

## Exams key terms glossary 2017/18

This regularly updated glossary is provided to support exams officers by explaining or defining common exams-related terms and acronyms.

*Some data terminology (where there may be some crossover with the exams process) is also included*

Key term/acronym	Description/Definition
<b>9-1</b>	Describes the grading system for the new reformed GCSEs. (See <a href="#">Grading new GCSEs from 2017</a> ) See <b>GCSE</b>
<b>A Level</b>	A GCE qualification. The main general qualification for key stage 5 (Years 12 & 13); currently subject to <a href="#">reform</a> . Legacy AS and A Levels are unitised qualifications and are assessed by <b>AS</b> and <b>A2</b> units. Reformed AS and A Levels are linear qualifications. The reformed AS qualifications are stand-alone qualifications. The AS will not count towards the final grade of the A Level. See <b>GCE; GQs; Key stage 5; A2; AS Level; Legacy qualification; Unitised assessment; Linear assessment</b>
<b>A2</b>	Units of legacy A Level qualifications – normally taken at the end of Year 13. See <b>A Level; Legacy qualification</b>
<b>A2C</b>	From September 2012 in phase 1 of the JCQ A2C programme, the A2C Migration application replaced the old EDI VAN carrier system, allowing centres to send and receive data to and from awarding bodies by a free EDI process. <a href="http://a2c.jcq.org.uk/">http://a2c.jcq.org.uk/</a> . Phase 2 of the programme, being piloted from September 2015 will see an Integrated transport replace the A2C Migration system (see <a href="#">When?</a> ). Some JCQ awarding organisations will continue to use EDI (through the A2C migration system) for General Qualifications (GCSE and GCE); there is therefore currently no defined cut off for EDI. See <b>EDI</b> New terminology will be used; guidance and definitions should be provided by A2C compliant MIS providers and awarding organisations. Examples and a general outline are given below.
<b>A2C (Assessable)</b>	Any component of a qualification that contributes to the final overall grade.
<b>A2C (Attendance)</b>	Absences from exams reported to the awarding organisation.
<b>A2C (Awards)</b>	Awards for qualifications for learners to be claimed from the awarding organisation.
<b>A2C (Centre Assessed Outcome)</b>	Internal assessment marks (and estimated grades where required) to be submitted to the awarding organisation.
<b>A2C (Instance product catalogue)</b>	One of the two sections that make up the product catalogue providing exam/assessment dates, key dates, fee information and identifies learner information to be provided to make an order.
<b>A2C (Order)</b>	Entries; registrations; enrolments to be submitted to the awarding organisation.

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<b>A2C (Outcome)</b>	Results issued by the awarding organisation to the centre.
<b>A2C (Party ID)</b>	Identifiers for all parties involved in the exam process, for example centre number, awarding organisation identifier; candidate identifiers (candidate number; UCI; ULN etc.).
<b>A2C (Polling)</b>	An automated process that will send/receive information between centres and awarding organisations.
<b>A2C (Product catalogue)</b>	Data on qualifications offered across all A2C compliant awarding organisations (previously known as basedata).
<b>A2C (QE)</b>	Qualification elements. The component parts of a qualification.
<b>A2C (Static product catalogue)</b>	One of the two sections that make up the product catalogue providing details of the assessment model for each qualification.
<b>AAO</b>	<p><a href="#">Access Arrangements Online</a>. A tool used to submit access arrangement applications for approval and to order modified papers for the qualifications below:</p> <p>GCSE, GCE, AQA Applied General qualifications, AQA Level 1, Level 2 and Level 3 Technical qualifications, Cambridge Nationals, Cambridge Technicals, OCR Level 3 Certificates, BTEC Firsts, BTEC Nationals</p> <p>See <b>Access arrangements; Modified paper</b></p>
<b>Access arrangements</b>	<p><i>Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.</i></p> <p><i>Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.</i></p> <p>(Taken directly from JCQ website <a href="http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration">www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration</a> <b>An Overview</b>)</p> <p>See <b>Reasonable adjustments</b></p> <p><i>'Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments General and Vocational Qualifications'</i> - a JCQ publication (the orange book) updated each academic year</p> <p><a href="http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance">www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance</a></p>
<b>Aggregation</b>	See <b>Cash-in code</b>
<b>Alis</b>	Advanced Level Information System. See <b>CEM</b>
<b>Amendment</b>	A term used in relation to candidate entries – making a change to an existing entry for a candidate in an awarding body's entry system.
<b>Amendment file</b>	An electronic file of amendments (changes) to an original entry file sent to an awarding body via A2C. See <b>Amendment; Entry file; A2C</b>
<b>Appeals</b>	A post-results service made available where dissatisfied with the outcome of an enquiry

Key term/acronym	Description/Definition
	about results. See <b>PRS</b>
<b>AQA</b>	An awarding body/organisation. A JCQ <sup>CIC</sup> member. <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> (Assessment and Qualifications Alliance now simply known as AQA)
<b>AS Level</b>	A GCE qualification normally studied during Year 12; currently subject to <b>reform</b> Legacy AS levels are assessed by AS units. AS units also contribute to the achievement of legacy A Level qualifications. Reformed AS and A Levels are linear qualifications. The reformed AS qualifications are stand-alone qualifications. The AS will not count towards the final grade of the A Level. See <b>GCE; Year 12; Legacy qualification; Unitised assessment; A Level; Linear assessment</b>
<b>ASP</b>	Analyse School Performance. This service is available through DfE's 'Secure Access'. See <b>Secure Access</b>
<b>ATS</b>	Access to Scripts. A post-results service provided by awarding bodies, where marked scripts can be requested by candidates/centres. See <b>PRS</b>
<b>Attainment 8</b>	A headline measure of the secondary school accountability system. <i>Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.</i> (Taken directly from the DfE publication <i>Progress 8 and Attainment 8</i> <a href="http://www.gov.uk/government/publications/progress-8-school-performance-measure">www.gov.uk/government/publications/progress-8-school-performance-measure</a> ) See <b>Progress 8; EBacc</b>
<b>Aural (exam)</b>	A listening assessment.
<b>Basedata</b>	Electronic datafiles containing exams information (including specification codes, entry codes, timetable and fee information) particular to an exam series. Provided by awarding bodies for centres to download into the exams administration module within their MIS for creating entry files and completing subsequent exams administration and organisation tasks. See <b>MIS; Entry file</b>
<b>Cambridge Assessment International Education</b>	An international awarding body/organisation. <a href="http://www.cambridgeinternational.org/">www.cambridgeinternational.org/</a>
<b>Candidate authentication/declaration</b>	Where a candidate signs to confirm that work submitted for final assessment is their own unaided work.
<b>Candidate number</b>	A four-digit identifier allocated to exam candidates; generated by the exam centre.

