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For use by exams office staff

GCSE controlled assessments

Risk management process

This editable template examines potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions. We hope it will provide a useful starting point for exams office staff when discussing with colleagues risks and issues that might apply to their centre.

Using the risk management process template

The list of possible risks and issues featured in this template is purely illustrative for an individual centre to consider and adapt to their own needs. There are blank rows under each heading for you to fill in.

A blank column entitled 'Staff' has been included on the template so centres can list the person (or role):

- **responsible** for the risk/issue;
- **accountable** for the risk/issue;
- who should be **consulted** about this risk/issue;
- who should be **informed** if the risk/issue arises;

Any adapted list of risks and issues should be reviewed and approved by appropriate members of the senior leadership team. This will ensure that it is fit for purpose and compatible with the existing policies and procedures of the centre. The review should be repeated at regular intervals and kept up to date.

Please note: the above guidance is not part of the template and must not be altered.

Annex 1: GCSE Controlled Assessment – Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------|
| | Forward planning | Action | |
| Timetabling | | | |
| Controlled assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. at the start of the academic year) | Plan dates in consultation with school calendar – negotiate with other parties | Director of Study SLT Teaching Staff Catherine Hon |
| Too many controlled assessments close together across GCSE subjects | Plan controlled assessments so they are spaced over the duration of the course | Space controlled assessments to allow candidates some time between them | Director of Study SLT Teaching Staff Catherine Hon |
| | | | |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments | Use more than one classroom or multiple sittings where necessary | Teaching Staff Catherine Hon |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | Director of Study Teaching Staff Catherine Hon |

Annex 1: GCSE Controlled Assessment – Risk Management Process

| | | | Christine Kay (SEN) |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Example risks and issues | Possible remedial action | | Staff |
| | Forward planning | Action | |
| Downloading awarding body set tasks | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | Director of Study (Asst. DoS) IT Support Staff |
| Teaching staff unable to access task details | Test secure access rights ahead of controlled assessment schedule every year and every session | Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule | Sue Wordsworth |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Contact awarding body and ask for replacement task; download again | Director of Study (Asst. DoS) Sue Wordsworth |
| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | Director of Study (Asst. DoS) Teaching Staff |

Annex 1: GCSE Controlled Assessment – Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| | Forward planning | Action | |
| Control levels for task taking | | | |
| The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | Director of Study (Asst. DoS) Teaching Staff |
| | | | |
| Supervision | | | |
| Student study diary/plan not provided or completed* | Ensure teaching staff are aware of the need for study diary/plans to be completed early in course | Ensure candidates start, continue and complete study diary/plans that are signed after every session | Director of Study (Asst. DoS) Teaching Staff |
| Teaching staff do not understand that the supervision of controlled assessments is their responsibility | Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments | | Director of Study (Asst. DoS) Teaching Staff |
| A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising | A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification | | Teaching Staff / Director of Study to inform Sue Wordsworth of need before starting CA |

Annex 1: GCSE Controlled Assessment – Risk Management Process

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

| Example risks and issues | Possible remedial action | | Staff |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------|
| | Forward planning | Action | |
| Task setting | | | |
| Teaching staff fail to correctly set tasks | Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification** | Seek guidance from the awarding body | Director of Study (Asst. DoS) Teaching Staff |
| Assessments have not been moderated in line with the awarding body's specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | Director of Study (Asst. DoS) Teaching Staff |
| | | | |
| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff fully understand the importance of task security | Contact the awarding body to request/obtain different assessment tasks | Director of Study Sue Wordsworth |
| Candidates' work not kept secure during or after assessment | Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary | Seek guidance from the awarding body | Director of Study |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | Director of Study |

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Annex 1: GCSE Controlled Assessment – Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| | Forward planning | Action | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines and the penalties for not meeting them | Mark what candidates have produced by the deadline Seek guidance from awarding body on further action | Teaching Staff |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines) | Seek guidance from awarding body | Director of Study (Asst. DoS) Teaching Staff |
| | | | |
| Authentication | | | |
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking | Find candidate and ensure authentication form is signed | Teaching Staff |
| Teaching staff fail to complete authentication forms or leave before completing the authentication process | Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature | Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked | Director of Study (Asst. DoS) |

Annex 1: GCSE Controlled Assessment – Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------|
| | Forward planning | Action | |
| Marking | | | |
| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase | Arrange for re-marking Consult the awarding body's specification for appropriate procedures | Director of Study (Asst. DoS) |
| Centre does not run the standardisation activity as required by the awarding body | Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted | Check with the awarding body whether a later standardisation event can be arranged | Director of Study |