

# OPERATIONAL GUIDELINES FOR EXAMINATIONS AND ASSESSMENT 2025



**BHUTAN COUNCIL FOR SCHOOL EXAMINATIONS AND ASSESSMENT**

**MINISTRY OF EDUCATION  
AND  
SKILLS DEVELOPMENT**

### Acknowledgments

The Operational Guidelines for Examination and Assessment in Bhutan has been developed with reference to relevant national and international examination manuals and regulatory documents. We also extend our heartfelt appreciation to all the teachers, principals, district education officers, and officials from the Ministry of Education and Skills Development and the Bhutan Council for School Examinations and Assessment (BCSEA) for their valuable contributions and feedback throughout the drafting and review process.

### Research and Writing

- Kinley Dorji, Controller of Examinations, BCSEA, Thimphu
- Pema Wangdi, Examination and Assessment Officer, BCSEA, Thimphu
- Shriman Gurung, Examination and Assessment Officer, BCSEA, Thimphu
- Loden Chozin, Examination and Assessment Officer, BCSEA, Thimphu
- Kinley Dema, Examination and Assessment Officer, BCSEA, Thimphu
- Sherab Gyeltshen, Examination and Assessment Officer, BCSEA, Thimphu
- Sangay Zangmo, Examination and Assessment Officer, BCSEA, Thimphu
- Jigme Nidup, Examination and Assessment Officer, BCSEA, Thimphu
- Thukten Tenzin, Examination and Assessment Officer, BCSEA, Thimphu
- Dil Bahadur Mongar, Examination and Assessment Officer, BCSEA, Thimphu
- Yeshe Tshewang, Examination and Assessment Officer, BCSEA, Thimphu
- Rinzin Dorji, Examination and Assessment Officer, BCSEA, Thimphu
- Tashi Tshering, Examination and Assessment Officer, BCSEA, Thimphu
- Sangay Wangchuk, Examination and Assessment Officer, BCSEA, Thimphu
- Chenchho Lham, Examination and Assessment Officer, BCSEA, Thimphu

### Consultation

- Nyendo, Principal, Changangkha Middle Secondary School, Thimphu Thromde
- Tshering Penjor, Principal District Education Officer, Haa
- Yeshe Bdr, Principal, Yangchenphhu Higher Secondary School, Thimphu Thromde
- Lemo, Principal District Education Officer, Wangduephodrang
- Namgay Wangchuk, Principal, Damphu Middle Secondary School, Tsirang
- Sangay Dema, Vice Principal, Zilnoen Namgyelling Lower Secondary School, Thimphu Thromde
- Dawa Tshering, Teacher, Motithang Higher Secondary School, Thimphu Thromde
- Sherab Zangmo, Teacher, Zilukha Middle Secondary School, Thimphu Thromde
- Chendra Norbu, Assistant Program Officer, School Liaison and Coordination Division, MoESD

### **Focal Person**

- Thukten Tenzin, Examination and Assessment Officer, BCSEA, Thimphu

### **Editing and Proofreading**

- Chencho Lham, Examination and Assessment Officer, BCSEA, Thimphu

### **Design and Layout**

- Rinzin Dorji, Examination and Assessment Officer, BCSEA, Thimphu

### **Chief Advisor**

- Kinley Dorji, Controller of Examinations, BCSEA, Thimphu.

### **Publication History**

#### **First Edition 1991**

- Revised: 2007, 2014, 2016, 2017, 2018, 2019, 2020, 2022, 2023, 2024, 2025

#### **© BCSEA 2025**

Published by Bhutan Council for School Examinations and Assessment, Kawajangsa, Thimphu, Bhutan.

All rights reserved. No part of this publication may be reproduced or shared in any form without written permission from the publisher.

**ISBN: 99936-638-0-8**

## Foreword

The Bhutan Council for School Examinations and Assessment (BCSEA) fulfills its mandates keeping in mind a fundamental truth that the credibility and effectiveness of educational assessment and examinations depend largely on the clear and consistent communication of roles, responsibilities, and expectations to all stakeholders. These include candidates, parents, teachers, examination officials, and the broader public.

A robust assessment system requires that candidates fully understand the expectations and consequences associated with their conduct during examinations. Parents and guardians serve as essential partners in supporting students' academic journeys, especially during examination periods. Likewise, teachers and examination personnel are entrusted with upholding the highest standards of integrity and fairness through their professional conduct and adherence to established protocols.

This *Operational Guidelines for Assessment and Examination* booklet has been developed as a comprehensive reference for all school-based assessments and board examinations conducted under the purview of the BCSEA. It outlines detailed the procedures and regulations governing the conduct of assessments, with a particular focus on the roles and responsibilities of key examination personnel such as Convenors, Supervising Examiners (SEs), Assistant Supervising Examiners (ASEs), Invigilators, Visiting Examiners, and Inspecting Officers.

Aligned with BCSEA's broader vision of promoting fairness, standardisation, and quality in educational assessment, this document serves both as a procedural manual and a reference for the code of conduct of all examination officials involved. It aims to support all individuals involved in assessment administration and strengthen public confidence in the national examination system.

BCSEA reserves the right to revise or update any part of this document as and when necessary. Any such amendments will be communicated through official circulars or notices and shall take immediate effect upon issuance.

This booklet, together with all related circulars and notices, constitutes an integral part of the operational agreement between BCSEA and its affiliated examination centres.

A digital version of this document is available at: [www.bcsea.bt](http://www.bcsea.bt)

**Kinley Dorji**



Controller of Examination  
Bhutan Council for School Examinations and Assessment  
MoESD

## Acronyms

- BCSE Bhutan Certificate of Secondary Education
- BCSEA Bhutan Council for School Examinations and Assessment
- BHSEC Bhutan Higher Secondary Education Certificate
- CA Continuous Assessment
- CE Continuing Education
- CFA Continuous Formative Assessment
- CISCE Council for the Indian School Certificate Examinations
- COI Conflict of Interest
- CSCD Centre for School Curriculum Development
- CWD Children with Disabilities
- EAO Examination and Assessment Officer
- ELPC English Language Proficiency Certificate
- ICT Information and Communication Technology
- LCSC Language and Culture Studies Certificate
- LOU Letter of Undertaking
- MoESD Ministry of Education and Skills Development
- NDA Non-Disclosure Agreement
- NFEI Non-Formal Education Instructor
- SE Supervising Examiner
- SEN Special Educational Needs
- SUPW Socially Useful and Productive Work

## Table of Contents

Introduction.....	VIII
Vision.....	VIII
Mission .....	VIII
Core Values.....	IX
Mandates.....	IX
Roles and Responsibilities of Examination and Assessment Officers .....	X
CHAPTER I: AFFILIATION AND CANDIDATE REGISTRATION.....	1
1.1 Affiliation of Schools and Institutes .....	1
1.2 Exam Centre Registrations .....	1
1.3 Registration of Candidates .....	1
1.4 Conditions for Registration .....	2
1.5 Types of Candidates.....	2
1.6 Categories of Candidates .....	2
1.7 Change of Examination Centres .....	3
1.8 Change of Board.....	3
1.9 Withdrawal of Candidate.....	3
CHAPTER II: ASSESSMENT AND EXAMINATION SCHEME.....	4
2.1 Key Stage I: Classes PP–III.....	4
2.2 Key Stage II: Classes IV–VI .....	4
2.3 Key Stage III: Classes VII–VIII .....	6
2.4 Key Stage IV: Classes IX–X .....	8
2.5. Key Stage V: Classes XI–XII .....	11
2.6 Language and Culture Studies Certificate (LCSC X) .....	16
2.7 Language and Culture Studies Certificate (LCSC XII).....	18
2.8 Internal Assessment .....	20
CHAPTER III: TEST DEVELOPMENT AND MODERATION .....	23
3.1 Test Development .....	23
3.2 Participants .....	24
3.2 Moderation .....	27
CHAPTER IV: SEN AND FUNCTIONAL ASSESSMENT.....	29
4.1 Scope .....	29
4.2 Principles of SEN Assessment.....	29
4.3 Alternative Pathways .....	30



4.4 Accommodations and Support Measures .....	31
4.5 Students with SEN may receive the following accommodations during board examinations, subject to approval: .....	32
4.6 Application Process for Accommodations.....	32
4.7 Confidentiality and Ethical Considerations.....	33
4.8 Compliance and Monitoring.....	33
CHAPTER V: CONDUCT OF EXAMINATION .....	34
5.1 Setting the Examination Timetable .....	34
5.2 Examination Officials.....	34
5.3 Conduct of Examinations .....	46
CHAPTER VI: CONTINGENCY PLANS FOR DISASTERS AND EMERGENCIES .....	54
6.1 General Provisions.....	54
6.2 Contingency Plan.....	54
6.3 Emergency during Examination .....	54
6.4 Specific Emergency Scenarios .....	55
6.5 Emergency Contact Numbers.....	55
CHAPTER VII: EXAMINATION MALPRACTICES, OFFENCES AND SANCTIONS ....	56
7.1 Definitions .....	56
7.2 Types of Malpractice .....	56
7.3 Administrative support to BCSEA Official .....	64
7.4 Sanctions.....	64
7.5 Factors Influencing the Severity of Sanctions.....	65
7.6 Malpractice matrix for making informed decision.....	65
Incident Reporting and Documentation.....	66
7.8 Review and Decision.....	67
7.9 Rights of candidate or staff suspected of malpractice .....	67
7.10 Handling Malpractice Allegations .....	67
7.11 Measures to prevent Malpractice.....	67
CHAPTER VIII: EVALUATION .....	70
8.1 Marking Team Structure.....	70
8.2 Rules for Setting Up Marking Team Structures .....	70
8.3 Marking Officials .....	71
CHAPTER IX: EXAMINATION RESULTS AND CERTIFICATES .....	84
9.1 Registration.....	84
9.2 Tabulation System .....	84

9.3 Result Processing.....	85
9.4 Result Declaration .....	85
9.5 Data Storage and Archiving.....	86
9.6 Ranking.....	87
9.7 Clerical Recheck and Recheck .....	88
9.8 Resit.....	90
9.9 Certification Process and Procedures .....	92
9.10 Equivalency Certification .....	93
CHAPTER X: PAPER SECURITY AND STORAGE .....	95
10.1 Paper Security.....	95
10.2 Handling Typing Errors in Question-Answer Booklets .....	97
10.3 Storage of Examination-Related Materials .....	98
10.4 Paper Destruction Procedure .....	99
10.5 Conflict of Interest.....	99
10.6 Letter of Undertaking .....	100
10.7 Leakage of Examination Materials.....	100
Conclusion .....	103



## Introduction

The Operational Guidelines for Examinations and Assessment document is developed to serve as a comprehensive reference for all stakeholders involved in the planning, administration, and evaluation of examinations and assessments under the purview of the Bhutan Council for School Examinations and Assessment (BCSEA). It is intended to provide clear and consistent procedures, roles, and quality standards that ensure fairness, credibility, and professionalism across all assessment-related activities.

In alignment with BCSEA's vision to be an internationally recognized centre of excellence in educational assessment, and its mission to support the Bhutanese education system in improving learning outcomes, this guideline document aims to institutionalize effective practices and strengthen the integrity of examinations and assessments. It outlines detailed operational processes, responsibilities, and quality assurance mechanisms for conducting board examinations, monitoring student learning, and supporting schools in enhancing school-based assessment practices.

The guideline is also designed to support BCSEA professionals and education personnel in making informed decisions, maintaining compliance with established protocols, and ensuring assessments are valid, reliable, inclusive, and aligned with curriculum objectives. With rapid educational reforms and the growing need for data-driven insights, this document offers structured guidance to modernize assessment practices and contribute to continuous improvement in the quality of education in Bhutan.

Ultimately, this guideline serves not only as a manual for operational consistency but also as a strategic tool to reinforce accountability, build assessment capacity at all levels, and foster a culture of continuous professional growth within the national assessment system.

## Vision

An internationally recognized centre of excellence in educational assessment that provides quality services to build the integrity and profile of the education system leading to an improvement in the quality of learning in Bhutan.

## Mission

BCSEA shall guide the Bhutanese education system in its progressive shift in policy focus and support the education ministry in bringing about improvements in schooling so that students not only fulfil their potentials and meet the international learning standards, but are also better prepared for the world of work.

BCSEA shall not only professionalize the assessment system and move beyond the rudiments of measuring the minimal tasks of rote and recall but also gauge the integrity of curricular programs, selection of learning materials, the way they are delivered, and the quality of output through modern scientific assessment methods.

BCSEA as a highly professional national evaluation and assessment agency shall carry out periodic centrally-organized national examinations, assessments, monitoring and research activities to set new standards in schooling system that will lead to positive educational reforms.

### Core Values

1. **Integrity:** Upholding honesty, transparency and strong moral principles in all actions and decisions.
2. **Professionalism:** Maintaining high standards of conduct, competence and ethics in every aspect of work.
3. **Accountability:** Taking ownership of actions and decisions and being answerable for outcomes.
4. **Transparency:** Being open, honest, and clear in actions, decisions, and communication, to foster trust and reduce ambiguity.
5. **Fairness:** Striving to ensure assessments are unbiased, consistent, and reliable.

### Mandates

1. Build national research capacity and advanced assessment practices aligned with international standards.
2. Conduct periodic large-scale assessments, such as the National Education Assessment (NEA) and PISA, to evaluate system-level learning outcomes and inform policy through evidence-based recommendations.
3. Enhance quality and credibility of board examinations and school-based assessment practices through modernisation and standardisation.
4. Monitor student learning outcomes by providing timely feedback and data-driven insights to inform instructional improvement.
5. Provide continuous professional development for school leaders, teachers, and assessment personnel to build capacity in both board and school-based assessments.
6. Undertake research on education policies and assessment programs to improve teaching effectiveness and student learning outcomes.
7. Support the review and strengthening of school-based assessment practices, ensuring alignment with international benchmarks and national curriculum goals.
8. Develop and disseminate research-based support materials to guide and improve school-level assessment processes and practices.
9. Identify and promote examples of best practices in assessment and examination systems at national and international levels.
10. Organize national and international conferences, seminars, and symposia to promote discourse and innovation in assessment practices.
11. Facilitate institutional partnerships and exchange programs with reputable international organizations to foster cross-cultural learning and professional growth in the field of assessment and examinations.

## **Roles and Responsibilities of Examination and Assessment Officers**

Examination and Assessment Officers (EAOs) play a vital role in ensuring the effective planning, development, implementation and evaluation of assessments and board examinations. Their responsibilities encompass a wide range of technical, administrative and advisory tasks critical to maintaining the integrity and quality of assessment systems. The key roles and responsibilities include, but are not limited to, the following:

### **1. Examination and Assessment Planning and Coordination**

- Assist in planning and scheduling examination and assessment cycles, including the development of timelines, resource planning and logistical arrangements.
- Support the development and dissemination of examination and assessment manuals, guidelines, and circulars.
- Collaborate with item writers, moderators and printing firm to ensure smooth implementation.

### **2. Assessment Framework Development and Alignment**

- Develop and periodically review assessment frameworks in alignment with curriculum reforms and international standards.
- Communicate the framework and its requirements to stakeholders well in advance to ensure consistent and informed implementation.
- Ensure the assessment framework is regularly updated to reflect changes in the curriculum and shifts in educational policy.

### **3. Policy and Documentation Support**

- Contribute to the drafting and review of policies, guidelines, manuals and strategic documents.
- Maintain accurate records and archives of examination and assessment materials, correspondences and processes.

### **4. Test and Item Development**

- Design, review and validate test items in alignment with the curriculum and assessment frameworks.
- Prepare test blueprints, item specifications and marking schemes.
- Coordinate and support item writers and reviewers during item development workshops.

### **5. Administration of Examinations and Assessment**

- Facilitate the secure preparation, packaging and dispatch of examination materials.
- Monitor examinations and assessment administration in schools to ensure compliance with rules and procedures.
- Address cases of malpractice and coordinate special arrangements for candidates as needed.

### **6. Marking and Results Processing**

- Organize and manage marking processes, including centralized marking camps and digital platforms.
- Train and supervise markers to ensure reliability, consistency and fairness in marking.

- Verify, process and compile examination results for timely declaration.

## **7. Assessment Data Management and Analysis**

- Enter, clean and manage data for assessment analysis.
- Support the statistical analysis of assessment data, including item performance, reliability indices and trend analysis.
- Contribute to the preparation of analytical reports, briefs and data-driven insights for policy dialogue.

## **8. Moderation Phase**

- Coordinate with moderators to finalize question papers and marking schemes.
- Ensure alignment of test items with curriculum objectives and assessment frameworks.
- Organize and facilitate moderation meetings to review item quality, difficulty level, and fairness.
- Maintain confidentiality and security of moderated materials.
- Record and archive moderation feedback for future reference and improvement.

## **9. Preparing Timetable for Examinations**

- Analyse subject groupings and candidate load to propose balanced and conflict-free timetables.
- Coordinate with relevant stakeholders to confirm dates and logistics.
- Prepare and circulate draft and final examination timetables within approved deadlines.
- Incorporate feedback from relevant stakeholders and external agencies before finalisation.

## **10. Selection of Participants**

- Compile and verify data of participant from schools and Dzongkhags/districts.
- Identify competent participants (e.g., subject expertise, experience, past performance).
- Coordinate with Human Resource Division (HRD) and relevant departments for issuing nominations or invitations.
- Ensure equity, regional representation, and gender balance where applicable.
- Maintain a record of participants and submit reports after each selection cycle.