Key term/acronym	Description/Definition
<b>Candidate record form</b>	A form recording the work completed by a candidate (non-examination assessment). See <b>Non-examination assessment</b>
<b>Candidate statement of entry</b>	A statement for an individual candidate confirming personal details and exam entry information.
<b>Candidate statement of provisional results</b>	A statement of exam results for an individual candidate. Deemed provisional until after the deadline for enquiries about results. Certificates when issued confirm the candidate's final results. See <b>EAR</b>
<b>Carried forward marks</b>	Marks awarded for a unit of a qualification in one exam series and carried forward to a subsequent series, where this is allowed by the qualification. See <b>Unitised assessment</b>
<b>Cash-in code</b>	An entry code (or trigger) which informs the awarding body that the marks for individual units should be combined to give an overall grade for the qualification. Also referred to as aggregation, certification, subject award or cashing-in. See <b>Unit; Certification</b>
<b>CATs</b>	Cognitive Abilities Tests. These tests are designed to assess a students' ability in three areas: verbal, quantitative and non-verbal and used by many schools to stream classes in Year 7. See <b>Year 7</b>
<b>CEM</b>	Centre for Evaluation and Monitoring. <a href="http://www.cem.org/">www.cem.org/</a>
<b>CEM IBE</b>	<i>The CEM IBE assessment is a post-16 assessment system designed for schools and colleges following the IB Diploma programme. It provides an individualised learner profile, comprising baseline measures and predictive information to ensure learners maximise their potential.</i> (Taken directly from CEM website <a href="http://www.cem.org/cem-ibe">www.cem.org/cem-ibe</a> ) See <b>CEM</b>
<b>Centre</b>	<i>An examination or assessment centre (the centre) is approved and registered by one or more of the awarding bodies for the registration or entry of candidates to its examinations/assessments and for the conduct of those examinations/assessments.</i> <i>A centre may be:</i> <ul style="list-style-type: none"> <li>• a school/college or other educational establishment; or</li> <li>• a training organisation or small company.</li> </ul> (Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 1</a> )
<b>Centre Number</b>	A 5-digit identifier allocated to a centre on centre approval to offer qualifications. See <b>NCNR</b>
<b>Certification</b>	Where a final grade is awarded for a qualification.
<b>CCEA</b>	Council for the Curriculum, Examinations and Assessment. <i>CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment</i> <a href="http://ccea.org.uk/about-us/what-we-do">http://ccea.org.uk/about-us/what-we-do</a> CCEA manages and maintains the curriculum in Northern Ireland.

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	CCEA is also an awarding body/organisation. A JCQ <sup>CIC</sup> member. <a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a>
<b>CIE</b>	See <b>Cambridge Assessment International Education</b> .
<b>Classification code</b>	See <b>Discount code</b>
<b>Clerical re-check</b>	<i>This is a re-check of all clerical procedures leading to the issue of a result.</i> (Taken directly from JCQ <a href="#">Post-Results Services</a> June 2017 and November 2017 – <b>Section 4</b> ) See <b>EAR</b>
<b>COLLECT</b>	Collections Online - Learners, Education, Children and Teachers. The DfE's data collection and management system. <a href="http://www.gov.uk/government/publications/collect-guides-for-schools-and-local-authorities">www.gov.uk/government/publications/collect-guides-for-schools-and-local-authorities</a> See <b>DfE; Secure Access</b>
<b>Common exam timetable</b>	<i>The FSMQ, GCE and GCSE awarding bodies produce common timetables, covering all subjects, for the benefit of both candidates and centres. The common timetable is designed to act in the best interests of the majority of candidates.</i> <i>Common timetables are constructed for the November GCSE examination series and the June FSMQ, GCE and GCSE examination series.</i> (Taken directly from JCQ ' <a href="#">Construction of the common timetable - FSMQ, GCE and GCSE qualifications</a> )
<b>Complaints and appeals procedure</b>	<b>Centres must ...draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.</b> (Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 5</a> )
<b>Component</b>	An element of a linear qualification that is assessed and given a mark. Marks for all components of the qualification are amalgamated into one overall grade for the whole qualification. See <b>Linear qualification</b>
<b>Consortium</b>	A group of centres working together to offer/deliver a qualification (under joint teaching arrangements). See <b>Centre</b>
<b>Controlled assessment</b>	An internally assessed component of legacy GCSE (and CCEA GCSEs) qualifications taken under various levels of control. See <b>Internal assessment; Legacy qualification; GCSE</b>
<b>Controlled assessment policy</b>	This policy now only applies to centres completing the delivery of legacy GCSEs and to CCEA GCSE centres. A centre must ...have in place and be available for inspection purposes, a <b>written</b> policy with regard to the management of GCE and GCSE non-examination assessments; (For CCEA GCSE centres this would be a <b>written</b> controlled assessments policy.) (Taken directly from JCQ 2017/18 <a href="#">General Regulations for Approved Centres Section 5</a> )
<b>Coursework</b>	Normally an internally assessed component of legacy GCE unitised AS and A level, ELC and Project qualifications. See <b>Internal assessment; Legacy qualification; GCE</b>

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<b>CTF</b>	Common transfer format (file). Used to transmit pupil/student data electronically. See <b>S2S</b>
<b>DfE</b>	<i>The Department for Education is responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England. The department is also home to the Government Equalities Office. We work to provide children's services and education that ensure opportunity is equal for all, no matter what their background or family circumstances.</i> <i>DfE is a ministerial department, supported by 17 agencies and public bodies.</i> (Taken directly from <a href="http://www.gov.uk/government/organisations/department-for-education">www.gov.uk/government/organisations/department-for-education</a> )
<b>Disability policy</b>	<b>A centre must</b> <i>...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This <b>must</b> include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A <b>written</b> disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates <b>must</b> be available for inspection purposes.</i> (Taken directly from JCO <a href="#">General Regulations for Approved Centres Section 5</a> )
<b>Discount code</b>	<i>Discounting is an important part of the Department for Education's secondary school performance measures, defining when the performance points of a qualification are discounted against another so that only one qualification counts.</i> <i>The discounting system affects the calculation of performance measures for a school in the performance tables and on the Analyse School Performance (ASP) data release (previously RAISEonline). It does not alter the awards an individual pupil has achieved or limit the qualifications they can take...</i> <i>A qualification is assigned a discount code on the basis of the subject area it covers. The purpose of a discount code is to group qualifications with similar content together allowing comparisons to be made between qualifications with the same discount code.</i> Discounting guidance and information is provided by the Department for Education (DfE) <a href="http://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores">www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores</a> and the QAN website <a href="https://collectdata.education.gov.uk/qwsweb">https://collectdata.education.gov.uk/qwsweb</a> See <b>QAN code</b>
<b>EAR</b>	Enquiries about results. Clerical re-check, review of marking and review of moderation services provided by awarding body after the issue of results (post-results). See <b>PRS</b>
<b>EBacc</b>	English Baccalaureate. <i>The EBacc is a school performance measure. It shows how many pupils study the core academic subjects at key stage 4 in state-funded and independent schools...</i> (Taken directly from Policy paper here <a href="http://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc">www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc</a> )
<b>ECDL</b>	European Computer Driving Licence. IT qualifications offered by BCS, The Chartered Institute for IT (BCS [British Computer Society]). <a href="http://www.bcs.org/">www.bcs.org/</a>
<b>Edexcel</b>	See <b>Pearson</b>
<b>EDI</b>	Electronic data interchange. A format for exchanging data between centres and awarding bodies. See <b>A2C</b>
<b>Eduqas</b>	<i>Eduqas is WJEC's new brand offering Ofqual reformed qualifications to secondary schools and colleges.</i> (Taken directly from <a href="http://eduqas.co.uk/about-us/">http://eduqas.co.uk/about-us/</a> )

