qualification that can be achieved by either credit transfer or RPL according to guidelines published from time to time by our Awarding Bodies.

26.2 Internal Verification Policy

- The Internal Verifier should review all Assignments, including practical tests using the following criteria:
- Is the Assignment/test title and aims relevant to the unit and outcome(s)?
- Is the context relevant to the Unit and outcome(s)?
- Do required tasks relate to the same active verbs as stated in the Unit specification?
- Are tasks clear and easily understood by Learners?
- Are timescales realistic?

- Will it be possible to confirm the authenticity of Learner work?
- Are Assessment requirements clear?

26.2.1 The Internal Verifier is required to:

- Validate Assessors' judgements (including grading decisions) against the standards.
- Ensure consistent judgements across all the assessment teams.
- Ensure that Learners have equality of opportunity.
- Follow a common assignment template that includes Front Sheet, Learner's Brief and Assessment Information
- Provide feedback to the Assessor.

26.2.2 When planning their sampling, Internal Verifiers should address:

- Experience and competence of Assessors.
- A benchmarking of Unit(s) where possible.
- Formative and Summative sampling.
- Coverage of all assessment methods/evidence sources.
- Coverage of all Units and all Assessors.
- Keeping records for the External Verifier.

26.2.3 When monitoring assessment practice, the Internal Verifier should look at:

- The effectiveness of the planning.
- The Assessor's interpersonal skills.
- The accuracy of the judgements.
- Quality of feedback to the Learner.
- Giving feedback to the Assessor confidentially.
- Keeping records for the External Verifier.

26.2.4 In standardizing assessments, the Internal Verifier should:

- Ask Assessors to assess the previously unseen work.
- Compare judgements across the Programme team.
- Check accuracy and process.

26.2.5 In managing Programme delivery, Internal Verifiers should:

- Include Internal Verifiers in organisation quality procedures, meetings and manuals.
- Establish a clear link for Internal Verifiers to the Senior Management Team.
- Ensure Programme files are updated and available for the External Verifier.
- Establish a system for implementing External Verifier action plans.
- Establish a system for ensuring certificate claims endorsed by IV.
- Plan which candidate work will be internally verified.

26.3 Planning the Sample

- The Internal Verifier is required to prepare a schedule of sampling activities by setting up a matrix of all Units, Assessors and Learners and to annotate this as each sample is completed.

26.3.1 A Sampling Plan is designed based on the following principles:

- The Internal Verifier looks at Assessment decisions of all the Assessors in any given period (e.g. on a calendar basis or by Learner Cohort)
- The Internal Verifier must sample the full range of assessment methods used, e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer.
- Select a benchmark unit or units, so that the Internal Verifier can compare the quality of Assessment across different Assessors and different Learners.

26.3.2 Factors to be considered:

- There must be a sample of the full range of assessment methods used, (e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer).

- For experienced Assessors: sample size is minimum of 3 Learners.
- For new/inexperienced Assessors: minimum 10% sample in each grade band or 6 Learners (whichever is lower).
- Review assessment brief of all Units.
- Further samples are taken for Assessors whose standards are not judged to be satisfactory at initial sampling: further samples should be taken, increasing in frequency and size.
- The Internal Verifier will have to adjust the Sampling Plan to ensure all Assessors are covered, and all assessment types are covered.

26.4 Feedback and Monitoring

- The monitoring of Assessments should also include the Internal Verifier observing Assessors in action (where appropriate); looking at how they conduct an Assessment and giving them feedback on their performance. When carrying out this task, the Internal Verifier uses the Internal Verifier Feedback to Assessor Form for monitoring and providing feedback to the Assessor.
- Assessment Design: feedback to individual Assessor regarding an Assessment brief is given using the Internal Verification of Assignment Briefs Form followed by an Assessor Meeting.
- Assessment Decision: feedback to individual Assessor regarding an Assessment brief is given using Internal Verifier Feedback to Assessor Form followed by an Assessor Meeting.
- The Learner must play an active role in the process as s/he must produce evidence and map it to the learning outcomes and assessment criteria of all units s/he wishes to claim.

26.5 Principles of RPL

- According to “Claiming Credit – Guidance on the recognition of prior learning within the Qualifications and Credit Framework” the five principles of RPL are as follows: -
- RPL is a valid method of enabling individuals to claim credit for units and qualifications of the QCF, irrespective of how the learning took place and the assessments undertaken. There is no difference between the achievement of the required standards through prior learning and through a formal programme of study.
- RPL must comply with all regulatory requirements for assessment. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

- RPL is a learner-centred voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for assessing RPL and be given guidance and support to make his or her claim.
- The process of RPL is subject to the same standard of quality assurance and monitoring processes as any other form of learning and assessment.
- Assessment methods for RPL must be of equal rigour as other assessment methods, must be fit for purpose and relate to the evidence of learning. An individual may claim RPL for any whole unit unless the assessment criteria of a unit state otherwise. For example if an external assessment sets the standard of learning outcome that a learner must achieve, then the learner must pass the external assessment to achieve the unit and gain the credit.

26.6 Implementation

- The Centre provides information, advice and guidance to prospective pupils about RPL guidelines, procedures and processes issued by our associated Awarding Bodies during the Recruitment, Selection and Admission process and how to claim credit through the appropriate process adopted by our Awarding Bodies including information on timelines, appeals and (any) fees payable.
- The Centre provides information, advice and guidance to prospective Learners about what evidence is required to support a claim for credit and how it should be presented depending on the purpose, learning outcomes and assessment criteria for the relevant Unit.
- Assessment of evidence presented by a prospective Learner is subject to the Capital School Bahrain Policy –Examinations Policy Centre's quality assurance processes and standards and the requirements of the relevant Awarding Body as determined by the relevant Programme Leader.
- The final responsibility for awarding credit lies with the Awarding Body, and any appeal is subject to its own processes and procedures.
- After delivery of the final assessment, the Centre provides feedback to the prospective Learner and gives support and guidance on the options available to the prospective Learner which may include, for example, further learning and development.

26.7 Monitoring and Review

- In order to monitor our RPL policy, procedure and practice the College analyses RPL feedback data to evaluate the extent to which our procedure and practice are supporting our stated mission and strategic objectives and those of our Awarding Bodies.

27. Policy Glossary of Terms

HoS - Head of Secondary

HOD - Head of Department

EO - Examinations Officer

JCQ - Joint Council for Qualification

OCR - Oxford, Cambridge & RSA Examinations (UK)

CIE - Cambridge International Examinations (UK)

AQA - Assessment and Qualifications Alliance (UK)

ATS - Admission Testing Services

GCSE - General Certificate of Secondary Education

iGCSE - International General Certificate of Secondary Education

AS / A - Advanced Level General Certificate of Education

BTEC - Business and Technology Educational Council

EARs Enquiries About Results

ATS - Access To Scripts