Exam Contingency Plan 2025/26

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at the Working Men's College. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process and allow adequate guidance to staff if such disruptions occur.

Please note that this policy should be used in conjunction with the **WMC Exams Policy** and the **Emergency Evacuation Procedure for Examinations** doc. These documents can be found on iLearn and on One drive.

This plan also confirms the college is compliant with the JCQ regulation (section 2.15, Instructions for Conducting Examinations 2024-25) that the center *must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.*

Possible causes of disruption to the exam process

1. Exams Manager (EO) extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines* *sufficient invigilators not recruited*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment* *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*

- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- The MIS Officer can administer exams and has the same knowledge and training as the Exams Manager
- In the unlikely event both members of the Exams Department are absent long term, the Head of MIS and Exams and the Directors of Learning have access to key Awarding Body portals
- Members of the administration team will be appointed to help administer exams where necessary
- Policy and procedural documents have been developed in order to guide any member of staff to administer the exams cycle if necessary. These include the college Exams Policy and availability of the JCQ ICE Document via iLearn, online etc.

2. ALS lead/SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- *approval for access arrangements not applied for to the awarding body*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- Director of Learning (DL) for Learning and Life Skills will ensure functionality of Additional Learning Support team
- ALS team to continue to collate Normal Way of Working evidence and assessments
- Exams Department will work closely with ALS team to ensure access arrangements deadlines are met

3. Director of Learning extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the Exams Manager on time; resulting in pre-release information not being received

Final entry information not provided to the Exams Manager on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Meeting to be held with Deputy Principal, Exams Department and Curriculum Managers (CMs) in area of absent Director
- Responsibilities to be discussed and allocated
- CMs likely to take over exam information submission duties
- Exams Department will ensure deadlines and dates are followed and work closely with the CMs to ensure timely registrations, submissions etc.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- Shortlist of invigilators kept with dates of training and refresher training planned
- Exams Manager will collate a list of invigilators and maintains a full pool as necessary
- Pool includes salaried staff including the Exams Manager, MIS Officer, Curriculum Administrators and Head of MIS and Exams in case of a shortage of sessional invigilators

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams Manager unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- Programme planning necessary to avoid clashes
- Rooms always prioritised for exams, in particular Maurice Hall (201)
- If an emergency situation occurs, classes to be cancelled to ensure learners sit exams

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- All exam entries are made well in advance of the deadline to avoid this issue.
- If there is a system failure at the time of a deadline, the Exams Manager will contact the relevant exam boards to explain
- The college maintains adequate system backups as part of its Disaster Recovery plan
- AO portals can be accessed via any computer including a member of staff's personal computer (the college will ensure compliance to data protection rules)
- IT department are made aware of the exam results days to ensure smooth running of downloads
- Exams Manager to contact Examination Boards for alternative route of dissemination of results during time of disruption

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions to mitigate the impact of the disruption

- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Use of Rhyl Primary School as an alternative venue plus other prearranged spaces with local partners like schools, community centres, training centres, etc.

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- Centre to contact Awarding Organisation as soon as possible for advice and guidance. The centre to communicate with parents, carers and students about the potential for and plans to address this.

- If necessary, exams to be sat at alternative sites local partners like schools, community centres, training centres, etc.
- If necessary, learners to sit in next possible window
- Application of Special Consideration where applicable

9. Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Centre to contact Awarding Organisation as soon as possible for advice and guidance. The centre to communicate with parents, carers and students about the potential for and plans to address this.
- Exams to be sat at alternative sites local partners like schools, community centres, training centres, etc.
- If necessary, learners to sit in next possible window
- Application of Special Consideration where applicable

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption

- The centre to communicate with awarding organisations to organise alternative delivery of papers.
- Arrange with Exam Boards for alternative means of receiving papers either electronically or alternative courier.
- Exams Manager to ensure papers are kept securely until needed.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- The centre to communicate with relevant Exam Boards immediately to resolve the issue.
- Alternative transport to be used only with the agreement of the relevant Exam Boards.
- Scripts must be stored securely until such time transport is confirmed.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan
Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions to mitigate the impact of the disruption
• The Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. • The Exam Boards may generate candidate marks for the affected assessments based on other evidence, as defined by the Exam Boards and the regulators. • It may be necessary for the candidates to retake the assessment at the next available opportunity.

13. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan
Centre is unable to access or manage the distribution of results to candidates, or to facilitate postresults services
Centre actions to mitigate the impact of the disruption
• Centre to contact awarding organisations about alternative options. • Arrange to access results at an alternative site, including Rhyl Primary School • Use of alternative methods of communication and or IT systems to find results • Inform staff, students and parents as soon as possible of the change in distribution of results.

14. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan
Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams
Centre actions to mitigate the impact of the disruption
• See emergency evacuation procedure for Examinations. • All invigilators to be aware of this procedure for evacuation.