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	See <b>WJEC</b>
<b>EduBase</b>	See <b>Get information about schools</b>
<b>EFA</b>	Education and Funding Agency. Now closed. See <b>ESFA</b>
<b>ELC</b>	Entry Level Certificate. A qualification below level 1 (available at entry levels 1-3). See <b>Qualification level</b>
<b>Emergency evacuation procedure/ policy</b>	<i>You must have a written centre policy for dealing with an emergency evacuation of the examination room, which will be subject to inspection by the JCQ Centre Inspection Service.</i> (Taken directly from JCQ <a href="#">Instructions for conducting examinations Section 18</a> )
<b>Endorsement</b>	See <b>Practical Skills Endorsement for the A Level Sciences</b> and <b>Spoken Language Endorsement for GCSE English Language specifications designed for use in England</b>
<b>Entry code</b>	A code used to make an exam entry for a candidate with an awarding body and against which a result will be reported.
<b>Entry file</b>	An electronic file of final exam entries sent to an awarding body (only one entry file per exam series basedata set must be sent). See <b>A2C; Amendment file; Final entry; Exam series; Basedata</b>
<b>E0</b>	Examinations Officer. Normally responsible for the day-to-day management and administration of exams in a centre.
<b>EPQ</b>	Extended project qualification. A level 3 qualification. See <b>Project; Qualification level</b>
<b>EPRS</b>	Examination Procedure Review Service. A service provided by Ofqual where dissatisfied with the outcome of an awarding body stage 2 appeal following an EAR and stage 1 appeal. (See <a href="#">Appeal exam results: for schools, colleges and private candidates</a> ) See <b>EAR; Appeals</b>
<b>Erratum notice</b>	A notice sent to centres by awarding bodies where an error has been found or a change is required to a previously issued exam question paper prior to the date of the exam.
<b>ESFA</b>	<i>The Education and Skills Funding Agency (ESFA) brings together the existing responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA), creating a single funding agency accountable for funding education and training for children, young people and adults.</i> <i>ESFA is an executive agency, sponsored by the Department for Education.</i> (Taken directly from <a href="http://www.gov.uk/government/organisations/education-and-skills-funding-agency">www.gov.uk/government/organisations/education-and-skills-funding-agency</a> )
<b>Estimated entry</b>	An early indication of the number of candidates likely to be entered for subjects of qualifications in future exam series'.
<b>Examination contingency plan/ examinations policy</b>	<i>It is the responsibility of the head of centre to ensure that his/her centre...has in place 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 staff absence. The examination contingency plan must be readily available for inspection purposes;</i>

Key term/acronym	Description/Definition
	<i>(The examination contingency plan should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.)</i> (Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 5</a> )
<b>Exam cycle</b>	Generally describes the exams management and administration processes that take place before, during and after exams/assessments (relating to each exam series). See <b>Exam series</b>
<b>Exam series</b>	A group of exams/assessments held in a specific period; normally described by month and year.
<b>Exam session</b>	The period when exams/assessments are taken on a particular day (morning or afternoon).
<b>Exam timetable</b>	Information provided by awarding bodies showing date, session and duration of timetabled exams (normally grouped by exam series). See <b>Final timetable; Provisional timetable; Exam series; Common exam timetable</b> <a href="#">Exams Timetable Tool</a> – an online resource provided by <i>The Exams Office</i>
<b>Exams policy</b>	See <b>Examination contingency plan/examinations policy</b>
<b>External assessment</b>	Components/units of a qualification that are taken as a timetabled exam/assessment that is set and marked (assessed) by the awarding body. See <b>Component; Unit</b>
<b>External/private candidate</b>	A candidate who is not on the roll of a centre, but is entered by and sitting exams at that centre. <b>Ofqual</b> , the qualifications regulator for England, defines a private candidate as “ <i>a candidate who pursues a course of study independently but makes an entry and takes an examination at an approved examination centre</i> ”.
<b>External exams</b>	Exams (and assessments) which are set and marked by awarding bodies and must be conducted according to awarding body/JCQ instructions. See <b>ICE</b>
<b>EYFS</b>	Early years foundation stage - a stage of the national curriculum for children aged 3-4 and 4-5 (Reception year) See <b>Key stage; National curriculum</b>
<b>FAB</b>	Federation of Awarding Bodies. The trade association for professional and technical awarding organisations. <a href="http://www.awarding.org.uk">www.awarding.org.uk</a>
<b>FHEQ</b>	Framework for Higher Education Qualifications. See <b>RQF</b>
<b>Final entry</b>	Information provided to awarding bodies by centres confirming candidate data and details of exams/assessments they will be taking in an exam series.
<b>Final timetable</b>	Timetable of exams after all amendments have been agreed by the awarding body. See <b>Exam timetable</b>