## **11. Monitoring**

- Plan and conduct field monitoring visits as per BCSEA guidelines and calendar.
- Use monitoring tools/checklists to assess compliance with exam protocols.
- Provide on-site guidance and support to schools or marking teams.
- Document findings and prepare monitoring reports with recommendations for improvement.
- Follow up on actions taken based on monitoring outcomes.

## **12. Communication and Capacity Building**

- Liaise with schools, subject experts and other stakeholders to clarify and communicate assessment-related matters.
- Train and support teachers and school leaders on assessment and examination systems to build capacity and ensure consistent implementation across schools.
- Share findings and provide constructive feedback to schools based on assessment outcomes.

### **13. Quality Assurance**

- Ensure adherence to assessment policies, standards and quality assurance protocols.
- Participate in post-examination reviews, item banking and validation exercises.
- Provide technical input and documentation support during external audits and accreditation processes.

### **14. Research and Innovation**

- Engage in research projects that support assessment development and improved learning outcomes.
- Explore and promote the use of technology in assessment processes, such as digital exams, data platforms and automated scoring systems.
- Engage in research projects that support assessment development and improved learning outcomes.
- Conduct the National Education Assessment (NEA) periodically and present key findings and recommendations to relevant stakeholders and the Ministry of Education and Skills Development.

### **15. Continuous Professional Development**

- Stay updated with current trends, innovations and international best practices in assessment and examinations.
- Participate in professional learning opportunities to enhance knowledge, skills and competencies relevant to the role.
- Take part in international seminars, conferences, and board meetings to gain global insights and contribute to the development of assessment systems.

### **16. Over all Role as BCSEA Professionals**

- Uphold the core values of professionalism, integrity, and accountability in all assessment-related tasks.
- Contribute to policy and guideline development for examinations and assessments.
- Engage in continuous professional development and knowledge sharing.
- Represent BCSEA in meetings, workshops, and stakeholder consultations.
- Collaborate across divisions to ensure smooth implementation of assessment activities.
- Support data analysis, reporting, publications and feedback mechanisms to improve system-level learning outcomes.

**Note:** BCSEA is developing provisions to certify Supervising Examiners, Chief Markers and Chief Item Writers, subject to the fulfilment of specified conditions. This initiative seeks to enhance the quality, consistency, and accountability of the assessment process by formally recognizing and validating the roles and competencies of key personnel.

## CHAPTER I: AFFILIATION AND CANDIDATE REGISTRATION

### 1.1 Affiliation of Schools and Institutes

#### 1.1.1 Categories of Schools and Institutes Affiliated with BCSEA

Schools and institutes (both government and private) affiliated with BCSEA are categorized as:

1. Primary Schools
2. Lower Secondary Schools
3. Middle Secondary Schools
4. Higher Secondary Schools
5. Institutes / Schools for Language and Culture Studies
6. Special Institutes

**Note:** All schools/institutes affiliated with BCSEA where board examinations are conducted are known as **centres**.

#### 1.1.2 Conditions and Criteria for Affiliation

1. Newly opened or upgraded schools/institutes must formally apply to BCSEA for affiliation with a copy of the approval letter from the MoESD. The affiliation process must be completed before the start of the academic session.
2. Affiliation shall be granted only upon physical verification and fulfilment of BCSEA requirements.
3. BCSEA shall issue certification of affiliation.
4. Schools/institutes may discontinue their affiliation with BCSEA but must inform BCSEA at the beginning of the academic session.

**Note:** Any institute or school not complying with the above conditions shall be de-affiliated.

### 1.2 Exam Centre Registrations

#### 1.2.1 New and Dissolved Centres

1. New exam centres must register with BCSEA at the beginning of the academic session.
2. Centres that are dissolved must inform BCSEA in a timely manner to avoid disruption in operations and examinations.

### 1.3 Registration of Candidates

#### 1.3.1 General Conditions

1. Candidate registration for classes VI, VIII, BCSE (X), BHSEC (XII), and LCSC (X and XII) is done online by the school/institute as per BCSEA instructions.
2. Schools must ensure accuracy in candidate details such as name, date of birth, and CID, based on official records (CID/Nationality Certificate).
3. All schools must comply with deadlines specified by BCSEA. No late registrations will be accepted.

4. Candidate details will be imported from EMIS using student codes once EMIS is fully functional.

### **1.3.2 Teacher Candidates**

1. Must submit a letter of approval from the HRD, MoESD.
2. The process begins from the candidate's parent school and is routed through Dzongkhag/Thromde Education Office, which will then identify the registration centre.

### **1.3.3 Non-Formal Education Instructor (NFEI) Candidates**

1. Must submit an approval letter from the Department of Educational Program, MoESD.
2. Approval process follows the same route through Dzongkhag/Thromde Education Office which also identifies the centre.

### **1.3.4 Continuing Education (CE) Candidates**

1. Must submit all relevant documents for verification and registration through approved CE centres.

### **1.3.5 Assessment and SUPW**

1. Teacher, NFEI, and CE candidates must fulfil all subject assessment criteria.
2. SUPW grade for Teacher and NFEI candidates should be submitted by the school where they are teaching to the principal of the registration centre. It should reflect the candidate's contribution to school/NFE centre activities.
3. SUPW grade for other candidates should be submitted by their registration centre based on their contribution to school activities.

## **1.4 Conditions for Registration**

1. Candidates for classes VI and VIII must register for all subjects.
2. Candidates for classes X and XII must register for compulsory and elective subjects.
3. No change in subjects is allowed after the completion of registration.
4. Special Educational Needs (SEN) candidates must register for board examinations.
5. Reappearing candidates during curriculum change must sit for the new curriculum and fulfil CA requirements.
6. The old curriculum will only be catered to in the following year after changes.
7. Candidates repeating after one year or more must fulfil all assessment criteria.

**Note:** Continuous Assessment (CA) marks from previous exams will not be imported, except for phased-out subjects.

## **1.5 Types of Candidates**

1. Regular Candidate – Appearing for the exam at a particular level for the first time.
2. Reappearing Candidate – Previously appeared, re-attempting the exam.

## **1.6 Categories of Candidates**

Under the above two types, candidates fall into one of five categories:



1. Student Candidate: Attending regular classes in a school.
2. CE Candidate: Appearing Class X or XII to upgrade qualification from a CE centre. Includes in-service and school drop-outs.
3. Teacher Candidate: In-service teacher appearing Class X or XII for qualification upgrade.
4. NFEI Candidate: BCSE/LCSC X pass candidate or equivalent appearing Class XII.
5. Children with Disabilities (CWD): Candidates with physical, mental, or other impairments under SEN programmes.

### 1.7 Change of Examination Centres

1. Requests for change of centre post-registration deadline must have prior BCSEA approval with valid documents.
2. Candidates must appear at the registered centre unless approved otherwise.
3. Schools may only admit candidates for subjects/courses they offer.
4. Change of centre allowed only on the following grounds:
  - a. Parents' transfer
  - b. Medical issues

**Note:** No changes to centres shall be allowed after the index number is generated.

### 1.8 Change of Board

1. Candidates transferring from another examination board must have the case forwarded to BCSEA with:
  - a. original transcripts
  - b. relevant documents
2. Approval based on:
  - a. equivalency of certificates and courses
  - b. Dzongkha being compulsory for Bhutanese candidates

### 1.9 Withdrawal of Candidate

1. Candidates can withdraw before the generation of index numbers.
2. Withdrawal after the index number generation is allowed only on special grounds (e.g., serious illness, accidents, family death).

**Note:** The school must obtain prior approval from BCSEA for any candidate withdrawal.

## CHAPTER II: ASSESSMENT AND EXAMINATION SCHEME

### 2.1 Key Stage I: Classes PP–III

#### 2.1.1 Overview

Key Stage I comprises Classes PP to III. At this foundational level, assessment in all subjects is conducted through a Continuous Formative Assessment (CFA) approach. This method emphasizes ongoing feedback and progress tracking, rather than summative testing, to support holistic development and meaningful learning experiences.

#### 2.1.2 Syllabus

All schools must follow:

1. The curriculum syllabi developed by the Centre for School Curriculum Development (CSCD).
2. The assessment syllabi developed by BCSEA.

#### 2.1.3 Subjects Offered

The following subjects are offered and assessed solely through CFA:

1. Dzongkha
2. English
3. Mathematics
4. Information and Communication Technology

#### 2.1.4 Scheme of Continuous Formative Assessment

All schools must adhere to the following assessment requirements:

1. Candidates must have a minimum of 90% attendance.
2. Candidates are assessed in all four subjects based on the set CFA criteria.
3. Schools must follow the prescribed assessment structure.
4. Candidates must achieve at least the ‘Meeting Level’ performance as specified in the CFA guidelines.

### 2.2 Key Stage II: Classes IV–VI

#### 2.2.1 Overview

Key Stage II consists of Classes IV to VI. Examinations in all subjects across these levels are written in the medium of English, except for Dzongkha and other foreign languages (for foreign candidates).

Students who have passed Class V in Bhutan or hold an equivalent qualification from recognized boards are eligible for admission to the course of study leading to the board examination at Class VI.

#### 2.2.2 Pre-requisites for Appearing Examination

1. Regular candidates must have a minimum of 90% attendance to be eligible for registration.
2. A candidate completing Class V from another board seeking admission to Class VI will be subject to Change of Board conditions as per *Chapter I, OGEA 2025*

3. Candidates from other recognized boards with no provision for a second language may be enrolled without passing in a second language at Classes IV–VI. The concerned school principal must submit details to BCSEA for exemption approval.

### **2.2.3 Withdrawal**

1. Candidates who withdraw after the generation of index numbers will be marked as ABSENT in the board examination.

### **2.2.4 Syllabus**

All schools must follow:

1. Curriculum syllabi developed by the CSCD.
2. Assessment syllabi developed by BCSEA.

### **2.2.5 Subjects offered**

The following subjects are offered and assessed through both CA and written examinations:

1. Dzongkha (or second language for foreign students)
2. English
3. Mathematics
4. Science
5. Social Studies
6. Information and Communication Technology

### **2.2.6 Continuous Assessment**

1. Schools must assess candidates in accordance with the standards and criteria set by BCSEA.

### **2.2.7 SUPW**

1. All candidates must participate in SUPW activities throughout the academic session.
2. SUPW is assessed internally by the school.

### **2.2.8 Scheme of Examinations and Assessment**

1. All candidates are examined in six subjects at the end of Classes IV–VI.
2. Class VI examinations are externally assessed by BCSEA.
3. BCSEA officials will monitor and support schools during exams.
4. Classes IV and V, CA is carried out by the school.
5. Class VI, CA marks must be submitted to BCSEA on specified dates.
6. BCSEA will conduct CA auditing twice a year for verification and validation.
7. The pass mark in each subject is 40. However, a candidate must pass both CA and the written examination separately with a minimum of 40% in each.
8. Writing Time for all subjects: 1 hour 30 minutes.

**Marks Distribution**

<b>Subject</b>	<b>Written Marks (A)</b>	<b>Converted Marks (B)</b>	<b>CA Marks (C)</b>	<b>Final Score (100)</b>
English	60	50	50	B + C
Dzongkha	60	50	50	B + C
Mathematics	60	50	50	B + C
Science	50	—	50	A + C
Social Studies	50	—	50	A + C
ICT	60	50	50	B + C
Foreign Language	Externally Examined as per CISCE syllabus			

**2.2.9 Conditions for Passing**

Candidates shall be promoted to the next level if they:

1. Attain the passing mark (40%) in both CA and written exam in four or more subjects.
2. The four subjects must include:
  - a. English
  - b. Dzongkha
  - c. Mathematics

**2.3 Key Stage III: Classes VII–VIII****2.3.1 Overview**

Key Stage III comprises Classes VII and VIII. Examinations in all subjects are written in the medium of English, except for Dzongkha and other foreign languages for foreign candidates. Students who have passed Class VII in Bhutan or an equivalent class from other recognized boards are eligible to be admitted to the course of study leading to the Class VIII board examination.

**2.3.2 Pre-requisites for Appearing Examination**

1. Regular candidates must have a minimum of 90% attendance to register for the examination.
2. A candidate having completed Class VII from other boards and seeking admission in Class VIII shall be subject to Change of Board procedures outlined in *Chapter I, OGEA 2025*.
3. Candidates from recognized boards that do not offer a second language may enrol without having to pass in second language at Classes VII and VIII. The school principal must submit details to BCSEA for exemption approval.

**2.4.3 Withdrawal**

1. Candidates who withdraw after the generation of index numbers will be marked as ABSENT in the board examination.

**2.3.4 Syllabus**

Schools must follow:

1. Curriculum syllabi developed by CSCD.
2. Assessment syllabi developed by BCSEA.

### 2.3.5 Subjects offered

The following subjects are offered and assessed through both CA and written examinations:

1. Dzongkha (or second language for foreign students)
2. English
3. Mathematics
4. Science
5. History
6. Geography
7. ICT

### 2.3.6 Continuous Assessment

1. Schools must assess candidates in accordance with the standards and criteria set by BCSEA.

### 2.3.7 SUPW

1. All candidates must undertake SUPW activities during the academic session, and the assessment is done internally by the school.

### 2.3.8 Scheme of Examinations and Assessment

1. All candidates must sit for seven subjects at the end of each level.
2. Class VIII examinations are externally assessed by BCSEA.
3. BCSEA officials will visit schools during the examination for monitoring and support.
4. Class VII CA is conducted internally by schools.
5. Class VIII CA marks must be submitted to BCSEA on the specified date.
6. BCSEA will conduct CA auditing twice a year for verification and validation.
7. Dzongkha final mark is a combination of two papers (Dzongkha I and II) and their respective CAs, converted to a final score out of 100%.
8. The pass mark in each subject is 40. However, a candidate must pass both CA and the written examination separately with a minimum of 40% in each.
9. Writing Time for all subjects: 2 hours.

#### Marks Distribution

Subject	Written Marks (A)	Converted Marks (B)	CA Marks (C)	Final Score (100)
English	80	60	40	B + C
Dzongkha I	80	60	40	B + C
Dzongkha II	80	60	40	B + C
History	80	60	40	B + C
Geography	80	60	40	B + C
Science	80	60	40	B + C
Mathematics	80	60	40	B + C
ICT	80	60	40	B + C
Foreign Language	Externally Examined as per CISCE syllabus			

### 2.3.9 Conditions for Passing

Candidates shall be promoted to the next level if they meet the following criteria:

1. Pass in five or more subjects, including:
  - a. English
  - b. Dzongkha
  - c. Mathematics

## 2.4 Key Stage IV: Classes IX-X

### 2.4.1 Overview

Key stage IV consists of classes IX to X. Examinations in all subjects across these levels are written in the medium of English except for Dzongkha, and other foreign languages for foreign candidates. Students who have passed Class IX in Bhutan or its equivalent from recognized boards are eligible to be admitted in the course of study leading to the Bhutan Certificate of Secondary Education (BCSE) at class X.

### 2.4.2 Pre-requisites for Appearing Examination

1. Regular candidates who are registering for examination must have a minimum of 90% attendance.
2. A candidate must complete a two-year course to be eligible to appear for the board examination.
3. A candidate having completed class IX from other Boards seeking admission in class X shall be subjected to *Change of Board*.
4. Candidates coming from other recognized boards that did not have provision for the teaching of a second language may enrol without having to pass in second language at the class VIII level examination.
5. They must register for a Second Language at class IX level and must sit for board examinations at class X.

### 2.4.3 Withdrawal

1. Candidates who withdraw after the generation of their index number will be marked as ABSENT in the BCSE examination.

### 2.4.4 Syllabus

Schools must follow:

1. Curriculum syllabi developed by CSCD.
2. Assessment syllabi developed by BCSEA.

### 2.4.5 Subjects Offered

The following subjects are offered and assessed through both CA and written examinations:

1. Dzongkha (any other second languages for foreign students)
2. English
3. Mathematics
4. Physics
5. Chemistry
6. Biology
7. Economics
8. Geography
9. ICT

10. History

**TVET subjects**

1. Automobile
2. Electrical
3. Welding
4. Plumbing
5. Masonry
6. Tailoring
7. Painting
8. Furniture Making
9. Graphic Design
10. Computer Hardware and Networking

**2.4.6 Continuous Assessment**

1. Schools must assess candidates in accordance with the standards and criteria set by BCSEA.

**2.4.7 SUPW**

1. All candidates are required to take up SUPW during the course of the academic session for which assessment is done by the school. The grade for SUPW is reflected in the Statement of Marks and Pass Certificate.

**2.4.10 Scheme of Examinations and Assessment**

1. All candidates are examined in SEVEN subjects at the end of each level. All candidates must sit for all the seven subjects offered to obtain their results.
2. The written examination in each subject is assessed externally by BCSEA for class X. During the time of examination, BCSEA officials will visit examination centres for monitoring and support.
3. CA is carried out by the schools / institutes, except for class IX, the CA marks for class X is submitted to BCSEA on the dates specified. BCSEA shall carry out the CA auditing twice a year for verification and validation.
4. Second language (foreign language) papers are assessed externally as per CISCE syllabus and mode of assessment. The marks obtained in the examination are entered as the final mark. Unlike Dzongkha which is examined in two separate papers, there is only one paper for the foreign second language papers.
5. The pass mark in each subject is 40. However, a candidate must pass both CA and the written examination separately with a minimum of 40% in each.
6. The writing time for all subjects is 2 hours, except for language papers and Mathematics, which are 3 hours. The TVET theory paper is 1 hour, while the TVET practical examinations are 3 hours.



