

St Patrick's College, Ballymena

Policy for Centre Determined Grades, Summer 2021

Adopted by Board of Governors on 16th April 2021

Issued to staff on 31st March 2021

Statement of Intent

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 as published by CCEA;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

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 will be in line with **CCEA Alternative Arrangements - Process for Heads of Centre**, subject-specific guidance and other CCEA 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.

<https://ccea.org.uk/document/7988>

<https://ccea.org.uk/document/7991>

<https://www.jcq.org.uk/wp-content/uploads/2021/01/Notice-to-Centres-SENCOs-and-assessors-June-2021.pdf>

https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf

Process Overview

There is a five step process for the Summer 2021 awarding arrangements as outlined in the **CCEA Alternative Arrangements Process for Heads of Centre**. Internal deadlines relating to the steps of the CCEA process are detailed overleaf:

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff	Completion by 29 th March 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	Completion by 16 th April 2021
		Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.	Centre Leadership Team	Submission to CCEA by 23 rd April 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	Completion by 31 st March 2021
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff	Completion of GCE assessments by 7 th May 2021 and GCSE by 14 th May 2021. Completion of GCE marking by 14 th May 2021 and GCSE by 21 st May 2021
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	14 th May 2021
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	18 th May (GCE) 1 st June (GCSE)
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	As above
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	20 th May (GCE) 3 rd June (GCSE)
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	21 st May (GCE) 4 th June (GCSE)
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed	CCEA personnel	
		Where CCEA still has concerns, there will be engagement with centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	
5	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA Personnel	

Roles and responsibilities of St Patrick's College, Ballymena staff are outlined below:

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, and will fill in the relevant declaration upon submission of these grades.

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.

Senior Leaders/Lead Assessors will provide support to staff involved in producing Centre Determined Grades.

Senior Leaders/Lead Assessors will support the **Head of Centre** in the quality assurance of the final Centre Determined Grades.

Senior Leaders/Lead Assessors 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, **Senior Leaders/Lead Assessors** or the **Head of Centre** validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Senior Leaders/Lead Assessors who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

Examinations Officers are 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.

Examinations Officers 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 **21st May** (GCE) and **4th June** (GCSE) for Summer 2021.

Examinations Officers are responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

SENCO must share access arrangements with staff and make the appropriate arrangements for assessments.

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.

Heads of Department will complete the Assessment proforma (see next page) on 31st March 2021 and return to Mr Fitzpatrick on that date.

Heads of Department and **Senior Leaders/Lead Assessors** will provide additional support and, where appropriate, quality assurance measures for newly qualified teachers.

St Patrick's College
Centre Determined Grades – March 2021
Stage 2 – Evidence Gathering – Evaluating the validity of our Internal Tracking

Subject:

HOD:

Internal Tracking	CCEA Past Paper inc Year&Unit	Combined CCEA Past Papers inc Years&Units	Mark Scheme used (Y/N)	Hard Evidence available (Y/N)	Level of Control employed (High/Medium/Limited)	Access Arrangements in place (Y/N)
Year 11 Tracking One						
Year 11 Tracking Two						
Year 11 Tracking Three						
Year 12 Tracking One						
Year 12 Tracking Two						
Controlled Assessments (if applicable)	CCEA set task (Y/N)	Complete (Y/N)				
Other						

	Yes/No	If Yes, how many?
Are you intending to use the CCEA Assessment(s) issued 29/03/21 with your Year 12/13/14 students?		
Are you planning any additional assessments for your Year 12/13/14 students, for which a scheduled assessment time will need to be set?		

Please reflect on the evidence currently available within your subject (for example CM tasks, mock examinations, controlled assessment, other).

Consider each assessment

- Was it a full CCEA Past Paper? – state Y/N (include Year & Units covered)
- Was it a combination of CCEA Past Papers? – state Y/N (include Years & Units covered)
- Was the Mark Scheme used – state Y/N
- Is Hard Evidence available – state Y/N, Some
- What Levels of Control was used? – state High (H), Medium (M) or Limited (L) level of control.
- (See Pg 38 CCEA Guidance)
- Where Access Arrangements in place? - state Y/N

Please return to Mr Fitzpatrick by 2pm on Wednesday 31st March. Thank you.

Heads of Department will be responsible for ensuring that a Head of Department Checklist is completed for each qualification that they are submitting.