Key term/acronym	Description/Definition
<b>FSMQ</b>	<p>Free Standing Maths Qualification. Level 1 (Foundation), level 2 (Higher) and level 3 (Advanced) qualifications.</p> <p><i>FSMQs are part of the National Qualifications Framework in England and are used outside the traditional GCSEs, AS and A levels (hence the Free-Standing). FSMQs are available at three levels and are offered by two awarding bodies, AQA and OCR. A typical FSMQ requires 60 guided learning hours.</i> (Taken directly from <a href="http://www.nuffieldfoundation.org/nuffield-mathematics/using-nuffield-mathematics-resources-fsmqs">www.nuffieldfoundation.org/nuffield-mathematics/using-nuffield-mathematics-resources-fsmqs</a>)</p> <p>See <b>Qualification level</b></p>
<b>Functional Skills (FS)</b>	<p>Qualifications available in English, Maths and ICT. Entry level, level 1 and level 2 qualifications.</p> <p>See <b>ICT; Qualification level</b></p>
<b>GCE</b>	<p>General Certificate of Education. Level 3 qualifications. These are AS and A level qualifications.</p> <p>See <b>Qualification level; AS Level; A Level</b></p>
<b>GCSE</b>	<p>General Certificate of Secondary Education. Level 1/2 qualifications. The main general qualification for Key Stage 4 (Years 10 &amp; 11); currently subject to <a href="#">reform</a>.</p> <p>Legacy GCSEs are graded A*-G. The new reformed GCSEs are graded 9-1.</p> <p>See <b>GQs; Key stage 4; Year 10; Year 11; Legacy qualification; 9-1</b></p>
<b>Get information about schools</b>	<p><i>Educational professionals can search for and update establishment details using this service, previously called Edubase.</i></p> <p><i>This service replaces the Edubase service for educational professionals in England. Parents and guardians should use the <a href="#">find and compare service</a> to check the performance of schools for their children...</i></p> <p><i>There are different registers for <a href="#">Northern Ireland</a>, <a href="#">Scotland</a> and <a href="#">Wales</a>. Some Welsh information is included in this service.</i> (Taken directly from <a href="https://www.gov.uk/guidance/get-information-about-schools">https://www.gov.uk/guidance/get-information-about-schools</a>)</p>
<b>GLH</b>	<p>Guided Learning Hours.</p> <p>See <b>TQT</b></p>
<b>GQs</b>	<p>General qualifications. Generally academic qualifications offered by JCQ member awarding bodies.</p>
<b>General Regulations for Approved Centres</b>	<p>A JCQ publication updated each academic year. <a href="http://www.jcq.org.uk/exams-office/general-regulations">www.jcq.org.uk/exams-office/general-regulations</a></p>
<b>Head of centre</b>	<p><i>The head of centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to awarding body and JCQ instructions, and the qualification specifications issued by the awarding bodies.</i></p> <p><i>The head of centre may not appoint themselves as the examinations officer.</i> (Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 1</a>)</p>
<b>HOD</b>	<p>Head of department.</p>
<b>HOF</b>	<p>Head of faculty.</p>
<b>HOY</b>	<p>Head of year.</p>

Key term/acronym	Description/Definition
<b>IAP</b>	<p>Internal appeals procedures. A centre must...<i>have in place and be readily available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates...</i></p> <p>...<i>have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal...</i></p> <p>(Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 5</a>)</p>
<b>IB</b>	International Baccalaureate. International qualifications overseen by the International Baccalaureate Organisation (IBO) in Switzerland. <a href="http://www.ibo.org/">www.ibo.org/</a>
<b>ICE</b>	Instructions for Conducting Examinations. A JCQ publication (the yellow book) updated each academic year. <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a>
<b>ICT</b>	Information and communications technology.
<b>IGCSE</b>	<p>International GCSE Level 1/2 qualifications. An international qualification normally for 14 to 16 year olds.</p> <p>® IGCSE is a registered trademark – see Cambridge IGCSE. <a href="http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/">www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/</a></p>
<b>Internal appeals procedure</b>	See <b>IAP</b>
<b>Internal assessment</b>	<p>Components/units of a qualification that are marked (assessed) by teachers in centres and teacher marks and a sample of candidates' work externally moderated by the awarding body</p> <p>See <b>Component; Unit; Moderation; Internal verification</b></p>
<b>Internal candidate</b>	A candidate who is on a centre's roll (enrolled at the centre).
<b>Internal exams</b>	<p>Exams which are set and marked within the centre; normally a pre-cursor to external exams.</p> <p>See <b>PPEs; Mocks; External exams</b></p>
<b>Internal verification</b>	<p>Quality assurance processes conducted by centres to ensure consistency of marking regardless of the subject/teacher conducting and marking internal assessments.</p> <p>See <b>Internal assessment</b></p>
<b>IT</b>	Information technology.
<b>JCQ</b>	<p>The Joint Council for Qualifications<sup>CIC</sup> is a membership organisation comprising the seven largest providers of qualifications in the UK. A list of its members can be found <a href="#">here</a>.</p> <p>The JCQ<sup>CIC</sup> provides a single voice for its members on issues of examination administration and, when appropriate, qualification and wider education policy. Our core aims can be found <a href="#">here</a>.</p> <p>(Taken directly from <a href="http://www.jcq.org.uk/about-us">www.jcq.org.uk/about-us</a>)</p>
<b>JCQ Centre Inspection Service</b>	A service undertaking the inspection of centres delivering JCQ member awarding body exams and assessments. Administered by AQA on behalf of the JCQ <sup>CIC</sup> member awarding

Key term/acronym	Description/Definition
	bodies.
<b>Key date(s)</b>	Exam administration dates provided to centres by awarding bodies. <i>'Key dates in the examination cycle'</i> – a document provided by JCQ <sup>CIC</sup> providing “The ‘need to know’ dates for the academic year .... for the main examination series of GCSE, GCE and Project qualifications which are common to all of the JCQ awarding bodies. (Taken directly from JCQ <a href="#">Key dates in the examination cycle</a> ) <a href="#">Key dates calendar tool</a> – an online resource provided by <i>The Exams Office</i> .
<b>Key stage</b>	The term used to describe blocks of school years by age on the national curriculum See <b>National curriculum</b>
<b>Key stage 1</b>	A stage of the national curriculum for pupils aged 5-7 (Years 1 and 2)
<b>Key stage 2</b>	A stage of the national curriculum for pupils aged 7-11 (Years 3-6)
<b>Key stage 3</b>	A stage of the national curriculum for pupils aged 11-14 (Years 7-9)
<b>Key stage 4</b>	A stage of the national curriculum for pupils aged 14-16 (Years 10 and 11)
<b>Key stage 5</b>	A stage of the post-16 curriculum (Years 12 and 13)
<b>LRS</b>	Learning Records Service. Maintains Unique Learner Numbers (ULNs) and Personal Learning Records (PLRs) <a href="http://www.gov.uk/government/collections/learning-records-service">www.gov.uk/government/collections/learning-records-service</a> and <a href="http://www.gov.uk/government/organisations/education-and-skills-funding-agency">www.gov.uk/government/organisations/education-and-skills-funding-agency</a> See <b>ULN; PLR; ESFA</b>
<b>Legacy qualification (legacy specification)</b>	This describes a qualification or specification that is being withdrawn and being replaced by a new or reformed qualification or specification. The first teaching of a new or reformed qualification or specification will start for new cohorts of students while legacy qualifications or specifications are being taken for the final time (including a final re-sit opportunity) by existing cohorts of students. See <b>GCSE; AS level; A level</b>
<b>Linear assessment</b>	Where all components of a qualification are taken in one exam series at the end of the course and each component given a mark. Entry for the qualification is normally made using a single entry code. (There may be exceptions, because of the nature of the subject where multiple options are available. The assessment is linear, but the entry structure is unitised, meaning entries are made for individual components but all entries are made at the same time, in one exam series at the end of the course. A prime example here is the new reformed AS and A Level History) See <b>Component; Linear qualification; Entry code; Exam series</b>
<b>Linear qualification</b>	This is a qualification where a single entry code is used to enter a candidate for the qualification even though the qualification may be made up of several components. See <b>Entry code; Component; Linear assessment</b>
<b>Maladministration</b>	See <b>Malpractice</b>
<b>Malpractice</b>	<i>Malpractice', which includes maladministration and non-compliance, means any act, default or</i>