**Marks Distribution**

<b>Subject</b>	<b>Written Marks (A)</b>	<b>Converted Marks (B)</b>	<b>CA Marks (C)</b>	<b>Final Score (100)</b>
English I	100	70	30	B + C
English II	100	70	30	B + C
Dzongkha I	100	70	30	B + C
Dzongkha II	100	70	30	B + C
History	100	70	30	B + C
Geography	100	70	30	B + C
Physics	100	70	30	B + C
Chemistry	100	70	30	B + C
Biology	100	70	30	B + C
Mathematics	100	70	30	B + C
Economics	100	70	30	B + C
ICT	100	70	30	B + C
TVET (Theory)	50	10	20	B + C
TVET (Practical)	100	70		
Foreign Language	Externally Examined as per CISCE syllabus			

**2.4.9 Conditions for Passing**

Candidates shall be promoted to the next level if they:

1. Attain the passing mark (40%) in both CA and written exam in five or more subjects.
2. The five subjects must include:
  - a. English
  - b. Dzongkha
  - c. Mathematics

**2.4.10 Certification and Results**

1. Candidates who pass the BCSE examination are awarded the Bhutan Certificate of Secondary Education.
2. The certificate reflects grades in all seven subjects, including SUPW.
3. Results are declared by BCSEA and can be accessed through schools or online portals.

**2.4.11 Grading System**

1. Grades are based on combined performance in CA and written examinations.
2. The grading scale follows BCSEA standards (e.g., A1, A2, B1, etc.).

**2.4.12 Reappearing and Improvement**

1. Candidates who fail in one or more subjects must reappear in all subjects.
2. Reappearing candidates must meet the 90% attendance rule (if applicable).
3. Improvement exams may be allowed as per BCSEA policies.

**2.4.13 Malpractice and Disciplinary Actions**

1. Malpractice (e.g., cheating, impersonation) leads to cancellation of results and possible ban from future exams.

2. Disciplinary actions are enforced by BCSEA.

#### **2.4.14 Verification and Rechecking**

1. Candidates may apply for rechecking of question answer booklets within a stipulated time.
2. A nominal fee is charged for verification requests.

#### **2.4.15 Duplicate Certificates**

1. Lost or damaged certificates can be replaced by applying to BCSEA with required documents.
2. A processing fee applies for duplicate certificates.

#### **2.4.16 Academic Progression**

1. Passing BCSE (Class X) allows progression to Higher Secondary (Class XI-XII) or vocational programs.
2. Stream selection (Science, Commerce, Arts) depends on subject-wise performance.

#### **2.4.17 Special Provisions**

1. Candidates with disabilities may request special accommodations (extra time, scribes).
2. Requests must be submitted with medical/educational proof before exams.

#### **2.4.18 Examination Monitoring**

1. BCSEA officials conduct random inspections during exams.
2. Schools must comply with exam conduct rules set by BCSEA.

### **2.5. Key Stage V: Classes XI–XII**

#### **2.5.1 Overview**

Key Stage V consists of Classes XI and XII. Examinations in all subjects at these levels are written in the medium of English, except for Dzongkha and other foreign languages for foreign candidates. Students who have passed Class X in Bhutan or its equivalent from recognized boards are eligible for admission to the two-year course leading to the Bhutan Higher Secondary Education Certificate.

#### **2.5.2 Pre-requisites for Appearing Examination**

1. Regular candidates must have a minimum of 90% attendance to register for the board examination.
2. Candidates must complete a two-year course (Class XI and XII) to be eligible for the BHSEC examination.
3. Candidates transferring from other recognized boards are subject to the provisions under *Change of Board* as outlined in Chapter 1, OGEA 2025.
4. Candidates from boards that do not offer a second language must register for one in Class XI and appear for its examination in Class XII.

#### **2.5.3 Withdrawal**

1. Candidates who withdraw after the generation of their index number shall be marked absent in the BHSEC examination.

### 2.5.4 Syllabus

Schools must follow:

1. Curriculum syllabi developed by CSCD.
2. Assessment syllabi developed by BCSEA.

### 2.5.5 Subjects Offered

The subjects offered are assessed in two parts: formative and summative. Weighting for Continuous Assessment (CA) and written examinations are specified in the respective subjects under Scheme of Examinations given below.

#### 2.5.5.1 General Subject Combinations:

Science	Commerce	Arts (without Mathematics)	Arts (with Mathematics)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/Mathematics
Chemistry	Business and Entrepreneurship	History	Economics
ICT	ICT	ICT	ICT
Electives: Mathematics/ Biology	Business Mathematics	Economics	Geography
	Optional: Economics		History

#### 2.5.5.2 Science stream:

1. 6 subjects I: English, Dzongkha, Physics, Chemistry, Biology, and ICT
2. 6 subjects II: English, Dzongkha, Physics, Chemistry, Mathematics, and ICT
3. 7 subjects: English, Dzongkha, Physics, Chemistry, Biology, Mathematics, and ICT

#### 2.5.5.3 Commerce stream:

1. 6 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship, and ICT
2. 7 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship, Economics, and ICT

**2.5.5.4 Arts stream:**

1. 6 subjects (without Mathematics): English, Dzongkha, Geography, History, Economics, and ICT
2. 7 subjects (with Mathematics): English, Dzongkha, Geography, History, Business Mathematics /Mathematics, Economics, and ICT

**2.5.5.5 TVET subject combinations:**

Science	Commerce	Arts (without Mathematics)	Arts (with Mathematics)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/Mathematics
Chemistry	Business and Entrepreneurship	Economics	Economics
Any one TVET subject	Business Mathematics	Any one TVET subject	Any one TVET subject
ICT	ICT	ICT	ICT
Electives: Mathematics/Biology	Any one TVET subject	Optional: History	Elective: Geography/History

**2.5.2.6 TVET subject combinations:**

**1. Science stream:**

1. 6 subjects I: English, Dzongkha, Physics, Chemistry, TVET, and ICT
2. 7 subjects: English, Dzongkha, Physics, Chemistry, TVET, Biology/Mathematics, and ICT

**2. Commerce stream:**

1. 7 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship, TVET, and ICT

**3. Arts stream:**

1. 6 subjects (without Mathematics): English, Dzongkha, Geography, Economics, TVET, and ICT
2. 7 subjects (without Mathematics): English, Dzongkha, Geography, Economics, History, TVET, and ICT
3. 6 subjects (with Mathematics): English, Dzongkha, Business Mathematics /Mathematics, Economics, TVET, and ICT

4. 7 subjects (with Mathematics): English, Dzongkha, Business Mathematics /Mathematics, Economics, TVET, Geography/History, and ICT

#### 2.5.2.7 Rigzhung Subject combinations:

Arts (without Mathematics)	Arts (with Mathematics)
English	English
Dzongkha	Dzongkha
Geography	Business Mathematics/Mathematics
History	History
Rigzhung	Rigzhung
ICT	ICT
Optional: Economics	Electives: Geography/Economics

#### 2.5.2.8 Arts stream:

1. 6 subjects (without Maths): English, Dzongkha, Rigzhung, ICT, History and Geography/Economics
2. 7 subjects (without Mathematics): English, Dzongkha, Rigzhung, History, ICT, Geography and Economics
3. 6 subjects (with Mathematics): English, Dzongkha, Rigzhung, ICT, Business Mathematics /Mathematics and History
4. 7 subjects (with Mathematics): English, Dzongkha, Rigzhung, ICT, Business Mathematics / Mathematics, History and Geography/Economics

#### Note:

Rigzhung is an elective subject for Arts stream only.

TVET subjects are elective subject for schools offering TVET.

#### 2.5.3 Part II: Continuous Assessment

1. Schools will assess the CA in alignment with standards and criteria set by the BCSEA.

#### 2.5.4 SUPW

1. All candidates are required to take up SUPW during the course of the academic session for which assessment is done by the school. The grade for SUPW is reflected in the Statement of Marks and Pass Certificate.

#### 2.5.5 Choice of Subjects

1. All Candidates must register and sit for English and Dzongkha (for Bhutanese) with four or five Elective Subjects and must have been evaluated internally by the school in SUPW.
2. The choice of subjects may be based on the following:

- a. A candidate cannot register for more than seven subjects including the compulsory subjects – English and Dzongkha.
- b. A school shall admit only those candidates in which the school has provisions to provide the courses / subjects.
- c. The school should ensure candidates are admitted into various streams / subjects based on the admission criteria requirements set by universities and career options.

### **2.5.6 Scheme of Examinations and Assessment**

1. The examination at the end of Class XI is conducted by the schools and the promotion of candidates from Class XI to Class XII is the responsibility of the schools.
2. All candidates are examined in a maximum of SEVEN and minimum of SIX subjects including English and Dzongkha at the end of Class XII.
3. CA is carried out by the schools / institutes, except for class XI, the CA marks for class XII is submitted to BCSEA on the dates specified. BCSEA shall carry out the CA auditing twice a year for verification and validation.
4. Second language (foreign language) papers are assessed externally as per CISCE syllabus and mode of assessment. The marks obtained in the examination are entered as the final mark. Unlike Dzongkha which is examined in two separate papers, there is only one paper for the foreign second language papers.
5. Changes in elective subjects after generation of the index number are not allowed.
6. The pass mark for each subject is 40. However, a candidate must pass both the CA and the external examination separately, with a minimum of 40% in each.
7. The writing time for all the theory papers is 3 hours.

### **Marks Distribution**

<b>Subject</b>	<b>Written Marks(A)</b>	<b>Converted Marks(B)</b>	<b>CA Marks (C)</b>	<b>Final Score (100)</b>
English I	100	80	20	B + C
English II	100	80	20	B + C
Dzongkha I	100	80	20	B + C
Dzongkha II	100	80	20	B + C
History	100	80	20	B + C
Geography	100	80	20	B + C
Physics (Theory)	100	80		
Physics (Practical)	20	15	5	B + C
Chemistry (Theory)	100	80		
Chemistry (Practical)	20	15	5	B + C
Biology (Theory)	100	80		
Biology (Practical)	20	15	5	B + C

Accountancy	100	80	20	B + C
Business Entrepreneurship	100	80	20	B + C
Mathematics	100	80	20	B + C
Business Mathematics	100	80	20	B + C
Economics	100	80	20	B + C
Rigzhung	100	80	20	B + C
ICT	100	80	20	B + C
TVET (Theory)	50	10		
TVET (Practical)	100	70	20	B + C
Foreign Language	Externally Examined as per CISCE syllabus			

### 2.5.7 Conditions for Passing

Candidates shall be considered as pass upon fulfilling the following criteria:

1. Attain the passing mark (40%) in both CA and written exam in four or more subjects.
2. The four subjects must include:
  - a. English
  - b. Dzongkha

## 2.6 Language and Culture Studies Certificate (LCSC X)

### 2.6.1 Overview

LCSC X is a two-year course beyond Class VIII or its equivalence. Examinations in all subjects are written in the medium of *Chhoekek* and Dzongkha except for English and ICT.

### 2.6.2 Candidates from Other Boards

The eligibility of candidates who have been awarded Pass Certificates in the equivalent examination conducted by another examining Board shall be decided by BCSEA.

### 2.6.3 Prerequisites

1. Regular candidates must have a minimum of 90% attendance.
2. Candidates who completed Class IX from other Boards must pass in *Chhoekek* and are subjected to change of Board.
3. The candidate must have been awarded a Pass Certificate in accordance with the requirements of the Council at an equivalent examination taken at one and the same sitting from a recognised Board.
4. The candidates from other Boards must have obtained pass marks in:
  - a. English
  - b. second language (as alternative course)
  - c. Three other written subjects accepted by BCSEA.
5. Reappearing candidates are not allowed to change initially registered subjects.
6. BCSE candidates switching to LCSC X after Class IX must begin from Class IX of LCSC course.



#### 2.6.4 Withdrawal

1. Candidates who withdraw after index number generation will be marked as absent in LCSC X examination.

#### 2.6.5 Syllabus

1. All schools must follow curriculum syllabi by CSCD and assessment syllabi by BCSEA.

#### 2.6.6 Subjects Offered

The following subjects are offered and assessed through both CA and written examinations:

##### 1. Compulsory Subjects

1. Dzongkha
2. English
3. ICT
4. *Riglam*
5. *Sumtag Dagsum*
6. *Zjungrab*
7. *ChenyomLamsel* (no written exam)

##### 2. Elective Subjects

Candidates may take any **ONE** of the following subjects:

1. Shotsi Rigpa
2. Rigmo
3. Luyang

#### 2.6.7 SUPW

1. All candidates must take up SUPW during the academic session. Grades are shown in the Statement of Marks and Pass Certificate.

#### 2.6.8 Scheme of Examinations and Assessment

1. All candidates are examined in SEVEN subjects at the end of each level, SIX being compulsory and ONE from the list of elective subjects offered. All candidates must sit for all the seven subjects offered so as to obtain their results.
2. CA is carried out by the schools / institutes, except for class IX, the CA marks for class X is submitted to BCSEA on the dates specified. BCSEA shall carry out the CA auditing twice a year for verification and validation.
3. Changes in elective subjects after generation of the index numbers are not allowed.
4. The pass mark in each subject is 40. However, a candidate must pass both CA and the written examination separately with a minimum of 40% in each.
5. The writing time for all the papers is 3 hours.

## Marks Distribution

Subject	Written Marks (A)	Converted Marks (B)	CA Marks (C)	Final Score (100)
English I	100	70	30	B + C
English II	100	70	30	B + C
Dzongkha I	100	70	30	B + C
Dzongkha II	100	70	30	B + C
<i>Riglam</i>	100	70	30	B + C
<i>SumtagDagsum</i>	100	70	30	B + C
<i>ShotsiRigpa</i>	100	70	30	B + C
<i>Rigmo</i>	100	70	30	B + C
<i>Luyang</i>	100	50	50	B + C
<i>Zjungrab</i>	100	70	30	B + C
ICT	100	70	30	B + C

**2.6.9 Conditions for Passing**

Candidates shall be promoted to the next level if they meet the following criteria:

1. Pass in five or more subjects, including:
  - a. English
  - b. Dzongkha

**2.7 Language and Culture Studies Certificate (LCSC XII)****2.7.1 Overview**

LCSC XII is a two-year course beyond Class X or its equivalence. Examinations in all subjects are written in *Chhoeke* and Dzongkha except for English and ICT.

**2.7.2 Candidates from Other Boards**

1. Eligibility of candidates who have been awarded a Pass Certificate in the equivalent Class X examination from other Boards will be decided by BCSEA.

**2.7.3 Prerequisites**

1. Regular candidates must maintain a minimum of 90% attendance.
2. Candidates from other Boards must pass in *Chhoeke* and complete the LCSC XI course.
3. The candidate must have passed an equivalent examination at one sitting from a recognized board.
4. The candidates from other Boards should pass in:
  - a. English
  - b. a second language (alternative course)
  - c. three other written subjects recognized by BCSEA.
5. Reappearing candidates must continue with the same subjects as registered previously.

6. BCSE Class X candidates seeking admission in LCSC XII must begin from Class XI of the LCSC course.

#### **2.7.4 Withdrawal**

1. Candidates who withdraw after index number generation will be marked as absent in the LCSC XII examination.

#### **2.7.5 Syllabus**

1. All schools must follow the curriculum syllabi developed by CSCD and the assessment syllabi provided by BCSEA.

#### **2.7.6 Subjects Offered**

The following subjects are offered and assessed through both CA and written examinations:

##### **1. Compulsory Subjects**

1. Dzongkha
2. English
3. *Choedjug*
4. *SumtagDagsum*
5. *Nyenga*
6. ICT

##### **2. Elective subjects**

Candidates may take any **ONE** of the following subjects:

1. *Riglam*
2. *ShotsiRigpa*
3. *Zjungrab*
4. *Rigmo*
5. *Luyang*

#### **2.7.7 Continuous Assessment**

1. Schools will assess the CA in alignment with standards and criteria set by the BCSEA.

#### **2.7.8 SUPW**

1. All candidates must take part in SUPW activities. The final grade will be indicated in the Statement of Marks and the Pass Certificate.

#### **2.7.9 Scheme of Examinations and Assessment**

1. All candidates are examined for SEVEN subjects: SIX compulsory and ONE elective. CA is conducted by schools and submitted to BCSEA for final compilation. BCSEA will conduct two rounds of CA audits annually.
2. English and Dzongkha, where there are two papers, if one paper is not attempted, it shall be marked as absent. The marks for the attempted paper shall be assessed, and the marks awarded shall be divided by two to calculate the final mark. The final mark shall also account for the CA of the paper that was not attempted.

**Marks Distribution**

<b>Subject</b>	<b>Written Marks (A)</b>	<b>Converted Marks (B)</b>	<b>CA Marks (C)</b>	<b>Final Score (100)</b>
English I	100	80	20	B + C
English II	100	80	20	B + C
Dzongkha I	100	80	20	B + C
Dzongkha II	100	80	20	B + C
Choedjug	100	80	20	B + C
SumtagDagsum	100	80	20	B + C
Nyenga	100	80	20	B + C
Riglam	100	50	50	B + C
Luyang	100	50	50	B + C
ShotsiRigpa	100	80	20	B + C
Zjungrab	100	80	20	B + C
Rigmo	100	80	20	B + C
ICT	100	80	20	B + C

**2.7.10 Conditions for Passing**

Candidates shall be considered as pass upon fulfilling the following criteria:

1. Pass in four or more subjects, including:
  - a. English
  - b. Dzongkha

**2.8 Internal Assessment**

Internal assessment is an evaluation process conducted within the school by teachers or examiners who are part of the same school. It includes assignments, projects, presentations, practical work, class tests, and oral examinations. The purpose of internal assessment is to monitor students' progress, skills, and understanding continuously throughout the academic year.