Further guidance to inform procedures and implement contingency planning

Ofqual

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

Contingency planning
You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

Covid specific guidance
When drafting contingency plans, you should consider the following guidance:
• actions for schools during the coronavirus outbreak from the Department for Education in England
• actions for FE colleges and providers during the coronavirus outbreak from the Department for Education in England
• responsibility for exams from the Department for Education in England
• vocational, technical and other general qualifications in 2022 from Ofqual (regulator)
• GCSE, AS and A level qualifications in 2022 from Ofqual (regulator)
• education and childcare: coronavirus from Welsh Government
• Qualifications Wales homepage from Qualifications Wales (regulator)
• coronavirus (COVID-19): guidance for school and educational settings in Northern Ireland from Department of Education in Northern Ireland
• coronavirus (COVID-19) (information from CCEA) – information on vocational, technical and general qualifications from CCEA Regulation

General contingency guidance
• emergency planning and response from the Department for Education in England
• school organisation: local-authority-maintained schools from the Department for Education in England
• exceptional closure days from the Department of Education in Northern Ireland
• checklist - exceptional closure of schools from the Department of Education in Northern Ireland
• school terms and school closures from NI Direct
• opening schools in extremely bad weather - guidance for schools from the Welsh Government
• bomb threats procedures for handling bomb threats from the National Counter Terrorism Security Office

Disruption to assessments or exams
In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:
• the exam or assessment cannot take place
• a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control
See also the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

Steps you should take
Exam planning
Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

In the event of disruption

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

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

Steps the awarding organisation should take
Exam planning
1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.
In the event of disruption
1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

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

If any students miss an exam or are disadvantaged by the disruption
If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

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

See also JCQ's guidance on special consideration

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

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

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

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

Widespread national disruption to the taking of examinations or assessments
The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

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

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

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern
Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 30 September 2021) https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

JCQ: Summary of responsibilities in the event of disruption to examinations

- JCQ is responsible for coordinating across awarding organisations, including convening the crisis management team
- Ofqual in England is responsible for sharing timely and accurate information, as required with awarding organisations, government departments and other stakeholders

Awarding organisations are responsible for:	**Examination centres are responsible for:**
	Preparing plans for any disruption to exams as part of centres' general emergency planning
Ensuring centres receive examination materials for scheduled examinations	Preparing candidates for examinations
	Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations
	Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions
	Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open
Advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations
Evaluating and declining/approving requests for special consideration	Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations
	Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers
Marking, moderating and grading candidate work	
Issuing results to centres on scheduled dates	The distribution of examination results to candidates

JCQ guidance taken directly from Joint Contingency Plan *Updated April 2019*

General Regulations for Approved Centres http://www.jcq.org.uk/exams-office/general-regulations
Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements
Accessed through secure login to the Centre Admin Portal (CAP) or through the JCQ training site http://jcq.training.jcq.org.uk/CAP/Home/Training

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

A guide to the special consideration process http://www.jcq.org.uk/exams-office/accessarrangements-and-special-consideration/regulations-and-guidance

JCQ

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.
Further information may be found at: https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted
15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.
15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.
15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland:
https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland
The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.
In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances.
The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.
Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from **Instructions for Conducting Examinations 2021-2022** http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan
In the event of widespread disruption to the examination system, all centres must have contingency plans in place. There are three main categories of disruption, which are outlined below.

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

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: http://www.jcq.org.uk/exams-office/ice---instructions-for- conducting-examinations
• consider moving the starting times of the examination for all candidates (see section 6.2 of the JCQ publication Instructions for conducting examinations)
• being aware of the rules for very late arrivals (see section 21 of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see Chapter 4 of the JCQ publication A guide to the special consideration process: https://www.jcq.org.uk/exams-office/accessarrangements-and-special- consideration/regulations-and-guidance

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

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

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

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

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

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

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

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

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:
• where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions.
• for examinations where centres make their own collection arrangements, they should investigate alternative options that comply with the JCQ publication Instructions for conducting examinations
• completed scripts must be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:

• preparing plans for any disruption to examinations as part of centres' general emergency planning • deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
• exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
• judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
• assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:
• ensuring centres receive examination materials for scheduled examinations
• advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
• evaluating and declining/approving requests for special consideration.

Contacting the awarding bodies
In all cases, if there are any concerns, please contact the relevant awarding body for advice:
AQA
0800 197 7162
eos@aqa.org.uk

CCEA
028 9026 1212, 028 9026 1293, 028 9026 1425
centresupport@ccea.org.uk

OCR
01223 553998
support@ocr.org.uk

Pearson
0344 463 2535
WJEC
02920 265 077
exams@wjec.co.uk

(JCQ guidance above taken directly from the notice - **Preparing for disruption to examinations** effective from 11 October 2021 www.jcq.org.uk/preparing-for-disruption-to-examinations/)

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

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

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

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

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

GOV.UK Links

- emergency planning and response for education, childcare and children's social care settings from the DfE in England
- handling strike action in schools from the DfE in England
- school organisation: local-authority-maintained schools from the DfE in England
- Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service
- protective security and preparedness for education settings from the DfE
- police guidance from National Counter Terrorism Security Office and partners on preparing for threats
- cyber security guidance for schools and colleges from the National Cyber Security Centre

Wales

School closures: examinations www.gov.wales/school-closures-examinations

Opening schools in extremely bad weather: guidance for schools www.gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or Closure of School - exceptional closure of schools www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Counter Terrorism Security Office

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