Key term/acronym	Description/Definition
	<p><i>practice which is a breach of the Regulations or which:</i></p> <ul style="list-style-type: none"> <li>• <i>compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; <b>and/or</b></i></li> <li>• <i>damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.</i></li> </ul> <p>(Taken directly from JCQ <a href="#">Suspected Malpractice in Examinations and Assessments Section 1</a>)</p>
<b>MFL</b>	Modern foreign language.
<b>MidYIS</b>	Middle Years Information System. See <b>CEM</b>
<b>MIRS</b>	Missing or incomplete result services. Provided by awarding bodies after the issue of incomplete or missing results.
<b>MIS</b>	Management Information System.
<b>Mock exams</b>	See <b>Internal exams</b>
<b>Moderation</b>	Where internal assessment is monitored (moderated) by the awarding body to ensure it meets required standards. See <b>Internal assessment</b>
<b>Modified paper (MP)</b>	A question paper or other exam resource that can be modified by an awarding body to meet the needs of an individual candidate who may be unable to access the material in the standard way.
<b>NCNR</b>	National Centre Number Register. A central register of approved centres administered by OCR on behalf of the JCQ <sup>CIC</sup> member awarding bodies ( <a href="mailto:ncn@ocr.org.uk">ncn@ocr.org.uk</a> ) See <b>Centre number</b>
<b>National curriculum</b>	<i>The national curriculum is a set of subjects and standards used by <u>primary and secondary schools</u> so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.</i> (Taken directly from <a href="http://www.gov.uk/national-curriculum/overview">www.gov.uk/national-curriculum/overview</a> )
<b>National reference tests</b>	See <b>NRT</b>
<b>NEA</b>	Instructions for conducting non-examination assessments. A JCQ publication first published in January 2016. Now updated each academic year. See <b>Non-examination assessment</b>
<b>NFER</b>	National Foundation for Educational Research. <a href="http://www.nfer.ac.uk">www.nfer.ac.uk</a> See <b>NRT</b>
<b>NPD</b>	National Pupil Database. <i>UPNs are used within the national pupil database (NPD); an education service information source, combining school census data with the results of pupils' end of key stage assessments, external examinations and other accredited qualifications.</i> (Taken directly from <a href="#">UPNs: guide for schools and local authorities</a> ) See <b>UPN</b>

Key term/acronym	Description/Definition
<b>Non-examination assessment</b>	Non-examination assessment is used to examine/assess the subject-specific knowledge and skills required for the achievement of a qualification that cannot be examined by a timetabled written exam.
<b>Non-examination assessment policy</b>	A policy, required by JCQ regulations. A centre must ...have in place and be available for inspection purposes, a <b>written</b> policy with regard to the management of GCE and GCSE non-examination assessments; (For CCEA GCSE centres this would be a <b>written controlled assessments policy</b> .) (Taken directly from JCQ <a href="#">General Regulations for Approved Centres Section 5</a> )
<b>NQF</b>	National Qualifications Framework. See <b>RQF</b>
<b>NRT</b>	Ofqual's National Reference Test. First tests taken in March 2017. Tests are administered by NFER. (See <a href="http://www.gov.uk/government/collections/national-reference-test-information">www.gov.uk/government/collections/national-reference-test-information</a> ) See <b>Ofqual</b> ; <b>NFER</b>
<b>NVQ</b>	National Vocational Qualifications. Work based qualifications that are achieved through assessment and training. In Scotland they are known as Scottish Vocational Qualifications (SVQ).
<b>OCR</b>	An awarding body/organisation. A JCQ <sup>CIC</sup> member. <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> (Oxford Cambridge and RSA [Royal Society of Arts Examination Board])
<b>Ofqual</b>	<i>The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England.</i> <i>Ofqual is a non-ministerial department.</i> (Taken directly from <a href="http://www.gov.uk/government/organisations/ofqual">www.gov.uk/government/organisations/ofqual</a> )
<b>Ofsted</b>	<i>Ofsted is the Office for Standards in Education, Children's Services and Skills. We inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.</i> <i>Ofsted is a non-ministerial department.</i> (Taken directly from <a href="http://www.gov.uk/government/organisations/ofsted">www.gov.uk/government/organisations/ofsted</a> )
<b>Option code</b>	Where a choice of course of study exists within a specification, an option code normally has to be entered alongside the entry code to indicate the chosen route the candidate is following. This could also be the code to select the tier of entry. See Tier
<b>Oral (exam)</b>	A speaking assessment.
<b>Pearson</b>	An awarding body/organisation. A JCQ <sup>CIC</sup> member. <a href="http://qualifications.pearson.com">http://qualifications.pearson.com</a>
<b>Performance tables</b>	Data collected by the DfE on pupil attainment and progress to compare schools and colleges in England. (Also referred to as league tables) (See <a href="http://www.gov.uk/government/collections/school-performance-tables-about-the-data">www.gov.uk/government/collections/school-performance-tables-about-the-data</a> ) See <b>DfE</b> ; <b>Progress 8</b>
<b>Pirate candidate</b>	A candidate who takes an exam where an exam entry has not been made. A late entry