Marking internally assessed work is a critical process as it ensures that students' performances are evaluated accurately and fairly. While the assessment itself is conducted within the school, it must align with the standards and criteria set by the BCSEA. The primary goal is to maintain consistency, reliability, and transparency in grading, thereby upholding the integrity of the assessment process. It is essential to follow standardized marking schemes and adhere to quality assurance procedures. This not only reinforces the credibility of the assessment but also ensures that students are awarded grades that genuinely reflect their knowledge, skills, and competencies.

This document outlines the practices involved in marking internally assessed work, including guidelines for maintaining accuracy, consistency, and adherence to the BCSEA's requirements.

### **2.8.1 Principles of Marking Internally Assessed Work**

1. Apply marking criteria uniformly across all students' work to ensure fairness.
2. Award marks that accurately reflect the quality of the work.
3. Clearly communicate marking criteria and provide feedback that justifies awarded marks.
4. Mark impartially, without bias or influence from previous performance or personal characteristics.
5. Maintain consistency among markers to ensure uniform grading across all work.
6. Keep accurate records of marks and feedback, and be prepared to justify grading decisions.
7. Protect students' marks and feedback, sharing them only with authorized personnel.

### **2.8.2 Internal Moderation Team**

1. The internal moderation team should be formed at each school to ensure consistency and fairness in marking within the school.
2. The team should review the assessed work of candidates by the teachers and verify that the marks are aligned with the marking criteria.

#### **2.8.2.1 Moderation Process**

1. The assessors (teachers) mark the internally assessed work based on the prescribed rubric.
2. The internal moderation team selects a sample of marked work from assessors to ensure consistency.
3. The internal moderation team reviews the sample, comparing the marks against the rubric. They may adjust marks if they find inconsistencies or if the assessment does not reflect the established criteria.

#### **2.8.2.2 Documentation and Communication**

1. A moderation report must be produced, detailing the moderation process, any discrepancies found, and any changes made to the marks.
2. The internal moderation team should maintain records of all internally assessed work, including the original submissions, marking rubrics, feedback, and moderation reports for a specified period in case of an audit or further investigation.
3. Final marks for board examination should be submitted through the online BCSEA portal and final marks for other examinations should be submitted through the EMIS portal.

#### **2.8.2.3 Role of Assessors**

1. Teachers are responsible for accurately marking candidates' internally assessed work based on established criteria and guidelines.
2. Teachers should provide clear, constructive feedback to candidates on their work, highlighting strengths and areas for improvement.

3. Teachers should refer to the assessment framework to ensure that they are using consistent criteria, adhering to marking guidelines, and maintaining fairness and accuracy in the evaluation of students' work.
4. Teachers must ensure that all candidates' work is authenticated and accompanied by the appropriate documentation.

### **2.8.3 Addressing Plagiarism**

Plagiarism is the act of presenting someone else's work, ideas, or words as your own without proper acknowledgment or citation.

#### **2.8.3.1 Detection of Plagiarism**

1. Teachers must use plagiarism detection tools where possible to ensure the originality of students' work, identify potential instances of plagiarism, and uphold academic integrity throughout the assessment process.
2. Teachers should clearly communicate to students the importance of academic integrity and the consequences of plagiarism.
3. Teachers should provide clear guidance to students on how to properly reference sources in their work.

#### **2.8.3.2 Consequences of Plagiarism**

If plagiarism is suspected, the students should be given an opportunity to explain their work. The possible consequences of confirmed plagiarism may include:

1. Reduction in marks for the affected work.
2. Awarding zero if the plagiarism is severe.
3. Disqualification from receiving certification.

## CHAPTER III: TEST DEVELOPMENT AND MODERATION

### 3.1 Test Development

Test development is the process of creating high-quality, reliable, and secure examination papers. It ensures that test items align with learning objectives while upholding rigorous standards of fairness, validity, and reliability. Throughout this process, item writers, EAOs, and other relevant stakeholders work together to produce test items that accurately measure student competencies, thereby reinforcing the integrity and effectiveness of the educational assessment process.

#### 3.1.1 Principles

All test items developed must adhere to the following core principles:

##### 3.1.1.1 Validity

1. Test item must assess the intended learning outcomes as outlined in the curriculum.
2. Items should align with the subject's test blueprint and assessment objectives.
3. Contexts and scenarios in the test items should be authentic and relevant to the subject.

##### 3.1.1.2 Reliability

1. Test items must be clear, unambiguous, and free from errors to ensure consistent interpretation by all students.
2. Test items should be replicable, meaning different students under the same conditions should achieve consistent results.
3. The level of difficulty should be balanced across the paper to allow for fair student differentiation.

##### 3.1.1.3 Fairness and Accessibility

1. Test items should be free from bias, ensuring no advantage or disadvantage based on gender, ethnicity, or socio-economic background.
2. Language should be clear, simple, and age-appropriate, avoiding complex or culturally specific terms that may confuse students.
3. Test items must accommodate students with different abilities, ensuring that all have a fair opportunity to demonstrate their knowledge.

##### 3.1.1.4 Cognitive Demand and Bloom's Taxonomy

A well-balanced test item should include:

1. Lower-order thinking skills (recall and understanding).
2. Moderate-level thinking skills (application and analysis).
3. Higher-order thinking skills (evaluation and creation).

##### 3.1.1.5 Alignment with Test Blueprint

1. Each paper must adhere to a pre-approved test blueprint, ensuring balanced coverage of topics and skills.
2. Weightage should be distributed appropriately between knowledge, understanding, application, and analysis.
3. The proportion of easy, moderate, and difficult questions should follow standardized assessment syllabus.



#### **3.1.1.6 Security and Confidentiality**

1. All test item developers must sign confidentiality agreements to prevent any leakage of test items.
2. Test items should not be shared or discussed outside the workshop.
3. Teachers involved in test item development should not engage in private tutoring or provide tuition outside regular school hours.

#### **3.1.1.7 Test Development Activities**

1. BCSEA provides a detailed test blueprint, curriculum documents, and past paper analyses.
2. Teachers receive orientation on test design principles.
3. Teachers draft questions following the principles outlined above.
4. Approved questions are compiled into a draft board paper.
5. Questions undergo expert review for final approval.
6. BCSEA ensures secure storage of test items until examination day.

#### **3.1.1.8 Policy Compliance and Monitoring**

1. Any breach of confidentiality may result in disciplinary action, including removal from future test development roles.
2. BCSEA will conduct periodic evaluations of test quality and update guidelines as needed.

### **3.2 Participants**

#### **3.2.1 Chief Item Writer**

The Chief Item Writer is an experienced and qualified teacher selected by BCSEA to lead and coordinate the development of examination items for a specific subject and grade level. The role involves ensuring that all items are valid, reliable, curriculum-aligned, and appropriate in terms of cognitive demand.

##### **3.2.1.1 Key Roles and Responsibilities:**

1. Follow instructions from EAOs and provide support during item development.
2. Sign LOU and declare COI.
3. Attend orientation programs and training as needed.
4. Lead and guide item writers during the item development process.
5. Oversee the creation of examination items for a specific subject and grade level.
6. Ensure items are valid, reliable, curriculum-aligned, error-free, and cognitively appropriate.
7. Review and edit items for clarity, accuracy, cognitive level, and fairness.
8. Ensure a balanced distribution of content and question formats.
9. Uphold consistency and standardization according to BCSEA guidelines.
10. Guide item writers and provide feedback as needed.
11. Review past papers to inform future item development.
12. Maintain professionalism, integrity, and ethical conduct.

### **3.2.1.2 Selection Criteria:**

To be eligible for the role, an individual must:

1. have a minimum of FIVE years of teaching experience.
2. have previously served as item writer for at least THREE times.
3. not be involved in organizing or conducting coaching classes for VI, VIII, X and XII subjects.
4. be trained/certified in assessment development or item writing methodologies.
5. possess strong communication and teamwork skills.
6. possess strong content knowledge and a deep understanding of the relevant curriculum.
7. have no conflict of interest.
8. be currently teaching the relevant subject.
9. be physically fit and mentally sound.
10. have no adverse professional or disciplinary records.
11. uphold the highest standards of integrity and professionalism.

### **3.2.1.3 Selection Principle:**

1. A Chief Item Writer shall be appointed based on performance and competence.

### **3.2.1.4 Selection Procedure:**

1. Select from the nominees and submit the recommendation to the HRC, MoESD for endorsement.
2. The BCSEA will send Invitation letters, Confirmation and COI forms to the selected Chief Marker.
3. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

## **3.2.2 Item Writers**

An item writer is a competent subject expert appointed by BCSEA to set test items for Board Examinations and other educational assessments.

### **3.2.2.1 Roles and Responsibilities of Item Writers**

1. Follow the instruction of EAOs and provide support.
2. Sign a letter of undertaking and declare any conflicts of interest.
3. Attend orientation programmes.
4. Develop test specification and discuss with respective EAOs.
5. Develop test items and marking scheme as per the test specification.
6. Ensure test items align with the assessment syllabus.
7. Review and revise test items with respective EAOs.
8. Submit question paper and model answer to respective EAOs.
9. Any materials related to test development must be submitted to respective EAOs.
10. Maintain confidentiality of the work assigned.

### **3.2.2.2 Selection Criteria**

The BCSEA selects competent subject teachers to develop test items for board examinations, as well as other large-scale assessments.

To be eligible for nomination as a test developer, an individual should:

1. be proficient in English or Dzongkha.
2. have at least THREE years of teaching experience in the relevant subject and level, with consideration given to newly introduced curricula.
3. be currently teaching the subject at the specified level.
4. demonstrate strong content knowledge in the relevant subject.
5. not have any adverse records.
6. uphold the highest level of integrity and professionalism.
7. not be involved in organizing or conducting coaching classes for VI, VIII, X, and XII subjects.
8. have knowledge in assessment.
9. be physically fit and mentally sound.
10. should not have any conflict of interest.

### 3.2.2.3 Selection Principles

The selection of test developers will be guided by the following principles:

1. Selection will be exclusively from government schools, in line with the RCSC Civil Service Values and Conduct.
2. Schools must ensure that nominated teachers DO NOT have any conflict of interest.
3. Preference may be given to teachers with over three years of teaching experience.
4. For LCSC and TVET subjects, if an adequate number of competent teachers cannot be identified, a competent person proficient in the relevant subject may be selected from government schools/institutions or from the database/pool, regardless of their current teaching status.

**Note:** BCSEA reserves the right to utilize the services of proven teachers without a school nomination, if necessary.

### 3.2.2.4 Selection Procedure

The selection procedure will be as follows:

1. Schools will register nominated teachers, endorsed by the school HRC in BCSEA portal on the specified dates, adhering to the nomination criteria.
2. The Examination and Assessment Officer (EAO) concerned will select teachers from the BCSEA portal and BCSEA will submit the list to the HRC, MoESD for endorsement.
3. Invitation letters, Confirmation and COI forms will be sent to selected test developers.
4. Principals will validate the Confirmation and COI forms, which must be sent back to BCSEA by the respective individual.

**Note:** If nomination procedures are not followed as per the criteria, the school HRC Committee members will be held accountable.

## 3.2 Moderation

There are two phases of test item moderation namely moderation I and moderation II. These are essential phases in the creation and finalization of test items, ensuring they meet the highest standards of quality, fairness, and accuracy.

Moderation I is the first phase in which the test items developed during test development are reviewed. During this stage, the EAOs for the respective subject will ensure that the test items are aligned with the curriculum syllabus, and that the appropriate weightage is assigned to each strand and format. It helps to identify and resolve potential issues, such as bias, ambiguity, or inappropriate content, ensuring the items are clear, relevant, and suitable before the test is administered.

Moderation II is the second phase, in this phase, two papers are reviewed and finalized. During this phase, the test items are carefully reviewed and refined to ensure they meet the required quality standards. The aim is to ensure that the questions effectively assess the intended learning outcomes. It also serves to identify and correct any remaining errors, biases, or ambiguities, making sure that the questions are appropriate, accurate, and relevant for the intended audience before they are sent for printing. This process may lead to adjustments or the removal of problematic questions to improve the overall validity and reliability of the test. End of this phase respective EAOs should submit two final papers.

### 3.2.1 Participants:

1. EAOs
2. Moderator

#### 3.2.1.1 Moderator

The moderator is an experienced assessment expert with a strong background in curriculum. They are specialized in reviewing and moderating test items to ensure validity, reliability, and alignment with learning outcomes. With a keen eye for clarity, fairness, and relevance, the moderator ensures assessments accurately measure intended competencies.

#### 3.2.1.2 Roles and Responsibilities:

1. Follow the instruction of Controller of Examinations and provide support.
2. Sign LOU and declare COI.
3. No electronic devices or papers are allowed inside the moderation room.
4. Focus on moderating the structure and grammatical accuracy of the question paper.
5. Ensure the correct formatting is followed.
6. Not modify the content or the concepts of the question paper.
7. Collaborate with EAOs to resolve any misunderstandings, ambiguities, or errors in test items before finalization.
8. Maintain confidentiality and security of the moderation process.
9. Uphold the highest level of professionalism and integrity.

**3.2.1.3 Conflict of Interest Management: In the year the child appears for the board examination, the concerned official(s) shall:**

1. Prepare and submit two sets (hard and soft copies) of question paper(s), model answers, and marking schemes.
2. Enclose all materials securely in labelled envelopes and submit them to the BCSEA Management Committee.
3. Sign a letter of undertaking agreeing to the stated clauses.
4. Not retain any copies of the submitted materials.
5. The BCSEA Management Committee shall select the final question paper(s) for that year.

## CHAPTER IV: SEN AND FUNCTIONAL ASSESSMENT

This chapter aims to provide equitable assessment conditions for students with Special Educational Needs (SEN) appearing for board examinations. It ensures that all students have fair opportunities to demonstrate their knowledge and skills while maintaining the integrity and validity of the examination process.

In response to the increasing number of students with special educational needs and learning difficulties in schools, there is a critical need to streamline and strengthen support mechanisms that ensure their smooth transition through alternative learning programmes. Accordingly, while some candidates may be able to appear for the board examinations independently, others may require specific concessions, and a few may not participate at all due to their educational pathways differing from the conventional system. The guidelines outlined in this chapter will provide procedures to ensure that candidates with disabilities receive equitable assessment and examination, and appropriate promotion and transition without compromising the standards being assessed so that the candidates can be recognised for their attainment.

### 4.1 Scope

This chapter applies to all students with officially and clinically recognized SEN, including but not limited to:

1. Physical disabilities (e.g., visual impairment, hearing impairment, mobility issues).
2. Learning disabilities (e.g., dyslexia, dyscalculia).
3. Neurodevelopmental conditions (e.g., autism spectrum disorder, ADHD, Cerebral Palsy).
4. Other medical conditions that impact learning and assessment.

### 4.2 Principles of SEN Assessment

The assessment must adhere to the following principles:

- 4.2.1 Equity and Fairness:** Ensure that all students, regardless of their disabilities, are assessed with reasonable adaptation and accommodations that allow them to demonstrate their true abilities.
- 4.2.2 Validity and Reliability:** Ensure that accommodations preserve the integrity of what is being assessed and provide equitable support to all learners.
- 4.2.3 Confidentiality:** Maintain the privacy of their assessment accommodations and adaptations supports.
- 4.2.4 Flexibility and Inclusivity:** Allow reasonable accommodations based on individual needs with assessment standards.
- 4.2.5 Modification:** Modification of examination papers will not be permitted in order to uphold the standards and ensure fairness in assessment.

## 4.3 Alternative Pathways

### 4.3.1 Extended Learning Time

This is a programme for candidates enrolling in the general curriculum and opting to appear for the board examinations. The candidates in this category will have a time extension of two to three years to complete the course based on the candidate's ability.

#### 4.3.1.1 Registration and Assessment:

1. The candidate shall fulfil all the clauses laid down in the 'Scheme of Examination' for each key stage.
2. The concerned school shall send their application to BCSEA by August 31.
3. BCSEA shall validate and approve the applications received by November.
4. Registration of the candidates to appear the board examinations will be done by the schools with their non-disabled peers online as specified by BCSEA.

#### 4.3.1.2 Conditions, Concessions and Awards:

1. In the 1st Year, the candidate shall appear in a minimum of 4 papers which are compulsory, viz., English I & II and Dzongkha I & II. In the event a candidate is unsuccessful in any one or more of the papers, the school will be informed to enable the candidate to take the next course of action as mentioned below. The candidate has to reappear for the failed paper/s in the 2nd year and also appear for the subjects registered for that year.
2. In the 2nd Year, the candidate shall appear in a minimum of 4 papers/subjects for BCSE (example, HCG1, HCG2, Science paper 1 - Physics and paper 2 - Chemistry).
3. In the 3rd Year, the candidate shall appear for the rest of the papers/subjects.
4. The result of the candidates will be processed only upon appearing in all the registered subjects for the examinations.
5. Candidates will be awarded a pass certificate within two to three years upon fulfilment of the assessment components of the course.
6. Candidates who are unsuccessful in completing the examinations within 3 years of extended learning time, the centre can award a certificate of completion with the marks obtained in board examinations and seek endorsement from BCSEA.

### 4.3.2 Selective and Functional Learning Certificate (FLC)

The candidates study a mixed mode curriculum, a combination of the general curriculum and selective and functional learning programme developed by the CSCD.

