

## Examinations and other assessment held around the world in different time-zones

### Policy

It is the responsibility of Schools to decide upon the most appropriate type of assessment and to risk assess these, classifying under one of two headings:

'Some or considerable advantage'      Where advance knowledge of assessment content would give some or considerable advantage to students possessing such knowledge.

'No advantage'      Where advance knowledge of assessment content would give no advantage to students possessing such knowledge.

Where advance knowledge of assessment content (e.g. examination questions) would give some or considerable advantage to students possessing such knowledge:

- Identical examinations / assessments *must* be held at the same Greenwich Mean Time (GMT) worldwide. Where this is not possible different examinations / assessments must be set. Where different examinations / assessments are set, a robust moderation process must be followed to ensure equivalence and consistency of quality and standards.

Where advance knowledge of assessment content (e.g. examination questions) would give no advantage to students possessing such knowledge:

- Identical examinations / assessments *may* be held at different times (GMT), normally within a single 24 hour period. Robust processes must be put in place to monitor and manage the conduct of the assessments to ensure their integrity is not compromised.

For all examinations, question papers must be collected in at the end of the examination; no papers should be allowed to be taken out of the examination venue.

Monitoring and approval of processes in place for reaching judgements on assessment advantage, along with arrangements for managing assessment across time zones, will take place through the Internal Audit process.

### Procedures

The procedures which underpin the implementation of the above Policy fall into two separate stages, as outlined below.

#### Stage 1

The School will:

- i. make a judgement based on the type of assessment, format and content, and the extent to which prior sight would advantage one group of students over another;
- ii. decide upon the appropriate risk: either 'some or considerable advantage' or 'no advantage';
- iii. in light of these decisions, put in place processes to monitor and manage the conduct of examinations or other forms of assessment.

#### Stage 2

The Internal Audit Team will:

- i. consider the steps taken by Schools, ie the risk assessment and measures taken to minimise and manage risk;
- ii. consider the processes in place to monitor and manage the conduct of examinations or other forms of assessment;
- iii. make an approval decision, in relation to the School's risk assessment processes and arrangements for managing the assessments.