Key term/acronym	Description/Definition
	must be made for the candidate to ensure results will be issued.
<b>PLR</b>	<p><b>Personal Learning Record.</b></p> <p><i>The personal learning record is an online compilation of a person's learning and achievement records collected by UK education bodies...</i></p> <p><i>...The Personal Learning Record (PLR) offers access to a learner's official online record. It is a compilation of learning and achievement records such as awards, certificates and qualifications that have already been collected by UK education bodies. The verified learning and qualifications undertaken can be from school, college or work.</i></p> <p>(Taken directly from <a href="http://www.gov.uk/government/publications/learning-records-service-the-plr-for-learners-and-parents">www.gov.uk/government/publications/learning-records-service-the-plr-for-learners-and-parents</a> and <a href="#">Factsheet for learners PLR and ULN</a>)</p> <p><b>See LRS; ULN</b></p>
<b>Post-results services</b>	<b>See PRS</b>
<b>Practical Skills Endorsement for the A Level Sciences designed for use in England</b>	<p><i>The assessment of practical skills is a compulsory requirement of A level Biology, Chemistry, Geology and Physics qualifications. Each of these qualifications will have an endorsed component covering those skills.</i></p> <p><i>The endorsement has a number of features which distinguish it from most general qualifications assessments, in particular:</i></p> <ul style="list-style-type: none"> <li>• <i>it will not contribute to the A level grade;</i></li> <li>• <i>no marks will be assigned – it will be assessed holistically and reported as Pass or Not Classified;</i></li> <li>• <i>it will be assessed on a 'competency' basis using agreed Common Practical Assessment Criteria (CPAC). Candidates must consistently and routinely meet all of the criteria to be awarded a Pass at the end of the course;</i></li> <li>• <i>there will be a monitoring visit to each centre which will focus on checking that teachers are implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly.</i></li> </ul> <p><i>New lead teachers are required to undertake training provided by the awarding body on the implementation of the practical endorsement. Further details will be supplied by the awarding body.</i></p> <p><i>Lead teachers <b>must</b> ensure that all other teachers of that science within the centre can apply the standards appropriately.</i></p> <p><i>There is no separate assessment of practical skills for AS Biology, Chemistry, Geology and Physics qualifications.</i></p> <p>(Taken directly from the JCQ publication <i>Instructions for conducting non-examination assessments</i> <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a> <b>Appendix 1 Introduction</b>)</p>
<b>PPEs</b>	<p>Pre-public examinations.</p> <p><b>See Mock exams</b></p>
<b>Pre-release</b>	Materials/information issued to centres by awarding bodies in advance of the exam for some qualifications/subjects to inform teaching and learning and exam preparation. Also referred to as preliminary, early, advance material/information.
<b>Principal Learning</b>	A vocational qualification available at Levels 1, 2 and 3. Students study the theory of a subject and apply their knowledge in a practical way, through work related tasks and work experience.
<b>Private candidate</b>	<b>See External candidate</b>
<b>Progress 8</b>	<p>A headline measure of the secondary school accountability system.</p> <p><i>Progress 8... aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.</i></p> <p>(Taken directly from the DfE publication <i>Progress 8 and Attainment 8</i>)</p>

Key term/acronym	Description/Definition
	<p><a href="http://www.gov.uk/government/publications/progress-8-school-performance-measure">www.gov.uk/government/publications/progress-8-school-performance-measure</a></p> <p>See <b>Attainment 8</b></p>
<b>Project</b>	<p>A qualification available at Levels 1 (Foundation), 2 (Higher) and 3 (Extended project – EPQ) which allows students to investigate a subject in depth.</p> <p>See <b>EPQ</b></p>
<b>Provisional timetable</b>	<p>Timetable of exams issued by awarding bodies allowing comment by centres before final timetables are published.</p> <p><a href="#">Provisional Exams Timetable Tool</a> – an online resource provided by <i>The Exams Office</i></p> <p>See <b>Final timetable</b></p>
<b>PRS</b>	<p>Post-results services. These services are offered by awarding bodies after the issue of exam results.</p> <p>See <b>ATS; EAR; Appeals</b></p>
<b>QAA</b>	<p><i>The Quality Assurance Agency for Higher Education (QAA), safeguarding standards and improving the quality of UK higher education wherever it is delivered around the world.</i></p> <p>(Taken directly from <a href="http://www.qaa.ac.uk/about-us">www.qaa.ac.uk/about-us</a>)</p>
<b>QAN code</b>	<p>See <b>QN</b></p> <p>Formerly known as QAN (Qualification Accreditation Number (QAN) codes)</p> <p>See also DfE QAN website <a href="https://collectdata.education.gov.uk/qwsweb/(S(jbv24ruuczbmvrldmlfmdtgg))/default.aspx">https://collectdata.education.gov.uk/qwsweb/(S(jbv24ruuczbmvrldmlfmdtgg))/default.aspx</a></p>
<b>QN</b>	<p>Qualification Number. Issued by Ofqual when a qualification is regulated (officially recognised).</p> <p>See <b>Register of regulated qualifications</b></p>
<b>QCF</b>	<p>Qualifications and Credit Framework.</p> <p>See <b>RQF</b></p>
<b>Qualification level</b>	<p><i>Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three ‘entry’ levels. While most qualifications will be assigned a single level some, such as GCSEs, can span more than one.</i></p> <p>(Taken directly from <a href="#">Regulated Qualifications Framework postcard</a>)</p> <p>See <b>RQF</b></p>
<b>Qualification Level Conditions and Requirements</b>	<p>Ofqual publications, replacing the <i>Code of Practice for GCE AS, A-level and GCSE qualifications</i>:</p> <p><a href="#">GCSE (A* to G) Qualification Level Conditions and Requirements</a>  <a href="#">GCSE (9 to 1) Qualification Level Conditions and Requirements</a>  <a href="#">Pre-reform GCE Qualification Level Conditions and Requirements</a>  <a href="#">GCE Qualification Level Conditions and Requirements</a></p>
<b>Qualification number</b>	See <b>QN</b>
<b>Qualification size</b>	<p><i>Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. This can be anything from a matter of hours to several years of study and different students can take different amounts of time to study for the same qualification. Size is expressed in terms of Total</i></p>

Key term/acronym	Description/Definition
	<p><i>Qualification Time. The part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours.</i> (Taken directly from <a href="#">Regulated Qualifications Framework postcard</a>)</p> <p>See <b>TQT</b></p>
<b>RQF</b>	<p>Regulated Qualification Framework. The RQF replaced the Qualifications and Credit Framework and the National Qualifications Framework in October 2015.</p> <p>(See <a href="http://www.gov.uk/government/news/ofqual-to-introduce-new-regulated-qualifications-framework">www.gov.uk/government/news/ofqual-to-introduce-new-regulated-qualifications-framework</a> and <a href="#">What qualification levels mean</a>)</p> <p>See <b>Qualification level</b></p>
<b>RAISEonline</b>	<p>Reporting and Analysis for Improvement through school Self-Evaluation. A secure web based analysis tool for school data. Designed by the Department for Education (DfE) and the Office for Standards in Education (Ofsted).</p> <p>On 31st July 2017 this service closed and was replaced by the <i>Analyse school performance service</i>.</p> <p>See <b>ASP</b></p>
<b>Raw marks</b>	<p><i>Raw marks are the marks that are recorded on scripts by examiners – the maximum raw mark differs according to the unit/component. Uniform marks are calculated from raw marks.</i> (Taken directly from JCQ <a href="#">Post-Results Services Section 4</a>)</p> <p>See <b>UMS</b></p>
<b>Reasonable adjustments</b>	<p><i>The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.</i></p> <p><i>A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.</i></p> <p><i>How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.</i> (Taken directly from JCQ website <a href="http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration">www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration</a> <b>An Overview</b>)</p> <p>See <b>Access arrangements</b></p>
<b>(The) Register (Register of regulated qualifications)</b>	<p><i>This site shows the qualifications and awarding organisations regulated by Ofqual and CCEA. The site is shared by the two regulators. Search the site to find out about the size, level and content of a regulated qualification.</i> (Taken directly from <a href="http://register.ofqual.gov.uk/">http://register.ofqual.gov.uk/</a>)</p> <p>See <b>Ofqual; CCEA</b></p>
<b>Result file</b>	<p>Electronic file of exam results sent to centres by an awarding body.</p> <p>See <b>A2C</b></p>
<b>Review of marking</b>	<p><i>This is a post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly. It is not a re-marking of the candidate's script.</i> (Taken directly from JCQ <a href="#">Post-Results Services</a> June 2017 and November 2017 – <b>Section 4</b>)</p> <p>See <b>EAR</b></p>
<b>Review of moderation</b>	<p><i>This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. It is not a re-moderation of candidates' work.</i> (Taken directly from JCQ <a href="#">Post-Results Services</a> June 2017 and November 2017 – <b>Section 4</b>)</p> <p>See <b>EAR</b></p>