#### 4.3.2.1 Registration, Assessment and Award:

1. The concerned school shall send their application to BCSEA by July.
2. BCSEA shall validate and approve the applications received by September.
3. The school is required to send the Individualised Education Plan (IEP if applicable) and assessment records of the candidate/s carried out by the school to BCSEA for validation.
4. The BCSEA will administer functional examinations aligned with the functional curriculum and certify candidates based on their performance.

### **4.3.3 Functional and TVET Learning Certificate (FTLC)**

This is a programme for candidates who are more inclined to technical and vocational trades. Such candidates opt for TVET as an optional programme along with the selective and functional learning programme.

#### **4.3.3.1 Registration, Assessment and Award:**

1. The concerned school shall send their application to BCSEA by July.
2. BCSEA shall validate and approve the applications received by September.
3. BCSEA shall assess and evaluate the candidates as per the criteria detailed in the TVET curriculum in collaboration with schools.
4. The BCSEA shall certify the students' result for classes X and XII Functional Learning and TVET Learning Certificate (FTLC).

### **4.3.4 Functional Learning with Pre-vocational Skills Certificate**

This is a programme for candidates who are unable to take the above programmes (extended learning programme, FLC and FTLC). Such candidates can opt for functional learning programme with modified pre-vocational skills based on the curriculum developed by CSCD.

#### **4.3.4.1 Registration, Assessment and Award:**

1. The concerned school shall send their application to BCSEA by July.
2. BCSEA shall validate and approve the applications received by September.
3. BCSEA shall monitor and validate the mode of assessment as per the criteria detailed in the assessment framework.
4. The BCSEA shall certify the students' result for classes X and XII Functional Learning Curriculum with Pre-vocational Skills.

## **4.4 Accommodations and Support Measures**

1. An accommodation is a support measure for change in test preparation like location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a test. Accommodations are to provide equitable access to complete the examination for the candidates with disabilities and not to give an undue advantage. An accommodation does not affect the integrity of an examination or assessment.
2. For candidates with disabilities, standard concessions such as extended time, braille or large print question-answer booklets, scribes to record dictated notes, readers, supervised breaks, wheelchair accessible examination rooms, washroom accessible examination rooms, etc., will be granted depending on the need of the candidate and on recommendation and validation by the school applying for it.
3. BCSEA officials shall visit schools with SEN programmes for verification and validation.
4. Schools should complete applying for accommodations for their students as specified in the various alternative pathways and programmes before online registration closes to support accommodation.
5. BCSEA will thoroughly examine and validate the applications before granting approval as specified in the various alternative pathways and programmes.



6. BCSEA shall refer Part Three – Accommodations for Examinations under Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities (GAEPT) for a list of accommodations to be provided during examinations.
7. Any devices such as computer, tablets, etc., required for the candidate to appear for the examinations must be kept ready and in working condition by the centre.

#### **4.5 Students with SEN may receive the following accommodations during board examinations, subject to approval:**

##### **4.5.1 Examination Format Modifications**

1. Braille or Large Print Question Papers – Available for visually impaired students.
2. Font size will be adjusted to the required standard, and additional accommodations shall be provided as needed to support students.

##### **4.5.1.1 Additional Time**

1. Up to 25% extra time may be granted, depending on the nature of the disability.

##### **4.5.1.2 Scribe/Reader Assistance**

1. A scribe (writer) may be provided for students with physical disabilities or severe learning difficulties.
2. A reader may be allowed for students with visual impairments or reading disabilities.
3. The scribe/reader must be neutral (not a subject teacher of the student or relatives) and one level down.

##### **4.5.1.3 Assistive Technology**

1. Screen readers or speech-to-text software may be allowed for students with severe visual impairments.
2. Laptops (without internet access) may be permitted for students with physical disabilities affecting handwriting.

##### **4.5.1.4 Examination Venue Adjustments**

1. A separate examination room may be provided to reduce distractions.
2. Wheelchair-accessible exam centres must be available for students with mobility impairments.

##### **4.5.1.5 Modified Assessment Criteria (where applicable)**

1. Spelling and handwriting may not be penalized for students with dyslexia or motor impairments, as long as content is clear.

#### **4.6 Application Process for Accommodations**

1. All schools, whether government or private, must complete online registration.
2. Submission of Request: Schools must submit accommodation requests to BCSEA at least three months before the start of examinations.
3. Supporting document requests must include:
  - a. A clinical report from a recognized professional.
  - b. A recommendation from schools with valid documents.
  - c. BCSEA shall assess each case and provide approval accordingly. Schools will be informed of the approved accommodations upon review and validation.

#### **4.7 Confidentiality and Ethical Considerations**

2. All SEN-related information must be handled with strict confidentiality.
3. Examination papers with accommodations will be marked as per the required standards.

#### **4.8 Compliance and Monitoring**

1. Schools must ensure compliance with this document and support SEN students appropriately.
2. BCSEA will periodically review and update SEN assessment accommodations to reflect best practices.
3. Non-compliance with the policy may result in the withdrawal of accommodations.
4. BCSEA shall visit schools to validate and verify assessments records in accordance with the assessment framework.

## CHAPTER V: CONDUCT OF EXAMINATION

### 5.1 Setting the Examination Timetable

An examination timetable plays a crucial role in ensuring smooth conduct of examinations. A well-structured timetable ensures fair distribution of exam days, prevents overlapping of exam papers and allows candidates sufficient time to prepare for each subject.

#### 5.1.1 Principles for Timetable Setting

1. Before setting up the examination timetable, it is essential to confirm the registered subjects for all levels of examinations to finalize the subject list.
2. Examinations can start on any date and day, but examinations will not be scheduled on Sundays and national holidays.
3. The practical examination will commence and conclude before the start of the theory examination for the specified levels.
4. Any of the common subjects will be scheduled on the first and last day of the examination. This is to streamline the administration and coordination of examinations.
5. Subjects that require intensive practice should be scheduled with adequate study gaps where possible to enable candidates to revise effectively. This provides candidates ample time to prepare thoroughly.
6. Subjects with a minimal number of registered candidates can be scheduled even on non-examination days.

#### 5.1.2 Provisional and Final Timetable Release

1. The BCSEA will release a provisional timetable in the third week of August.
2. Schools should write to BCSEA on any issues related to the provisional timetable.
3. Any necessary adjustments to the timetable will be made before its finalization.
4. The final timetable will be released in the first week of October.
5. If any discrepancies are identified in the final examination timetable, a corrigendum shall be issued and communicated clearly, both in writing and verbally, during the SE Orientation Programme.

### 5.2 Examination Officials

The following officials are involved in the conduct of examinations:

1. Supervising Examiner
2. Assistant Supervising Examiner
3. Invigilators
4. Visiting Examiner
5. Inspecting Officer
6. Convenor

#### 5.2.1 Supervising Examiner (SE)

A Supervising Examiner (SE) is the key official responsible for overseeing the administration of board examinations at designated examination centres. SEs are appointed by the BCSEA based on online nominations submitted by schools.

### 5.2.1.1 Roles and Responsibilities of SE

1. Should attend SE Orientation Programme.
2. Sign LOU and declare COI.
3. Should collect signed Letters of Undertaking and duly filled Conflict-of-Interest Declaration forms from the following and enclose them in the Miscellaneous Box:
  - a. Convenor
  - b. Visiting Examiner/s
  - c. Invigilator/s
  - d. Assistant Supervising Examiner/s
  - e. Security personnel
4. In case of any conflict identified from the Conflict-of-Interest Declaration forms, a proper strategy must be implemented to mitigate the risk.
5. All the documents related to the conduct of the examinations must be read thoroughly. Any doubt should be clarified with the BCSEA.
6. Arrive at the examination centre as per the office order.
7. Should be accommodated inside or adjacent to the examination cell at the Centre and unauthorized persons (family, friends, staff of the centre, etc.) should not be allowed in the examination cell.
8. Ensure the appointed security personnel is on duty 24/7.
9. Take over the charge of the examination documents from the Convenor on the day of arrival at the examination centre with official handing-taking notes.
10. Physically verify and tally the total number of question papers written on the packets with the list of candidates appearing for different subjects from the respective SE dashboard for the centre and arrange them in the secured storage (preferably steel almirah) in order of the dates of examinations; ask for additional furniture for storage if required; the BCSEA cello tapes must be kept under lock and key at all times. Ensure that the examination documents along with the stationery are securely locked.
11. Update reporting checklist on the respective SE dashboard.
12. Use a new set of lock and key for the examination cell; the key(s) must be kept securely with the SE at all times.
13. Take the sole custody of secured storage and be the only one to handle it. The duplicate key or keys should be sealed in an envelope and kept with the Convenor from the day of taking over the documents till the end of the examinations.
14. Inform the Convenor and invigilators immediately and check the documents jointly, in case one of the keys is lost. If satisfied that the documents have not been tampered with, the lock(s) must be replaced and the process of sealing the duplicate key(s) should be repeated.
15. Design a contingency plan for examination purposes by referring to the school disaster management plan. In the event of a disaster, SE shall secure the examination materials.

16. Keep a functional First Aid box ready with support from the School Health Coordinator.
17. Prepare and conduct practical examinations for respective subjects as instructed by BCSEA with support from the Visiting Examiner(s).
18. Conduct a meeting a day before the examination with the Convenor to inform and instruct the invigilators on proper conduct of the examination and select the Assistant Supervising Examiner from amongst the invigilators; share the examination contingency plan.
19. Ensure that no invigilator carries mobile phones/tabs/laptops inside the exam room/hall; plan a proper mode of communication for smooth conduct of examination.
20. Instruct the invigilators / Assistant Supervising Examiner(s) to refrain from posting/sharing any information related to board examinations in any form of media.
21. Ensure proper dress code of invigilators and avoid footwear that is likely to disturb; in cold conditions, invigilators may be allowed to wear warm gear.
22. Remind all the invigilators to read the Important Notice to Candidates well in advance of the examinations.
23. Brief the candidates on the general rules and regulations of examinations and the Important Notice to Candidates before the examinations with the assistance of the Convenor and invigilators ahead of the examinations.
24. Study the examination hall/room(s) and accordingly prepare seating arrangements.
25. Ensure that the hall/rooms do not have informative maps, charts, or papers hanging/pasted on the walls.
26. Ensure that the index numbers are pasted on the desks/tables in an ascending order from the invigilator's table.
27. Check and counter-check that the labelled envelopes correctly contain the question papers as indicated scheduled for the day.
28. Sign on every question paper envelope along with the Convenor and ASE/one of the invigilators, and take out the question papers from the envelope and arrange them as per the number of candidates in the hall/examination rooms.
29. Prepare the daily invigilation duty roster and inform the invigilators just before the start of every examination to avoid collusion and conflict of interest. Adjustments/interchanging duties among the invigilators are not permitted.
30. Communicate with Convenor and mobilize a female staff from the centre to frisk the female candidates if there is a shortage of female invigilator.
31. Ensure that the candidates are admitted to the examination rooms/hall 20 minutes before the examination starts so as to help them settle down.
32. Prepare room-wise subject attendance of candidates and handover to invigilators.

33. Ensure invigilators validate the subject-wise attendance of candidates and update in SE dashboard.
34. Ensure that neither the SE nor the invigilators write any form of remarks in the answer booklet with signatures/names which could disclose the identity of the Centre; if the given space for writing answers is insufficient, candidates may use Rough Work pages, additional sheets (A4 plain page with initial of the invigilator concerned) may be given if the Rough Work pages are not enough.
35. Ensure that the candidates receive the correct and complete question paper scheduled for the examination session. Make arrangements to resolve any unforeseen problems such as issuance of wrong question paper, shortage of question paper, missing pages in consultation with BCSEA and submit a detailed report to BCSEA.
36. Ensure that unauthorized persons including subject teachers are not allowed into the examination rooms/hall while the examination is in progress.
37. Ensure that no question paper is given to anyone including the invigilators and subject teachers until the entire examination is over.
38. Deal firmly with any student violating the rules and regulations during the examination or outside but related to the examination provided in *Chapter VII: Examination Malpractices, Offences and Sanctions*.
39. Consult with the Controller of Examinations for additional invigilator(s) in case of an emergency.
40. Ensure that all question-answer booklets are collected, counted, arranged in ascending order of index numbers.
41. Pack the question-answer booklets in the packing envelopes and seal them as soon as the examination is over. The packing envelopes must be filled-in with the correct information and signed. These packets should be kept under lock and key at all times.
42. Ensure that the candidates' attendance sheet is enclosed in the first packing envelope for each subject.
43. In the **MISCELLANEOUS BOX**, enclose the following documents:
  - a. Minutes of the meeting
  - b. Letter of Undertaking of all examination conducting officials
  - c. Declaration of Conflict-of-Interest forms
  - d. Declaration Forms of Invigilators
  - e. Examination Centre Report Form
  - f. Inspection Checklist Form
  - g. Seating Plan in an Examination Room
  - h. Invigilation Duty Rosters
  - i. Question-answer booklets of absentee candidate/s
  - j. Overall checklist
  - k. Handing-taking notes
  - l. Examination contingency plan

- m. Other related forms
- n. A set of question-answer booklet for all levels

**NOTE:** This box should be labelled with the laminated address stickers provided by BCSEA and numbered like the rest of the cartons containing the question-answer booklets.

Original copies of the aforementioned documents should be placed in the highest level of examination and copies of the same should be enclosed in other levels.

- 44. The cartons containing the question-answer booklets should be labelled with the laminated address label stickers (provided) on both sides of the cartons and numbered in the space given.
- 45. The foreign language papers' question answer booklets (Hindi, Bengali, Korean, Malayalam, Tamil, etc.) should be scanned as a single encrypted pdf document and emailed to the Controller of Examinations on their completion; enclose the hard copies in the Miscellaneous Box.
- 46. Pack all the unused materials (envelopes, stationery, etc.) and hand over to the Convenor with the other examination materials; for strict compliance, ensure no BCSEA packing cello tapes are given to any school staff or left in the examination cell.
- 47. Ensure complete formal handing-taking of the examination materials with the convenor along with signed handing-taking note.
- 48. Ensure that the examination conducting officials leave the centre only on the departure date as stated in the BCSEA office order.
- 49. Relieve invigilator(s) from the centre as per the Letter of Undertaking in the event of non-compliance of the duties assigned in consultation with BCSEA.

**A Supervising Examiner shall be liable for administrative actions in accordance with the updated BCSR for any breach and lapses of duty.**

**NOTE:** SEs who are selected as Visiting Examiners must carry out the roles and responsibilities of a Visiting Examiner.

#### **5.2.1.2 Nomination Criteria**

To be eligible for nomination, an individual must:

- 1. be teaching staff from government schools.
- 2. have a minimum of THREE years of teaching experience.
- 3. have worked as an invigilator in board examinations.
- 4. have preferably served as an Assistant Supervising Examiner in board examinations.
- 5. not have any adverse records.
- 6. uphold the highest level of integrity and professionalism.
- 7. be physically fit and mentally sound.
- 8. have basic ICT skills.

### 5.2.1.3 Selection Principles

The selection process is guided by the following principles:

1. Selection is limited to government school staff to comply with the RCSC Civil Service Values and Conduct.
2. SEs cannot be appointed for more than three times unless BCSEA finds strong justification to do otherwise.
3. A maximum of two teachers from each centre will be selected as SEs based on seniority and gender; however, this number may increase in case of shortages.
4. To prevent conflicts of interest, SE placements will not be in the same/sister school.
5. An SE who has served three terms will remain in the database for potential emergency deployments during examinations.
6. If appointments are cancelled before the SE orientation workshop, replacements will be drawn from a regional standby list.
7. Principals/Officiating Principals are ineligible for the SE role.
8. Schools must ensure that nominated individuals DO NOT have conflicts of interest.

### 5.2.1.4 Selection Procedure

The selection procedure will involve the following steps:

1. Schools will register nominated teachers, endorsed by the school HRC, in the BCSEA portal by the specified dates, adhering to the nomination criteria.
2. BCSEA shall select SEs from the BCSEA portal and submit the list to the HRC of the MoESD for endorsement.
3. BCSEA will send invitation letters, along with Confirmation and COI forms to selected SEs.
4. Principals will validate these forms, which must then be returned to BCSEA by the respective individuals.

**Note:** If nomination procedures are not followed as per the criteria, the school HRC Committee members will be held accountable.

### 5.2.2 Assistant Supervising Examiner (ASE)

An Assistant Supervising Examiner (ASE) is an official who assists the SE during the conduct of examinations at the centre.

#### 5.2.2.1 Roles and Responsibilities of ASE

1. Sign LOU and declare COI.
2. Assist and carry out the duties as assigned by the Supervising Examiner.
3. Act as Supervising Examiner during an emergency.
4. Substitute invigilators as and when required.

**An Assistant Supervising Examiner shall be liable for administrative actions in accordance with the latest BCSR for any breach and lapses of duty.**

#### 5.2.2.2 Nomination Criteria

To be eligible for nomination, an individual must:

1. have served as an invigilator in board examinations.
2. not have any adverse records.
3. uphold the highest level of integrity and professionalism.



4. be physically fit and mentally sound.

### 5.2.2.3 Selection Procedure

An ASE will be appointed jointly by the SE and Invigilators in the presence of the Convenor, from amongst the invigilators who meet the criteria.

### 5.2.3 Invigilator

An Invigilator is a teacher appointed for the conduct of examinations in a centre.