Head of Department Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

Centre Name:	
Centre Number:	
Specification Title/Code:	
Level:	

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, for review.	
2. The evidence has been authenticated as the candidates' own work.	
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	
Provide detail and justification where you have indicated 'N' to any of the above:	
Head of Department:	
Signature:	Date:

Heads of Department are responsible for completing the Departmental Assessment Evidence Grid (one per qualification) for their overall cohort at GCSE, AS and A2 level (see overleaf).

Departmental Assessment Evidence Grid

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

Indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control](#) is provided.

			Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
Type of Assessment							
Level of Control H, M, L							
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
<p>If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:</p> 							
Head of Department:							
Signature:						Date:	

Heads of Department are responsible for providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.

Heads of Department are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Days.

Heads of Department must arrange for the secure storage of 'pupil assessment folders', and must also notify **Senior Leaders/Lead Assessors** where these folders are stored.

Class Teachers are responsible for ensuring that 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.

Class Teachers must collate the assessment evidence in a 'pupil assessment folder' and leave this with their **Head of Department** for secure storage. Please note, CCEA will seek three pieces of evidence during the external moderation process.

Class Teachers must ensure they have sufficient evidence to support Centre Determined Grades for each candidate they have entered for a qualification.

Class Teachers 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.

Class Teachers must complete the Candidate Assessment Record (see overleaf), where required, 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. Please note that this no longer has to be completed for every candidate as was originally suggested in the CCEA publication on 5th March.

Class Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.

Class Teachers must securely store and be able to retrieve evidence to support their decisions. Please note, evidence will be required by CCEA within a 48 hour timescale.

The knowledge, expertise and professionalism of the staff of St Patrick's College, Ballymena is central to determining Centre Determined Grades.

Candidate Assessment Record

This must be completed by the subject teacher – one per candidate for each qualification.

Candidate Name:	
Candidate Number:	
Centre Name:	
Centre Number:	

Select Level:	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context		Y/N
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?		
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?		
If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):		

Section 2: Access Arrangements and Special Consideration		Y/N
Is the candidate entitled to access arrangements?		
Were the approved access arrangements in place during the assessments used in candidate evidence?		
Please provide details:		
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .		Tariff
Reason for Special Consideration tariff:		

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of Assessment	Mark %	Grade
Assessment 1			
Assessment 2			
Assessment 3			

Overall Grade Awarded	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

Training, Support and Guidance

St Patrick's College, Ballymena will engage fully with all training and support that CCEA has 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 **Senior Leaders/Lead Assessors** through the CIEA.

Senior Leaders/Lead Assessors will disseminate this training to all teachers involved in producing Centre Determined Grades.

Heads of Department will attend any available CCEA webinars or training programmes from 19th March, and will also familiarise themselves with subject-specific guidance issued by CCEA, which they will make available to **Class Teachers** in their Departments.

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.

Mr Fitzpatrick and Mr McGuckin should be notified if no one from a department has been able to attend support meetings and Mr Fitzpatrick and Mr McGuckin will consider how this is addressed.

Appropriate Evidence

St Patrick's College, Ballymena will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

- CCEA assessment resources for 2021
- CCEA past papers
- Marks/grades already achieved in CCEA modular examinations or completed portfolios
- Mock examinations, which relate to the CCEA specification
- Tracking Assessments in Year 14
- Tracking Assessments in Year 13 (for AS students)
- Tracking Assessments in Year 12
- Tracking Assessments in Year 13 (for A2 students)
- Tracking Assessments in Year 11 (for Year 12 students)
- Coursework or controlled assessments, even where not completed – if applicable to the subject (this may include the production of practical assessments in subjects including – but not limited to – GCSE Art & Design, GCSE Construction, GCSE Home Economics [Food Technology], GCSE Science) and GCE Performing Arts
- Class tests
- Homeworks* (only where deemed suitable and necessary)
- Remote assessments* (only where deemed suitable and necessary)

In the event of some of the above evidence not being available for individual candidates, then alternative evidence should be proposed by individual teachers, in consultation with their Head of Department and Senior Leaders/Lead Assessors. The weighting of such alternative evidence will also need approval.