Key term/acronym	Description/Definition
<b>Rubric</b>	A set of instructions, normally printed on the front of an examination question paper.
<b>S2S</b>	<p>School to school (S2S).</p> <p><i>S2S is a secure data transfer website available to schools and Local Authorities in England and Wales. It was designed to enable Common Transfer Format (CTF) files to be sent from, and to, any maintained school.</i></p> <p><i>S2S has been developed to enable all data files required by DfE or by Local Authorities on behalf of DfE or which schools need to send to each other to be sent securely.</i></p> <p>(Taken directly from <a href="#">School to school (S2S) guide for schools Introduction</a>)</p>
<b>Script</b>	<p>A 'script' refers to the written work of a candidate which has resulted from an externally assessed component.</p> <p>(Taken directly from JCQ <a href="#">Post-Results Services Section 6</a>)</p>
<b>Section 96</b>	<p>Section 96 is a section of <a href="#">the Learning and Skills Act 2000</a>. It gives the Secretary of State the power to approve qualifications for delivery to young people aged less than 19 years old.</p> <p><i>Public funding is considered for qualifications which have been section 96 approved. For some funded institutions, such as maintained schools and academies, section 96 approval is required for the delivery of qualifications to young people.</i></p> <p>(Taken directly from <a href="http://www.education.gov.uk/section96/index.shtml">www.education.gov.uk/section96/index.shtml</a>)</p>
<b>Secure Access</b>	<p>Secure Access is the key secure single point of entry system used by the Department for Education to give external users in education institutions and Local Authorities access to various Departmental IT systems.</p> <p>(Taken directly from <a href="#">Secure access Guide for approvers Introduction</a>)</p>
<b>SENCo</b>	Special Educational Needs Co-ordinator.
<b>Series</b>	See <b>Exam series</b>
<b>SFA</b>	<p>Skills Funding Agency. <a href="#">Closed organisation: Skills Funding Agency</a> now see <a href="#">Education and Skills Funding Agency</a>. Skills Funding Agency was replaced by Education and Skills Funding Agency in April 2017. The new body will carry out the roles of the Education Funding Agency and Skills Funding Agency.</p> <p>See <b>LRS; ULN; PLR; ESFA</b></p>
<b>SJC</b>	Standing Joint Committee. A committee (specific to an awarding body) that considers the conduct of exams and provides feedback on exam papers and issues relating to the administration of exams.
<b>SLT or SMT</b>	Senior leadership team or senior management team.
<b>Special consideration</b>	<p><i>Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.</i></p> <p>(Taken directly from JCQ website <a href="http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration">www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration</a> <b>An Overview</b>)</p>
<b>Specification</b>	Previously referred to as a syllabus. The specification not only covers what is to be taught but also what exam papers are to be taken. Often referred to by its number (specification code).
<b>Spoken Language Endorsement for GCSE English</b>	<p><i>GCSE English Language has an endorsed component covering Spoken Language. This endorsement has a number of features which distinguish it from most general qualifications components, in particular:</i></p> <ul style="list-style-type: none"> <li><i>it will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not</i></li> </ul>

Key term/acronym	Description/Definition
<b>Language specifications designed for use in England</b>	<p>contribute to the result of the GCSE English Language qualification;</p> <ul style="list-style-type: none"> <li>• no marks will be assigned – it will be assessed holistically as a grade;</li> <li>• it will be assessed on a ‘competency’ basis using agreed common criteria – to be awarded a grade candidates must achieve all of the criteria for that grade.</li> </ul> <p>The endorsement will be assessed by centres. There will be monitoring arrangements through which awarding bodies will check that:</p> <ul style="list-style-type: none"> <li>• centres have used appropriate tasks;</li> <li>• centres have applied the assessment criteria correctly and consistently – no adjustments will be made to centres’ assessments.</li> </ul> <p>For monitoring purposes, each centre is required to provide audio-visual recordings of the presentations of a sample of candidates. (Taken directly from) the JCQ publication <i>Instructions for conducting non-examination assessments</i> (<a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a> <b>Appendix 2 Introduction</b>))</p>
<b>STA</b>	<p><b>Standards and Testing Agency.</b></p> <p>We set the tests to assess children in education from early years to the end of key stage 2.</p> <p>STA is an executive agency, sponsored by the Department for Education...</p> <p>(We provide an effective and robust testing, assessment and moderation system to measure and monitor pupils’ progress through primary school from reception to the end of key stage 2. We are also responsible for developing and delivering the professional skills test for trainee teachers and managing the general qualifications logistics service provided to exam centres and examiners. (Taken directly from <a href="http://www.gov.uk/government/organisations/standards-and-testing-agency">www.gov.uk/government/organisations/standards-and-testing-agency</a>)</p> <p>See <b>YLS</b></p>
<b>Subject award</b>	<p>See <b>Certification; Cash-in code</b></p>
<b>SVQ</b>	<p>See <b>NVQ</b></p>
<b>Tier</b>	<p>A level of entry (Foundation or Higher) at GCSE offered in certain subjects only, that offers results restricted to a certain range of grades.</p>
<b>TQT</b>	<p><b>Total Qualification Time.</b> This describes the size of a qualification on the RQF.</p> <p><i>Total Qualification Time is comprised of the following two elements:</i></p> <p>(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and</p> <p>(b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. (Taken directly from <a href="http://www.gov.uk/government/publications/total-qualification-time-criteria">www.gov.uk/government/publications/total-qualification-time-criteria</a>)</p> <p>See <b>RQF; Qualification size</b></p>
<b>Transfer of credit</b>	<p>Arrangements for GCE AS candidates transferring between specifications or awarding bodies midway through a legacy GCE unitised A-level course (having completed and certificated a GCE AS award). (Taken directly from the JCQ <a href="#">GCE AS Transfer of Credit arrangements</a>)</p>
<b>UAT or UET</b>	<p>University Admissions Tests or University Entrance Tests. Tests to support selection and recruitment for higher education.</p>
<b>UCAS</b>	<p>Universities and Colleges Admissions Service. <a href="http://www.ucas.ac.uk/">www.ucas.ac.uk/</a></p>
<b>UCI</b>	<p>Unique Candidate Identifier. A unique 13-character identifier allocated to a candidate by a centre when making entries for certain qualifications required to link a candidate’s unit results across series.</p>