#### 5.2.3.1 Roles and Responsibilities of Invigilator

1. Sign LOU and declare COI.
2. Report to the Centre as per the office order to assist the Supervising Examiner.
3. Read the **Important Notice to Candidates** well in advance of the examinations.
4. Participate in Assistant Supervising Examiner/s selection process where applicable.
5. Assist the SE and ASEs (if applicable) in their duties including informing the candidates of the examination rules.
6. Check that the number of question-answer booklets issued is correct in terms of number and subject under examination.
7. Refrain from carrying mobile phones/tabs/laptops inside the exam room/hall.
8. Ensure that the candidates produce admit cards before entering the examination rooms/hall. Verify the identity of the candidates with the admit card.
9. Carry out thorough frisking of candidates as they enter and re-enter the examination rooms/hall for any unauthorized articles such as electronic gadgets, weapons, cheat notes, etc. that can unfairly help them or disrupt the conduct of the examinations.
10. Ensure that the candidates are seated as per the seating plan.
11. Verify and validate the subject-wise attendance and submit to SE.
12. Remind candidates about the possession of unauthorized materials before the start of every examination session.
13. Distribute the question-answer booklets to the candidates as per their index number.
14. Use initial and NOT your signature in the specified space on the cover page of the answer booklet.
15. Report immediately to SE in the event of unfair means/malpractice.
16. Allow candidates' visit to washroom provided they are accompanied by the reliever/SE/ASE. However, restrict their visit in the first and the last 30 minutes of the examination.
17. Take a strategic position in the examination rooms/hall to be vigilant and minimize the disturbance to the candidates.

18. Refrain from responding to questions (related to the content of the paper) asked by the candidates during the examination.
19. Arrange booklets in the ascending order of index numbers and handover to the SE.
20. Must be present in the centre every day of the examination.
21. Leave the centre only on the departure date as stated in the office order.

**An invigilator shall be liable for administrative actions in accordance with the latest BCSR for any breach and lapses of duty.**

#### **5.2.3.2 Nomination Criteria**

To be eligible for nomination, an individual must:

1. Have at least two years of teaching experience.
2. Not have any adverse records.
3. Uphold the highest level of integrity and professionalism.
4. Be physically fit and mentally sound.

#### **5.2.3.3 Selection Principles for Dzongkhag/Thromde Education Office**

1. Invigilators should be a teacher.
2. Gender equity should be considered/prioritized.
3. Each examination centre must have at least one female invigilator.
4. Opportunity should be given to all levels of schools.

#### **5.2.3.4 Selection Procedure**

1. The number of required invigilators for each centre will be determined by BCSEA and communicated to the DEOs/TEOs.
2. DEOs/TEOs will collaborate with other DEOs/TEOs from the adjoining dzongkhag/thromde education offices to arrange invigilators for centres within their jurisdiction.
3. School HRCs will submit nominations to DEOs/TEOs for endorsement and appointment. The appointment letters will be sent to the selected invigilators.
4. In case of shortage of invigilators, the SE and Convenor will notify the Controller of Examinations, BCSEA for approval, with the controller verifying and coordinating with DEOs/TEOs if further placements are needed.

**Note:** If nomination procedures are not followed as per the criteria, the school HRC Committee members and Dzongkhag/Thromde Education office will be held accountable.

#### **5.2.4 Visiting Examiner (VE)**

A Visiting Examiner (VE) is an instructor/teacher as an external examiner to conduct practical examinations in science practical/TVET courses where he/she is appointed.

#### 5.2.4.1 Duties and Instructions

1. **Practical Examinations:** Carry out the duties and responsibilities as per the letter of undertaking signed and submit duly filled in RCSC Declaration of Conflict-of-Interest Form.
2. Take the lead role in respective courses in the preparation and conduct of the practical examination as per the instructions from the BCSEA with support from the Supervising Examiner.

##### a. Large Number of Candidates

1. If the number of candidates registered for a practical examination at any Centre is larger than can be accommodated at one time, the candidates may be divided into batches preferably not exceeding three. All groups must take the test on the same day and there should be minimum possible delay between sessions. Very careful arrangements must be made to keep the groups apart until all candidates have completed the test, and the security of the examination must be maintained at all times.
2. For TVET practical examinations, the schools should make arrangement with resources to be able to complete the practical examinations in three batches.
3. The SE and VE may make arrangements for some candidates to begin their work with one question and some with another if this would facilitate the use of the apparatus and materials available.
4. The candidates should be informed about their session time and asked to come prepared. In no case should the candidates be left in the room unattended. The SE and the respective teachers should be assigned to look after such candidates.

##### b. Invigilation

1. In all practical examinations, special care should be taken to prevent communication between the candidates, especially where the arrangements require candidates to move from time to time, from one part of the laboratory or examination room to another part.
2. The question paper should be collected back from the candidates and retained by the invigilators until the last batch completes the examination.
3. It is essential that the laboratory assistant be present in the examination room at the start of the test and as necessary thereafter to deal with technical difficulties that may arise, including matters of safety, and to assist with the invigilation in general.
4. The VE should consult the syllabus for specific instructions to the Supervising Examiner and must include with the question-answer booklets any information required by BCSEA, for example, the report form attached to the question-answer booklet or to the instructions to SE.

#### 5.2.4.2 Nomination Criteria

To be eligible for nomination, an individual must:

1. Be currently teaching the subject.
2. Have at least a year of teaching experience in relevant subject.

3. Not have any adverse records.
4. Uphold the highest level of integrity and professionalism.
5. Be physically fit and mentally sound.

#### **5.2.4.3 Selection Principles**

1. The number of VEs needed will be determined based on the requirements specified in the BCSEA portal.
2. VEs will be selected from government schools or educational institutions.

#### **5.2.4.4 Selection Procedure**

1. Schools are required to register the nominated teachers or instructors, duly endorsed by the school HRC, in the BCSEA portal within the timeframe specified by BCSEA, adhering to the selection criteria.
2. The BCSEA will select appropriate VEs and forward the compiled list to the HRC, MoESD for endorsement.
3. Official communications, including invitation letters, confirmation form and COI form, will be sent to the selected VEs.
4. School principals will validate the completed Confirmation and Conflict of Interest forms and send back to BCSEA by the respective individuals.

**Note:** If nomination procedures are not followed as per the criteria, the school HRC Committee members will be held accountable.

#### **5.2.5 Inspecting Officer**

An Inspecting Officer is an official who visits and inspects the Centres during the examination period to ensure the smooth and fair conduct of the examinations.

Following are the inspecting officers:

1. BCSEA Officials
2. Other relevant officials assigned by BCSEA
3. Dzongkhag / Thromde Education Officers

##### **5.2.5.1 Duties and Instructions**

1. Prepare for the visit to examination centres assigned during the examination period using the Centre Inspection Procedures and Checklist.
2. Conduct inspection as per the form given and submit it to SE and Convenors of the Centres.
3. Immediately solve problems/malpractice, if any, faced by the candidates, invigilating staff or any concerned person during the examination in consultation with the SE and Convenor, and if necessary, the Controller of Examinations. A report supported by the signed statements should be sent to BCSEA or enclosed in the miscellaneous box.
4. Advise to report any subject-specific problems to BCSEA and the subject teacher must submit in writing the issue to the Supervising Examiner as per the given format.
5. Advise the Centre on the smooth and fair conduct of the examinations, submit recommendations, if any, for the future guidance to BCSEA.

6. Assist the BCSEA to deal with any emergency situations.

#### **5.2.6 Convenor**

The principal of the examination centre is known as the Convenor. The Convenor is solely responsible and accountable for the conduct of the examinations and the security of the examination materials. In the absence of the principal, an officiating principal must be authorized to assume the roles and responsibilities of the Convenor.

##### **5.2.6.1 Roles and Responsibilities**

1. Should follow the instructions of BCSEA.
2. Sign LOU and declare COI
3. Identify and allocate a secured examination cell solely dedicated to store the examination documents and materials in a designated building preferably on upper floor with concrete walls/ceilings and secured windows.
4. Procure a new lock to ensure the highest level of security for the examination cell; the keys must be kept securely with the Convenor from the time of the arrival of the confidential documents till they are handed over to the designated transport agency after the completion of the examinations.
5. Install CCTV system in the designated examination cell for 24/7 surveillance of the confidential documents.
6. Continue CCTV surveillance of the examination cell after the examinations are completed until the official handing-taking over of the examination documents and materials to the assigned transport agency.
7. Appoint reliable security personnel preferably male to monitor and safeguard the confidential consignment 24/7 from the time of its arrival and handing over to the assigned transport agency; the appointed security personnel must not be delegated additional responsibilities for the period as mentioned above.
8. Arrange adequate and secure storage (preferably a steel almirah) to accommodate the examination documents as per the level(s), number of candidates and streams offered in the Centre.
9. Take over examination materials from the transportation agency as per the delivery schedule with official handing-taking over notes and keep them securely under lock and key. A copy should be sent to BCSEA addressed to the Controller of Examinations.
10. Take full responsibility for the security of the documents until the Supervising Examiner arrives to take charge.
11. Make arrangements for accommodation of candidates who come from other schools (if any).
12. See that the candidates from other school/s are given adequate comfort during their stay at the Centre (if any).

13. Provide logistic arrangements for the examination conducting officials.
14. Attend coordination meeting for the smooth conduct of examination(s) at the Centre.
15. Mobilize resources such as adequate furniture, wall clocks, heaters, fans, lights etc.
16. Communicate with Bhutan Power Corporation (BPC) office to ensure there is no power interruption during the examinations.
17. Verify and sign the envelopes containing question-answer booklets at the time of opening.
18. Re-issue Admit Cards to candidates who have misplaced/lost them.
19. Be responsible for the conduct and behaviour of the candidates in his/her Centre.
20. Brief the candidates in advance to understand clearly the consequences of resorting to unfair means during the examinations.
21. Be present at the Centre throughout the entire examination period and guide/assist the examination conducting officials to carry out their duties and responsibilities.
22. Hand over School Disaster Management Plan / Contingency Plan (fire, earthquake, malpractice, etc.) to the SE.
23. Be the Incident Commander in the event of disasters.
24. Take over the sealed examination documents from the SE with proper handing-taking notes after the completion of the examination/s.
25. Handover the examination documents to the authorized transportation agency with proper handing-taking notes. A copy of which should be scanned and sent to BCSEA addressed to the Controller of Examinations.

**Convenor shall be liable for administrative actions in accordance with the BCSR 2023 and penal code of the country for any breach and lapses of duty.**

**NOTE:** The handing-taking of the examination materials after the examinations between the Convenor and the transportation agency should take place at the Centre.

### **5.2.7 Examination Centre**

An Examination Centre is an officially designated school or institution authorized by BCSEA to administer national examinations in a controlled, secure, and standardized environment, ensuring fairness and integrity throughout the assessment process.

#### **5.2.7.1 Responsibilities of the Examination Centres**

The centres should take full ownership and accountability of the examinations conducted for their candidates. All the centres must adhere to the terms and conditions specified as follows:

1. Inform candidates of every aspect of the examinations on behalf of BCSEA.
2. Adhere to accommodation requirements and registration as per Special Arrangements and Special Consideration.

3. Communicate details of the dates and time of examinations to students.
4. Ensure that BCSEA is informed of any change in the contact details such as changes in principals, phone numbers, and email address of the Centre.
5. Make arrangements for accommodation of candidates who come from other schools (if any).
6. Should have enough examination rooms/hall.
7. Ensure candidate uses only blue or black pen to write the exam.
8. Ensure candidate uses pencils for drawing only.
9. Shall have enough clean washrooms and adequate water supply.
10. Shall have fire extinguishers, CCTV, heating or cooling facilities.
11. Shall have a proper school disaster management plan.
12. Ensure full safety and security of the centre by providing security measures (adequate security personnel) for examination materials, candidates and examination conducting officials.
13. Retain all unclaimed certificates and mark-sheets under secure conditions.

**Note:** The Centres are required to carry out these responsibilities led by the principal of the school designated as the Convenor for the examination purposes.

### **5.3 Conduct of Examinations**

#### **5.3.1 Beginning of the Examination**

##### **5.3.1.1 Identification of Candidates**

1. All registered candidates should produce Admit Cards before entering the examination rooms/hall, failing which they should obtain one from the Convenor.
2. The invigilators must validate the identity of every candidate attending each examination session. In case of admit cards being misplaced or lost, the Convenor must provide duplicate admit cards.
3. Only the persons authorized by the Supervising Examiner are to be allowed in the examination rooms/hall.

##### **5.3.1.2 Distribution of Question-Answer Booklet**

The index number, name and the centre are pre-printed on the cover page of the question-answer booklet for each candidate. Invigilator must ensure the correct question-answer booklet is given to the right candidate.

#### **5.3.1.3 Attendance**

1. While the instruction for candidates will be shared to SE, centres must print out the subject-wise attendance sheet of candidates from the BCSEA examination system by administrative assistant and handover to the respective SE.
2. The subject attendance sheet should be checked and signed by the SE at the end of each examination session.
3. The SE must update the online attendance of candidates daily.

#### **5.3.1.4 Unauthorized Materials**

1. Candidates may take into the examination rooms/halls only materials permitted for the subject. Frisking of candidates should be carried out before entering the examination rooms/halls. The female candidates should be frisked by female invigilators/staff.
2. Unauthorized materials such as mobile phones, smart watches, earphones, electronic devices, etc., should be left with the invigilators on duty.

#### **5.3.1.5 Starting the Examination**

An examination is deemed to be in progress from the time the candidates enter the examination rooms/hall until all the question-question answer booklets have been collected.

Before candidates are permitted to write, the invigilator must:

1. Ensure that the candidates are seated in accordance with the prescribed seating plan.
2. Remind the candidates to handover the unauthorized material to invigilators.
3. Ensure each candidate has the necessary materials to enable them to complete the examination.
4. Distribute question-answer booklets to the candidates as per registered name and index number.
5. Ensure the name, index number and subject are correct.
6. Ensure that candidates read the instructions and information printed on the cover page of the question-answer booklet.
7. Inform the candidates if there are any erratum notices sent from BCSEA. The invigilator must not give any information to candidates about suspected errors in the question-answer booklet except those stated on any erratum notices received. No other corrections should be done.
8. Remind the candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to another candidate whilst they are in the examination room.
9. Inform the candidates of the time allowed for the examination and announce clearly the starting time.



10. Instruct candidates that use of correcting fluid/pens/stickers, highlighters, colour pencils/pens and glue must not be used unless instructions are given to the contrary on the question-answer booklets.
11. Ensure candidates who are provided with extra question-answer booklets write their index numbers and names correctly in the spaces provided.

### **5.3.2 During the Examination**

#### **5.3.2.1 Supervision of the Candidates**

Invigilators must be vigilant throughout the examination.

#### **5.3.2.2 Use of Calculators**

The scientific calculator 82 to 100 of any type is prescribed for candidates to use in following subjects:

1. Mathematics (Class X & XII)
2. Accountancy (Class XII)
3. Business Mathematics (Class XII)
4. Physics (Class X & XII)
5. Chemistry (Class X & XII)
6. Biology (Class X & XII)
7. Economics (Class X & XII)
8. Geography (Class X & XII)
9. Business and Entrepreneurship (Class XII)
10. TVET Subjects (Classes X & XII)

##### **a. Guidelines for Calculator Use:**

1. Candidates are responsible for ensuring their calculators have a built-in power supply. If needed, they may bring a spare set of batteries into the examination hall or room.
2. Candidates must ensure proper working condition of their calculator.
3. The calculator must be in silent mode.
4. Instruction leaflets and formulae printed on the lid or cover of a calculator or similar materials must not be in the possession of candidates during the examination, or must be securely covered if they cannot be removed.
5. Calculators must not be borrowed from other candidates in the course of the examination for any reason. Any malfunction of their calculators shall not be considered.

##### **b. Prohibited Calculators:**

Calculators with any of the following facilities are prohibited:

1. Graphic display
2. Data banks
3. Dictionaries
4. Language translators
5. Retrieval or manipulation of text or formulae

6. QWERTY keyboards
7. Capability of remote communication with other machines
8. Sound enabled (must not produce sound)

Note: The use of any such calculator with facilities mentioned at 5.3.2.2.b shall be regarded as malpractice.

#### **5.3.2.3 Use of Topography Maps**

1. Candidates should use the topography map provided in the question-answer booklet for the BCSE Geography examination.

#### **5.3.2.4 Late Arrival of Candidates**

1. A candidate who arrives within 30 minutes after the start of an examination may be allowed to enter the examination hall/room and to sit the examination without any additional time to compensate for arriving late. After the examination, candidate should submit a written statement in the presence of parents/guardians and Convenor to the SE stating the reason for being late.
2. If a candidate arrives after 30 minutes from the start of an examination, candidate shall not be allowed to enter the examination hall/room. This is to ensure the confidentiality of the paper/subject in progress. The candidate must write a statement in the presence of parents/guardians and Convenor to the SE for the late arrival leading to not being allowed to appear for the examination. Candidate shall be treated absent for the missed paper/subject. However, a candidate can sit for the subsequent papers.
3. The SE should send a detailed report in writing to the BCSEA regarding the case/s and enclose it in the miscellaneous box along with the statement.
4. Any extreme cases should be reported to BCSEA immediately for further directives.

#### **5.3.2.5 Candidates Arriving Late for Rescheduled Examination**

In case of force majeure, BCSEA will reschedule the examinations and inform SE and Convenor. During such event, if a candidate arrives late for an afternoon paper rescheduled for a morning session by BCSEA, candidate may be permitted to sit for the paper provided BCSEA is satisfied that there has been no breach of examination security (the candidate had not had any contact with candidates who sat for the paper earlier). The SE should send a full report in writing to the BCSEA regarding the case/s and enclose it in the miscellaneous box.