In relation to school refusers, School Aged Mothers, they will be encouraged, where feasible, to return to school to complete assessments between 19th April and 14th May. In the event of not having sat Tracking Assessments earlier in the current year, these pupils will be afforded the opportunity to sit further assessments, in order to achieve the three pieces of evidence required by CCEA. Should any student who is a school refuser or SAM not return to school, they will be given the opportunity to sit assessments

remotely and weightings adjusted accordingly to reflect lesser levels of control. The Head of Pastoral Care, SENCO and relevant Year Heads will manage the remote assessment process, should it be necessary.

St Patrick's College, Ballymena will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre (last updated at time of writing 15th March 2021)**.

St Patrick's College, Ballymena 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.

Where applicable, St Patrick's College, Ballymena is taking account of disruption that candidates have faced to their learning, as a result of Covid-19, by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre.

Candidates will be made aware of the evidence that will be used in determining their grades, via communication with pupils and parents. Candidates will be made aware of their attainment in remaining assessments, but their Centre Determined Grades will not be disclosed, and there will not be an opportunity for candidates to re-sit their assessment if dissatisfied with their attainment.

Centre Determined Grades

Each department in St Patrick's College, Ballymena 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, **Class 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
- the weighting of each component/unit and the type of assessment. Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk.

All **Class Teachers** will complete the Candidate Assessment Record, where required, and will forward to their **Head of Department**. In the case of students for whom a Candidate Assessment Record is not required, it is the responsibility of the **Class Teacher** to hold on record the information necessary for the completion of Candidate Assessment Records.

All **Class Teachers** are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA 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.

Internal Standardisation and Moderation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation and moderation and for the **Head of Department** to lead on this.

The purpose of internal standardisation is to provide Class 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 and is in line with normal procedures outlined on pages 29-32 of our Examinations Policies document.

Internal standardisation and moderation should include agreement on what constitutes top, middle and bottom samples, cross-checking of marking across the full range of marks and include candidates from each class.

As a result of the internal standardisation process, it may be necessary for a **Class Teacher** or the **Head of Department** to adjust the original decision:

- to match the standards as established and understood in the guidance provided
- 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**. They should complete the relevant checklist (see page 5), which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

St Patrick's College, Ballymena undertakes to have a consistent approach across departments/subjects, and this involves the following actions:

- **Senior Leaders/Lead Assessors** will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified.
- **Senior Leaders/Lead Assessors** will consider unexplained grade profiles (ie, a pupil attaining A grades in the majority of their subjects, but a marked decrease in another) and this may result in a review of the evidence used or re-marking.
- A record of amended decisions will be retained by **Senior Leaders/Lead Assessors**.
- The whole-school moderation exercise will include professional discussions with **Heads of Department**.
- **Senior Leaders/Lead 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 and Special Consideration

SENCO will ensure access and special consideration arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements.

Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.

Arrangements and recording of any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments, should also be included on the relevant CCEA documentation.

Please note, special consideration should not, as with in any year, be applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the flexibility afforded to the centre in the assessment arrangements used and in the content that will be assessed.

Centre Determined Grades are based on the evidence produced by the candidate. For example: <https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>

Bias and Discrimination

St Patrick's College, Ballymena will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders/Lead 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 **Class Teachers** and **Heads of Department** maintain 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 line with the school's ICT Policy, as laid out in our Examinations Policies document.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

The following CCEA documentation must be fully and accurately completed and retained securely by the **Examinations Officers**:

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

Confidentiality

St Patrick's College, Ballymena 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 CCEA requirements.

Malpractice/Maladministration

St Patrick's College, Ballymena will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA 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 CCEA, 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

For subjects where entries have been made for private candidates, this centre will ensure that we have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at St Patrick's College, Ballymena.

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, following the requirements set out in **CCEA's Alternative Arrangements – Process for Heads of Centre** document issued in March 2021.

St Patrick's College, Ballymena will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

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.

St Patrick's College, Ballymena's internal appeals procedure is available for staff, candidates and parents on the centre website at www.stpatricksballymena.com . It 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 timebound 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.

Complaints Procedure

St Patrick's College, Ballymena's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at www.stpatricksballymena.com .

Requirements as a JCQ Registered Centre

St Patrick's College, Ballymena 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.

Associated/Related Centre Documents

St Patrick's College, Ballymena Examinations Policies
St Patrick's College, Ballymena Complaints Policy