Key term/acronym	Description/Definition
<b>UKPRN</b>	<p><i>A UKPRN is a unique number allocated to a provider on successful registration on the UKRLP. This is an 8 digit number starting with 1...</i></p> <p>(Taken directly from UKPRN  on <a href="https://www.ukrlp.co.uk/">https://www.ukrlp.co.uk/</a>)</p> <p>See <b>UKRLP</b></p>
<b>UKRLP</b>	<p><i>The UK Register of Learning Providers is a 'one-stop' portal to be used by government departments, agencies, learners, and employers to share key information about learning providers. The UKRLP allows providers to update their information in one place and share this across agencies such as the Skills Funding Agency, the Higher Education Statistics Agency (HESA), the Higher Education Funding Council for England (HEFCE) and UCAS..</i></p> <p>(Taken directly from <a href="https://www.ukrlp.co.uk/">https://www.ukrlp.co.uk/</a>)</p>
<b>ULN</b>	<p><b>Unique Learner Number.</b> A unique 10-digit identifier allocated to a learner by a central learner registration service; used to ensure funded learner achievement information can be provided to the Personal Learning Record.</p> <p><i>The ULN is used by the education sector to share personal learning records and ensure that the correct information is recorded in the correct learning record. You will need to have a ULN to view your PLR.</i></p> <p>(Taken directly from <a href="http://www.gov.uk/government/publications/learning-records-service-the-plr-for-learners-and-parents">www.gov.uk/government/publications/learning-records-service-the-plr-for-learners-and-parents</a> - <a href="#">Factsheet for learners PLR and ULN</a>)</p> <p><i>How learner registration bodies can obtain unique learner numbers using the learning records service organisation portal. See <a href="http://www.gov.uk/government/publications/learner-registration-bodies-user-guide">www.gov.uk/government/publications/learner-registration-bodies-user-guide</a></i></p> <p>See <b>LRS; PLR; ESFA</b></p>
<b>Unit</b>	<p>An element of a unitised qualification that is assessed and against which a mark is reported.</p> <p>See <b>Unitised qualification; Unitised assessment</b></p>
<b>Unitised assessment</b>	<p>Where individual units of a unitized qualification are separately assessed and can normally be taken over one or more exam series.</p> <p>See <b>Unit; Unitised qualification; Exam series</b></p>
<b>Unitised qualification</b>	<p>This is a qualification that has a unitised entry structure meaning entries will normally need to be made using individual unit entry codes and a certification entry code entered in the final exam series (when the candidate has completed, or has been entered for, all units that are required to be eligible for certification) to trigger the issue of the overall final grade for the qualification.</p> <p>See <b>Entry code; Certification; Exam series</b></p>
<b>UMS</b>	<p><b>Uniform Mark Scale.</b> A scale that converts raw unitised marks into a common scale.</p> <p><i>Candidates' results in unitised subjects are reported as uniform marks – these are fixed for all units/components with equal weighting. Uniform marks are calculated from raw marks...</i></p> <p>(Taken directly from JCO <a href="#">Post-Results Services Section 4</a>)</p> <p>See <b>Raw marks</b></p>
<b>UPN</b>	<p><b>Unique Pupil Number.</b> A 13-character identifier allocated to each pupil in England on first entry to the maintained school sector.</p> <p><i>A unique pupil number (UPN) identifies each pupil attending a state funded school in England. Allocated on first entry to a school, the UPN is generated using the nationally specified formula (detailed in section 1.3 below) and is expected to remain with a pupil throughout their school career regardless of any change in school or local authority.</i></p> <p>(Taken directly from <a href="#">UPNs: guide for schools and local authorities</a>)</p>

Key term/acronym	Description/Definition
<b>VRQ</b>	Vocationally Related Qualifications. See <b>Vocational qualification</b>
<b>Vocational qualification</b>	<p><i>Vocational qualifications are all about the world of work, across the full range of jobs, industries and professions. They are commonly described as professional or technical qualifications.</i></p> <p><i>They are all the qualifications that are not GCSEs and A levels (GCEs) which are known as academic or general qualifications.</i></p> <p><i>This means that there are a number of different types of vocational qualifications including professional body qualifications, a licence to practice in a particular job role and/or industry, those demonstrating competence in a particular job role or an introduction to an industry or to the world of work.</i></p> <p><i>They are done by people of all ages in a school, college, the workplace, with training providers or working at home on their own.</i></p> <p>(Taken directly from FAB website <a href="http://www.awarding.org.uk/about-us/about-awarding-bodies">www.awarding.org.uk/about-us/about-awarding-bodies</a>)</p> <p>See <b>FAB; GQs</b></p>
<b>Weighting</b>	The percentage contribution that a component of a qualification makes to the overall assessment (the final result).
<b>Withdrawal</b>	A term used in relation to candidate entries – removing an existing entry for a candidate from an awarding body’s entry system.
<b>WJEC</b>	An awarding body/organisation. A JCQ <sup>CIC</sup> member. <a href="http://www.wjec.co.uk">www.wjec.co.uk</a> (Welsh Joint Education Committee)
<b>Year 7</b>	A year group of pupils in a school, normally 11-12 years old.
<b>Year 8</b>	A year group of pupils in a school, normally 12-13 years old.
<b>Year 9</b>	A year group of pupils in a school, normally 13-14 years old.
<b>Year 10</b>	A year group of pupils in a school, normally 14-15 years old.
<b>Year 11</b>	A year group of pupils in a school, normally 15-16 years old.
<b>Year 12</b>	A year group of pupils/students in a school/college, normally 16 -17 years old. Also known as Lower Sixth.
<b>Year 13</b>	A year group of pupils/students in a school/college, normally 17-18 years old. Also known as Upper Sixth.
<b>Yellis</b>	Year 11 Information System. See <b>CEM</b>
<b>YLS</b> <b>(Yellow Label Service)</b>	<p>Yellow Label Service. A service provided to centres in England by the Standards and Testing Agency to collect, track and trace the dispatch of unmarked scripts and deliver to examiners/markers or awarding bodies.</p> <p>(See <a href="http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service">www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service</a>)</p> <p>See <b>STA</b></p>