#### **5.3.2.6 Candidates Falling Sick during the Examination**

1. If a candidate falls sick during the examination expressing inability to write the examination, immediate arrangement must be made for the medical treatment in consultation with the Convenor. One of the invigilators must be sent as an escort.
2. If the candidate with the escort invigilator returns from the hospital during the examination time and wishes to continue writing the examination, candidate should be allowed to write the examination and the lost time should be compensated by giving additional time.
3. Upon return from the hospital after the examination time, candidate shall be allowed to write the examination within the stipulated writing time provided the examination is

conducted on the same day. The question-answer booklet should be enclosed with the rest of the question-answer booklets.

4. The Supervising Examiner should send a full report in writing to the BCSEA regarding the case/s and enclose it in the miscellaneous box with the prescriptions.

#### **5.3.2.7 Leaving the Examination Room**

1. A candidate who has completed the examination is allowed to leave the examination room/hall only half an hour before the completion of the stipulated time for the paper.
2. A candidate who has completed writing will be allowed to leave the examination room only after handing over the question-answer booklet to the invigilator. Invigilator shall verify any indication of malpractice in the paper and accordingly put initial.

#### **5.3.2.8 Washroom Visit**

1. Candidates who need to visit washrooms (preferably staff washrooms) must leave the examination room accompanied by an invigilator. The visit to washroom will not be entertained in the last 30 minutes of writing time.

#### **5.3.2.9 Irregular Conduct**

1. The invigilator should remove and retain any unauthorized material discovered in the possession of a candidate in the examination with the least disruption and report to the SE immediately.
2. Convenor and Supervising Examiner should ensure that all cases of irregularity or misconduct in connection with the examinations are reported to BCSEA instantly. The Supervising Examiner is empowered to expel a candidate from the examination room in consultation with the Convenor but such action should only be taken when it is felt that it is essential or when the continued presence of the candidate would cause disruption to other candidates.
3. Any infringement of the regulations may lead to disqualification of the candidate. The decision on disqualification should be made jointly by the SE, ASE and Convenor in consultation with BCSEA.
4. For all such cases, written statements from the candidates and reports from the invigilators, SE and Convenor should be submitted to BCSEA. The statements must be written in the presence of parents/guardians and convenor. The final decision of the candidate's results shall be at the discretion of BCSEA.

#### **5.3.2.10 Emergencies**

1. The invigilator must take the following actions in the event of emergencies such as fire, earthquake, wind storms, bomb threat, flash flood, landslide etc.
2. Any decisions taken should be done in consultation with the Convenor (Incident Commander) and SE.
3. Follow the contingency plan.
4. Evacuate the examination room.
5. Attempt to ensure the confidentiality and security of the examination materials.

6. Ensure that the candidates are supervised as closely as possible whilst they are out of the examination room so as to ensure there is no collusion.
7. After the candidates have returned to the examination room and before the examination is resumed, note the time and duration of the interruption.
8. Allow the candidates the full working time prescribed for the examination.
9. Consideration should be given to the possibility of taking the candidates to another place in order to complete the examination if found necessary.
10. Assist the SE to make a full report of the incident and of the action taken for immediate submission to BCSEA.

### **5.3.3 Instructions for Practical Examinations**

#### **5.3.3.1 Practical Examinations**

The requirements for practical examinations in BCSE and BHSEC Technical and Vocational Education Training (TVET) courses are given in the syllabus. Special instructions for TVET practical courses examinations shall be sent to Centres a month before the examination. They must be regarded as confidential and are intended only to enable the Assistant Instructors teaching the courses to undertake proper preparations before the examination session. The Centres must ensure that they have sufficient equipment and necessary resources to conduct the practical examinations.

#### **5.3.3.2 Large Number of Candidates**

1. If the number of candidates registered for a practical examination at any Centre is larger than can be accommodated at one time, the candidates may be divided into batches preferably not exceeding three. All groups must take the test on the same day and there should be minimum possible delay between sessions. Arrangements must be made to keep the groups apart until all candidates have completed the test, and the security of the examination must be maintained at all times.
2. For practical examinations, the schools should make arrangement with resources to be able to complete the practical examinations in three batches.
3. The SE and VE may make arrangements for some candidates to begin their work with one question and some with another if this would facilitate the use of the apparatus and materials available.
4. The candidates should be informed about their session time and asked to come prepared. In no case should the candidates be left in the room unattended. The SE and the respective teachers/instructors should be assigned to look after such candidates.

#### **5.3.3.3 Invigilation**

1. During the practical examinations, VEs must ensure there is no communication among the candidates, especially where the arrangements require candidates to move frequently from one part of the laboratory or examination room to another part.
2. The question-answer booklets should be collected from the candidates and retained by the VEs until the last batch completes the examination and handed over to SE.

3. The laboratory assistant should be present in the examination room at the start of the test and as necessary thereafter to deal with technical difficulties that may arise, including matters of safety, and to assist with the invigilation.
4. The VEs should consult SE for specific instructions and must include with the question-answer booklets any information required by the BCSEA. For example, the report form attached to the question-answer booklets and instructions shared to SE

### **5.3.4 End of the Examination**

#### **5.3.4.1 Finishing the Examination**

1. Ten minutes before the end of the examination, the invigilator should inform the candidates that there are ten minutes remaining for the examination.
2. At the end of the examination, candidates should be told to stop writing and to place their pens/pencils on their desks immediately. The invigilator must take away the work of the candidates, if the announcement is not adhered to.
3. Where candidates with special consideration are permitted the full writing time to complete their examination, such candidates should be allowed to continue after the normal finishing time and told to stop writing after the additional time allowed is over.

#### **5.3.4.2 Collection of Question-Answer Booklets**

1. Invigilators must ensure that all question-answer booklets are collected, counted and checked before the candidates are allowed to leave the examination room.
2. Question-answer booklets should be sorted according to the order of candidates' index numbers as shown in the subject-wise attendance sheet in an ascending order and checked to make sure that all question-answer booklets are collected.
3. Invigilators should hand over the question-answer booklets to the SE in the examination cell.

### **5.3.5 After the Examination**

#### **5.3.5.1 Packing of Question-Answer Booklets**

The SE must strictly follow the instructions given below:

1. Give extra care in packing the question-answer booklets.
2. Question-answer booklets for different subjects must not be packed in the same envelope.
3. Completed Question-answer booklets must be packed on the same day of the examination.
4. The subject-wise attendance sheet should be enclosed in the first packing envelope of the question-answer booklet.
5. Ensure that the number of question-answer booklets enclosed tallies with the number given in the subject-wise attendance sheet and correctly written on the front of the question-answer booklets packing envelope.

6. Completed question-answer booklets must be put inside the envelopes and then packed inside the plastic.
7. SEs must use cello tapes wisely to wrap the examination materials.
8. Ensure no question-answer booklets/cello tapes are left behind in the examination rooms/halls, steel almirah or examination cell.

#### **5.3.5.2 Labels**

1. Centres are provided with a set of laminated address stickers (APPENDIX 21) by BCSEA to be pasted on carton boxes containing question-answer booklets. The boxes should be numbered in the designated space provided on the stickers.
2. Other reports, forms and materials should be put in the Miscellaneous Box, labelled with the laminated address label stickers and numbered like the rest of the carton boxes containing the question-answer booklets.

#### **Packing Checklist Example:**

<b>Sl. No</b>	<b>Carton No./Total Cartons</b>	<b>Name of Subject</b>	<b>Number of Envelopes (Envelopes Numbering)</b>
1.	1/5	English I	2 envelopes (1/4,2/4)
2.	2/5	English I	2 envelopes (3/4, 4/4)
3.	3/5	English II	2 envelopes (1/2, 2/2)
4.	3/5	Chemistry	2 envelopes (1/2, 2/2)
5.	4/5	Dzongkha I	2 envelopes (1/2,2/2)
6.	5/5	Mathematics	4 envelopes (1/4,2/4,3/4,4/4)

3. This must be enclosed in the Miscellaneous Box. Each box should contain their respective checklist.
4. Hand over all the carton boxes to the Convenor with an official handing-taking over note. The Supervising Examiner must retain it should there be queries from the BCSEA during the marking of the question answer booklets.
5. The Convenors must keep all labelled boxes under secure conditions in the steel almirah. The examination cell must be 24/7 under CCTV and security personnel surveillance. The principal must be the sole custody of the examination cell keys.

#### **5.3.5.3 Dispatch of Question-Answer Booklets from the Centre**

1. The Convenor must dispatch the carton boxes containing question-answer booklets and other examination materials to transportation agency. The handing-taking notes with the transportation agency must be official and retain the copy with convenor for future reference.

## CHAPTER VI: CONTINGENCY PLANS FOR DISASTERS AND EMERGENCIES

### 6.1 General Provisions

All centres shall have comprehensive disaster management plans and evacuation strategies to prepare against hazards such as earthquakes, fire, windstorms, flood, and others. The goal of such contingency plans is to minimize disruption, reduce the damage to property and keep everyone safe.

The SE shall study the school disaster management plan and adapt it for board examinations purposes in the event of a disaster. This plan should be prepared in advance and shared with the candidates, invigilators and school management. In particular bearing the safety of the candidates' mock sessions must be conducted.

### 6.2 Contingency Plan

It is a plan of action designed to protect examination materials, students, staff and school facilities, as well as to prepare them for a wide range of emergencies and disasters that may occur.

Such plans will guide centres to be self-reliant in handling the crisis during emergencies as everyone will be aware of the protocol and identified safety areas. Further, it is assumed that staff and students have been sensitized and drilled to handle such situation.

#### 6.2.1 Purpose

The main purpose for having a contingency plan for examinations is to ensure safety of all stakeholders and security of the examination materials.

### 6.3 Emergency during Examination

In case of any unforeseen disaster during an examination, the priority is to ensure safe evacuation of the candidates to designated safe places. SE shall also consider the security of the examination materials / documents, depending on the situation and type of disaster as per the contingency plan.

The SE and Incident Commander shall assess the damage and carryout a situational analysis to determine the continuity of conduct of the examination and accordingly inform BCSEA and others relevant agencies.

The Incident Commander shall have the ultimate discretion to determine the status of the examination and plan way forward.

In severe and major disasters, the safety procedures from the Dzongkhag Disaster Focal Person shall supersede all instructions. The SE should immediately report to the Controller of Examinations.

Some measures to minimise the effects of natural and human-made emergencies are discussed below.



## 6.4 Specific Emergency Scenarios

### 6.4.1 Earthquakes/Fire/Windstorm/Floods/Landslides

1. Follow the adapted disaster management plan.
2. Candidates' question answer booklets to be collected, if it is safe.
3. Secure all other examination documents, if it is safe.
4. Resume examinations, if it is safe.
5. Report to the BCSEA and relevant stakeholders immediately.
6. All other papers to be administered as planned.

A report should be submitted to BCSEA on the alternative arrangements, the security of examination materials and the decisions made by Incident Commander.

### 6.4.2 Accidents

In the context of examinations, an accident refers to any unexpected event or incident that causes harm, injury, or disruption to a candidate, staff member, or others involved in the examination process. This could include physical injuries (e.g., falls, accidents outside the centre), medical emergencies (e.g., heart attacks, seizures), or other unforeseen events that impair the candidate's ability to participate in the exam or affect the safety and security of the exam environment.

In the event of accidents both within and outside the centre at the time of examination, the following course of action is recommended:

1. Determine the severity of the accident.
2. Seek medical assistance, if required.
3. Assist the affected individuals.
4. Submit a detailed report with evidences to Controller of Examinations and enclose in the Miscellaneous Box.

### 6.4.3 Candidate Riots

In examinations, a riot refers to a situation where students or individuals cause disorder due to exam-related issues.

In the event of a riot developing due to any reason, do the following:

1. Inform the Convenor.
2. Call the police immediately.
3. Report to the BCSEA and relevant stakeholders immediately.
4. Ensure the safety of all examination documents.
5. Submit a detailed report with evidences to Controller of Examinations and enclose in the Miscellaneous Box.

## 6.5 Emergency Contact Numbers

1. Police: 113
2. Ambulance: 111
3. Fire: 110
4. Controller of Examinations: 17518700



## CHAPTER VII: EXAMINATION MALPRACTICES, OFFENCES AND SANCTIONS

### 7.1 Definitions

Malpractice refers to any dishonest, unfair, or unethical behaviour by candidates, invigilators, or other involved individuals that compromises the integrity of the examination and assessment.

Maladministration refers to poor, inefficient, or improper management and conduct of administrative processes, often due to negligence, incompetence, or deliberate wrongdoing. It includes errors in exam handling, mismanagement of records, failure to follow procedures, or any actions that compromise the fairness and integrity of the assessment and examination process.

This document uses the word 'malpractice' to cover both malpractice and maladministration.

**Suspected Malpractice:** For the purpose of this document, suspected malpractice means all alleged or suspected incidence of malpractice.

### 7.2 Types of Malpractice

#### 7.2.1 Candidate Malpractice

Candidate malpractice refers to any dishonest or unfair behaviour by a student during examination or assessments.

The following acts are considered to be an act of malpractice by a candidate, including but not limited to:

1. being in possession of unauthorized materials such as typed or hand-written notes, torn pages of books or any material related with the examination
2. carrying and using prohibited electronic devices or equipment during the examination such as mobile phones, smart watches, headphones, cameras, pen drives, tablet PCs, laptops, etc.
3. consulting with other candidates and persons inside or outside the examination room during the examination
4. copying from another candidate and allowing other candidate(s) to copy
5. allowing another candidate to write answers in the actual candidate's answer script
6. submission of another person's work as if it were the candidate's own (school-based assessment)

## **7.2.2 Candidate Malpractice identified at centres**

### **7.2.2.1 Impersonation**

1. This is an act of arranging another person to take an examination on behalf of the registered candidate for a particular paper or the whole examination by providing him or her Admit Card.
2. The following course of action should be taken:
  - a. The invigilator should inform the SE immediately
  - b. The SE should inform the Convenor and the Convenor should hand over the candidate to the police
  - c. The SE must conduct the examination for the day as usual with the least disruption as possible
  - d. The Convenor must render full cooperation to the police to complete the investigation
  - e. The Convenor should call the parent or guardian of the candidate(s) involved immediately and inform them
  - f. SE must inform BCSEA immediately
3. Reports to BCSEA from the Centre following the investigation should include:
  - a. a written report using Malpractice Report Form A - Candidate Form, available at [www.bcsea.bt](http://www.bcsea.bt)
  - b. written statements from the invigilators and other staff concerned

### **7.2.2.2 Break-ins**

1. Breaking into the examination cells where the confidential documents are securely kept is treated as a criminal act. People suspected and involved in such an act or assisting an offender in carrying out the crime shall be reported and handed over to the police.
2. The following course of action should be taken:
  - a. The SE should inform the Convenor and the Convenor should report to the police and BCSEA immediately without disrupting the scene of the incident
  - b. The SE in the presence of Convenor must check the confidential documents after the police gives clearance to enter the room (to check whether the question-answer booklets for the papers or subjects which have not been conducted are intact)
3. If the break-in takes place before the arrival of the SE to the Centre, the Convenor should inform the police and BCSEA immediately. None should enter the examination cell without the clearance from the police and BCSEA.
  - a. The tampered question-answer booklets for paper(s) or subject(s) shall be cancelled for the whole country and a re-examination shall be held

- b. The re-examination shall be held as soon as the last subject on the examination time table tentatively
  - c. If the question-answer booklets of the paper(s) or subject(s) are found to be intact, the SE must conduct the examination for the day as usual with the least disruption as possible after receiving approval from BCSEA
  - d. The Convenor and the examination conducting officials must render full cooperation to the police to complete the investigation
4. Reports from the Centre following the investigation should include:
- a. A detailed account of the circumstances surrounding the break-in
  - b. A written report using Malpractice Report Form A - Candidate Form
  - c. Written statements from the Convenor, the examination conducting officials and other staff concerned

#### **7.2.2.3 Intimidation and Assault**

1. Assaults or threats with or without weapons to examination conducting officials is considered as criminal acts. People suspected and involved in such an act or assisting an offender should be immediately reported to the police and BCSEA.
2. The following course of action should be taken:
  - a. The SE should inform the Convenor and the Convenor should report to the police and BCSEA immediately
  - b. The SE must conduct the examination for the day as usual with the least disruption as possible after receiving approval from BCSEA
  - c. The Convenor and the examination conducting officials must render full cooperation to the police to complete the investigation
3. The SE must submit a report to the BCSEA following the investigation which should include:
  - a. a detailed account of the circumstances surrounding the assault or the threat
  - b. written statements from the invigilators and other staff concerned

#### **7.2.2.4 Collusion and Copying**

1. The dishonest act of using another candidate's work as one's own; reproducing another candidate's work with or without cooperation and exchanging of notes are acts of collusion.
2. The following course of action should be taken:
  - a. The invigilator(s) should report to the SE immediately
  - b. The SE should allow the candidate to continue writing his or her examination
  - c. The SE should get a written statement from the candidate and invigilator in presence of convenor after the end of the examination for the day

- d. The Convenor should inform the parents or guardian of the incident immediately
  - e. The SE should inform BCSEA immediately
3. The report to the BCSEA should include:
- a. A written report using Malpractice Report Form A - Candidate Form
  - b. Written statements from the invigilators and other staff concerned
  - c. Written statements from the candidate(s) involved or a statement from the candidate(s) indicating that they have been given the opportunity to make a statement
  - d. Seating plans
  - e. Minutes of meeting
  - f. Written statements that the candidate(s) involved has been notified of the report and that they are aware of the content of the report

