RESILIENCE AND CONTINGENCY ARRANGEMENTS CHECKLIST

| **Resilience arrangements** | | | |
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| Requirement | Staff responsibility / involvement  (e.g. senior leader, exams officer, exams office staff, teaching staff, etc.) | Confirmation requirement met **✓** | Notes (as applicable) |
| Familiar with the regulator’s guidance on ensuring resilience in the qualifications system | RESILIENCE AND CONTINGENCY ARRANGEMENTS CHECKLIST TEMPLATE  Delete this text box when the information contained below is understood  This template is provided as a good practice example **only** and can be customised for use in centres.  This checklist details the resilience and contingency measures as set in sections 3.16-3.19 of the JCQ *General Regulations for Approved Centres* publication.  Centres engaging in qualifications as set out in section 1.6 of this publication must ensure that these resilience and contingency measures are met.  The head of centre/senior leader with overall responsibility for examinations/assessments should confirm completion of/adherence to each area within the checklist.  Although an exams officer may support with the compliance of these resilience and contingency measures, it is the responsibility of the head of centre/senior leader with overall responsibility to ensure that their centre is complying with these JCQ regulations and that measures are reviewed and updated on an annual basis.  **How to complete the checklist**   * Record the names and/or job titles of those staff with responsibility for/involved in a particular area/process * **✓** to confirm where a requirement is met * Record notes (as applicable), for example, to describe how a process works or to insert a link to relevant other documentation or further information |  | [Insert, as applicable the link to the relevant jurisdiction’s guidance - (England) [Ofqual](https://www.gov.uk/government/publications/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system) - (Wales) [Qualifications Wales](https://qualificationswales.org/information-support/educators-centres/information-for-centres/guidance-contingency-plans-to-enable-you-to-run-your-exam-series-smoothly/) - (Northern Ireland) [CCEA Regulation](https://ccea.org.uk/downloads/docs/regulation-asset/Information%20for%20Awarding%20Organisations/Resilience%20Guidance%20for%20General%20Qualifications%20-%20June%202024.pdf)] |
| A process is in place for gathering evidence of candidate performance in line with the published guidance |  |  |  |

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| **Contingency arrangements** | | | |
| Requirement | Staff responsibility / involvement  (e.g. senior leader, exams officer, exams office staff, teaching staff, etc.) | Confirmation requirement met **✓** | Notes (as applicable) |
| At least one senior member of staff (senior designated contact) is available to manage emergency requests from awarding bodies that are results related during the summer holidays |  |  |  |
| Candidates’ work is backed-up and consideration has been given to the contingency of candidates’ work being backed-up on two separate devices, including one off-site back-up |  |  |  |
| Appropriate security arrangements are in place which protect candidates’ work in the event of IT system corruption and cyber-attacks |  |  |  |
| A written, up to date, contingency plan is in place which covers all aspects of examination/assessment administration and delivery |  |  |  |
| Robust contingency arrangements are in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates |  |  |  |
| The plan covers multiple scenarios, including the following: | | | |
| * The absence of the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo/ALNCo, examinations officer or any other key staff essential to the examination process at a critical stage of the examination cycle |  |  |  |
| * The potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable |  |  |  |
| * Potential issues with the centre’s IT systems |  |  |  |
| * The identification of an alternative site if examinations cannot be conducted at the registered address [**Note** and **delete** when understood: Larger centres may require more than one potential alternative site or different sites for different Year Groups] |  |  |  |