#### **7.2.2.5 Possession of unauthorized materials**

1. Possession of unauthorized materials such as torn pages of textbooks, prepared notes smuggled in dress and electronic gadgets and materials written on body parts or clothes which gives an advantage to a candidate in the examination is a form of malpractice. If a candidate is caught using any of these during the examination, the following course of action should be taken:
- a. The invigilator(s) should seize the material immediately
  - b. The SE should be informed immediately
  - c. The SE should allow the candidate to continue writing his or her examination
  - d. The SE should get a written statement from the candidate and invigilator in presence of convenor
  - e. The Convenor should inform the parents or guardian of the incident immediately
  - f. The SE should inform BCSEA immediately
2. The report to the BCSEA should include:
- a. A written report using Malpractice Report Form A - Candidate Form
  - b. Written statements from the invigilators and other staff concerned
  - c. Written statements from the candidate(s) involved or a statement from the candidate(s) indicating that they have been given the opportunity to make a statement and has been notified of the report and that they are aware of the content of the report

- d. The unauthorized material should be attached or enclosed with the question-answer booklet(s) of the candidate(s)

#### **7.2.2.6 Disruptive behaviour during examination**

1. The disruptive behaviour includes but not limited to:

- a. Physically or verbally abusing or indulging in any form of misbehaviour with other candidates, invigilators and SE in the examination room or outside during the examination
- b. Inclusion of offensive or obscene material in the question-answer booklets
- c. Use of offensive or obscene language or action to other candidates, invigilators and SEs inside and outside the examination hall during the examination
- d. Carrying weapons with the intention to disrupt, threaten and inflict harm on self or others inside the examination room
- e. Carrying food, beverage and alcohol in the examination room
- f. Exhibiting disruptive behaviour under the influence of substance use
- g. Moving from your assigned seat without the permission of the invigilator

2. The course of action to be taken:

- a. If the candidate is able to settle down after a lapse of 45 minutes (15 minutes of reading and 30 minutes of writing time), the candidate should be allowed to write the examination with no extra time given
- b. If the candidate is still agitated after a lapse of 45 minutes, the candidate should not be allowed to sit for that particular examination because of the time lapse
- c. If the candidate is in a stable condition the following day, the candidate should be allowed to sit for the rest of the examinations that follows
- d. It is the discretion of the candidate to discontinue with the examination at the time of the scheduled examination and thereafter. The SE must collect written statement(s) from the candidate(s) indicating they have been given the opportunity to make a statement in the presence of parent or guardian and Convenor accordingly
- e. If the offence is criminal in nature, the offender should be handed over to police through convenor and BCSEA should be informed immediately

3. A detailed account of the circumstances surrounding the emergency and any investigation carried out by the Centre should be reported to BCSEA. It should include:

- a. A written report using Malpractice Report Form A - Candidate Form
- b. Written statement(s) from the candidate(s)
- c. Written statement(s) from the invigilator(s) and other staff concerned

d. Seating plan

**Note:** For any other suspected malpractices identified at the centre not listed above, the invigilator must report to the SE who will report to BCSEA for further directives

### 7.2.3 Cases Identified at the Evaluation Camp

The following are forms of malpractice identified at the camp:

#### 7.2.3.1 Cheat Notes

1. Cheat notes include hand written pieces of papers, torn pages of textbooks, prepared notes found in the question-answer booklet by Chief Marker or Marker or Chief Paper Administrator or Administrators.
2. The following procedures are to be followed:
  - a. If found by the Chief Marker or Marker or Chief Paper Administrator or Administrators, the respective EAO must be informed immediately. The cheat note and question-answer booklet must be removed and retained for further investigation
  - b. The EAO must inform Controller of Examinations for further directives

#### 7.2.3.2 Double handwriting

1. Double handwriting refers to two or three different styles of handwriting in question answer booklet.
2. The following procedures are to be followed:
  - a. If found by the marker, the chief marker, the respective EAO must be informed immediately
  - b. The question-answer booklet is evaluated and handed over to the EAO
  - c. The EAO must inform Controller of Examinations for further directives

#### 7.2.3.3 Use of offensive language in question answer booklet

1. Offensive language refers to any written content in the question answer booklet that includes vulgar, disrespectful, discriminatory, threatening, or insulting remarks directed at examiners, individuals, institutions, or any religious, cultural, or social group.
2. The following procedures are to be followed:
  - a. The marker shall report to chief marker and the chief marker shall immediately report to respective EAO
  - b. The question-answer booklet is evaluated and handed over to the EAO
  - c. The EAO must inform Controller of Examinations for further directives

#### **7.2.4 Centre Staff Malpractice**

Centre staff malpractice refers to any dishonest, improper, or unethical actions by individuals involved in the administration of an examination that undermine the integrity of the examination and assessment process. Centre staff includes both the school's personnel and external examination officials.

The following are considered to be an act of malpractice by a staff, including but not limited to:

1. Any act which breaks the confidentiality of question papers or examination materials
2. Any act of unauthorized assistance giving a candidate or group an actual or potential advantage in an examination and assessment process
3. Failure to co-operate during investigation
4. Inflating or deflating marks without justification
5. Awarding marks without proper evaluation of student work
6. Unauthorised alteration of marks by school authorities
7. Failure to maintain assessment records properly

#### **7.2.5 Types of Centre Staff Malpractice**

##### **7.2.5.1 Staff of the Examination Centre**

1. Staff of the examination centre specifically refers to the school's personnel. Any fraudulent activities such as tampering with or unlawfully removing confidential exam materials, are considered serious malpractice.
2. The SE should report to BCSEA immediately for further directives.
3. The procedures are similar to other cases of malpractice reports:
  - a. The Convenor and the SE shall be advised of any subsequent investigation required by BCSEA and must submit the report to BCSEA
  - b. If in the case the Convenor is involved, the SE shall be advised of any subsequent investigation required by BCSEA and must submit the report to BCSEA

##### **7.2.5.2 Supervisory Staff**

1. Supervisory staff refers to an official responsible for conducting or supervising a board examination, such as the SE, visiting examiner, invigilator, and inspection officer. Supervisory staff who provides direct or indirect assistance to a candidate in answering any question or part of it during the examination shall be guilty of malpractice.
2. In suspected cases of malpractice by a SE, the Convenor or Assistant SE must report to BCSEA immediately for further directives.
3. In suspected cases of malpractice by an examination conducting official excluding SE, the SE must inform BCSEA immediately and submit a written report to BCSEA using Malpractice Report Form B - Centre Staff Form, available at [www.bcsea.bt](http://www.bcsea.bt).

4. The procedure is similar to other cases of malpractice reports:
  - a. In case the SE is involved, the Convenor shall be advised of any subsequent investigation required by BCSEA and must submit the report to BCSEA
  - b. In case the examination conducting officials are involved, the SE shall be advised of any subsequent investigation required by BCSEA and must submit the report to BCSEA

#### **7.2.5.3 Misconduct by Supervisory Staff**

1. Supervisory staff are expected to uphold high level of professionalism and integrity. Any unprofessional behaviour that compromises the examination process is considered misconduct. This includes but not limited to:
  - a. Inappropriate behaviour towards candidates
  - b. Absence from assigned duties
  - c. Engaging in anti-social activities
  - d. Negligence in carrying out responsibilities
  - e. Performing duties under the influence of intoxicating substances
2. The following actions should be taken:
  - a. The SE should inform BCSEA immediately for replacement and accordingly Dzongkhag or Thromde Education Office will be informed
  - b. The concerned parent school principal should be informed
  - c. The SE must submit a report using Malpractice Report Form B - Centre Staff Form along with written statements from invigilators and other staff concerned
3. In case the SE is involved, the Convenor or Assistant SE must report to BCSEA immediately for further directives

#### **7.2.5.4 Marking Camp Officials**

1. Any individual entrusted with responsibilities related to managing and handling question-answer booklets, marking, preparing, tabulating, or verifying candidates' marks for the board examination will be considered guilty of malpractice if they:
  - a. Fraudulently modify, erase, or manipulate marks in any way
  - b. Unfairly award marks
  - c. Disclose any information about question-answer booklets or marks to unauthorized individuals while performing duties at the marking centre
2. The following course of action should be followed:
  - a. Any person(s) involved in the duties in the marking centre who detect such offences should inform the BCSEA management immediately
  - b. A detailed investigation will be carried out by the BCSEA management
  - c. The offender(s) must give written statements about the incident



#### **7.2.5.4 Alteration of Examination Documents**

1. Any person who presents document such as an Admit Card, Pass Certificate, or Statement of Marks issued by BCSEA that has been altered, defaced, or tampered shall be guilty of an offense.
2. Similarly, any individual who uses a certificate or document falsely claiming it to be issued by BCSEA, when it is not an authentic document, shall be guilty of forgery.
3. As these offenses are criminal in nature, such cases shall be referred to the police for further action.

### **7.3 Administrative support to BCSEA Official**

1. BCSEA shall provide administrative and legal support as per BCSR 2023 clause 19.13.1 under administrative and legal support to its staff.
2. If a BCSEA official is charged by an agency or individual for an official function, the Ministry of Education and Skills Development should provide necessary support.

### **7.4 Sanctions**

The sanctions are designed to protect the interests of the students, staff, the examination body, and the educational community as a whole. The purpose of the sanctions is to maintain a fair and transparent examination and assessment environment, ensuring that all parties involved act responsibly and adhere to established rules and ethical standards.

#### **7.4.1 Sanctions for candidates**

Candidates found guilty of malpractice may face one or more of the following sanctions, depending on the nature and severity of the offence:

1. Deduction of marks or no marks for a component
2. Cancellation of the subject's examination
3. Cancellation of all subjects in the current examination
4. One-year debarment from board examinations
5. Three-year debarment from board examinations
6. Legal action

#### **7.4.2 Sanctions for Staff**

Staff found guilty of malpractice may face one or more of the following sanctions, depending on the nature and severity of the offence:

1. Debarment from any of the BCSEA activities in the future
2. Reprimand letter
3. Reporting to relevant authorities
4. Administrative action
5. Legal action

## 7.5 Factors Influencing the Severity of Sanctions

BCSEA considers several factors when determining the appropriate sanction, including:

1. The nature and extent of the malpractice (e.g., accidental vs. deliberate breach)
2. Whether the candidate/staff acted alone or colluded with others
3. The impact on the examination's integrity (e.g., unauthorized access to exam materials vs. minor rule violations)
4. Previous history of malpractice (whether the individual has been involved in prior incidents)

**Note:** BCSEA committee has the right to apply sanctions not listed above.

## 7.6 Malpractice matrix for making informed decision

Category	Type of Malpractice	Severity Level	Possible Sanctions
Candidate Malpractice	<ul style="list-style-type: none"> <li>Talking, whispering, or glancing at another candidate's answer sheet</li> <li>Causing minor disruptions in the examination hall</li> </ul>	Low	<ul style="list-style-type: none"> <li>Issue warning letter.</li> </ul>
	<ul style="list-style-type: none"> <li>Using unauthorized materials to answer questions</li> <li>Carrying prohibited materials without using them</li> <li>Collusion and copying.</li> <li>Copying from another student's answer sheet.</li> <li>Attempting to exchange information through gestures</li> <li>Refusing to follow invigilator instructions.</li> <li>Cheat notes and double handwriting</li> <li>Use of offensive language in question answer booklet</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Deduction of marks.</li> <li>Cancellation of the subject's examination.</li> <li>One-year debarment from board examinations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Impersonation or attempting to take the examination on behalf of another</li> <li>• Intimidation, assault and bribery</li> <li>• Break-ins</li> <li>• Plagiarism</li> </ul>	High	<ul style="list-style-type: none"> <li>• Cancellation of all subjects in the current examination.</li> <li>• Three-year debarment from board examinations.</li> <li>• Legal action.</li> </ul>
Staff Malpractice	<ul style="list-style-type: none"> <li>• Breach of security (e.g., leaking exam papers)</li> <li>• Falsification of marks or grades</li> <li>• Allowing collusion between candidates</li> <li>• Failure to report suspected malpractice</li> <li>• Inflating or deflating marks without justification</li> <li>• Awarding marks without proper evaluation of student work</li> <li>• Unauthorized alteration of marks by school authorities</li> <li>• Failure to maintain assessment records properly</li> </ul>		<ul style="list-style-type: none"> <li>• Reprimand Letter</li> <li>• Administrative Action</li> <li>• Reporting to relevant authorities</li> <li>• Debarment from future BCSEA activities.</li> <li>• Legal Action.</li> </ul>

## 7.7 Incident Reporting and Documentation

1. All suspected cases of malpractice must be reported promptly to ensure a fair and transparent investigation process. The SE is responsible for submitting a formal report using the designated Malpractice Report Form A - Candidate Form or Malpractice Report Form B - Centre Staff Form.
2. The report should be comprehensive and must include:
  - a. Clear details of the incident, including date, time, and location
  - b. Supporting evidence, such as examination question answer booklets, unauthorized materials, or electronic records
  - c. Witness statements from invigilators, exam staff, or other candidates
  - d. A copy of the seating plan and any other relevant documents if relevant

## 7.8 Review and Decision

All reported malpractice cases will be reviewed by the BCSEA Committee, an independent body responsible for ensuring that malpractice investigations are conducted fairly and impartially. To uphold the integrity of the review process:

1. Members of the Committee must have no conflict of interest in the case under review
2. The review process must be conducted within a stipulated timeframe to ensure timely resolution
3. Additional evidence or statements may be requested if necessary to clarify the circumstances of the alleged malpractice
4. The final decision will be communicated formally to the candidate or staff member involved, outlining the findings and any sanctions imposed
5. All decisions will be made in line with BCSEA's examination and assessment regulations, policies, and ethical standards

## 7.9 Rights of candidate or staff suspected of malpractice

BCSEA upholds the principles of natural justice and ensures that any candidate or staff member suspected of malpractice is treated fairly. The SE must ensure that the individual is:

1. Informed about the nature of the suspected malpractice
2. Provided with the opportunity to submit a written statement
3. Made aware of the potential consequences of malpractice

## 7.10 Handling Malpractice Allegations

BCSEA takes all allegations of malpractice seriously and follows a structured process to investigate such claims. Upon receiving a report of suspected malpractice:

1. The case will be reviewed in conjunction with all available information, including supporting documents and witness statements
2. If the evidence warrants further inquiry, a formal investigation will be conducted
3. The identity of the individual making the allegation will remain confidential unless disclosure is legally required
4. Steps will be taken to protect whistleblowers and minimize the risk of their identification during the investigation

## 7.11 Measures to prevent Malpractice

The following measures should be implemented to prevent malpractice:

1. Examination halls must have adequate lighting, ventilation, and proper seating arrangements to ensure a fair testing environment.
2. Seating arrangements must be planned to prevent unauthorized communication among candidates.
3. Surveillance mechanisms such as CCTV cameras should be installed in all examination cell.
4. Clear instructions on examination rules and regulations should be displayed prominently at the venue.

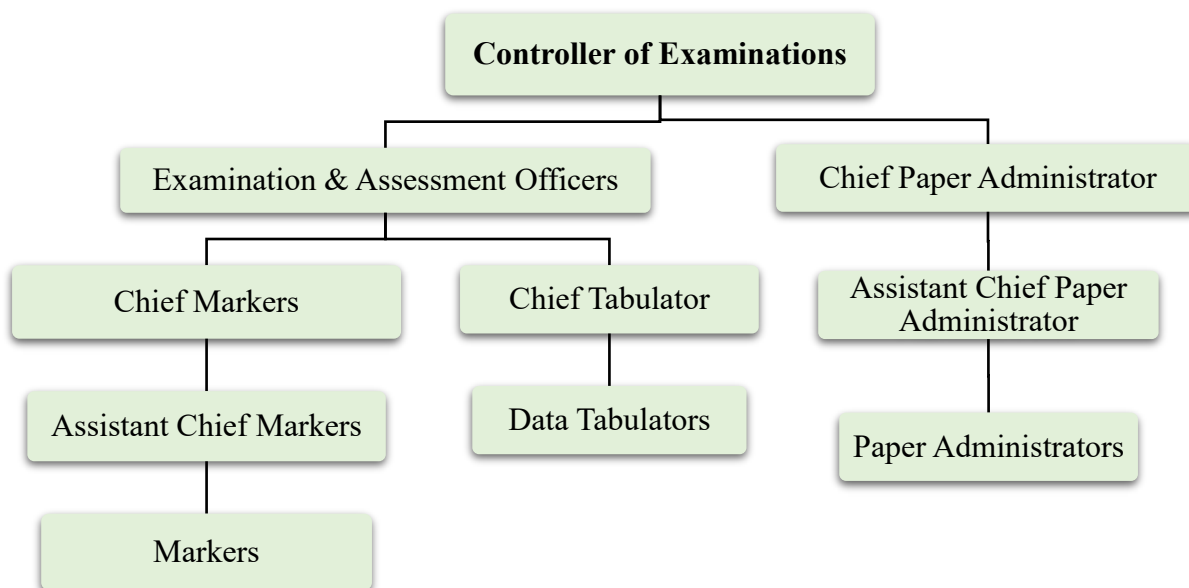
5. Strict entry and exit monitoring must be conducted to prevent unauthorized individuals from accessing the examination hall.
6. Candidates must present their examination admit card and should be verified before entering the examination hall.
7. Candidates must be made aware, through pre-exam briefing and notices, of the list of prohibited items, which include mobile phones, smartwatches, notes, and any electronic devices.
8. All candidates should be provided with a designated area to securely deposit personal belongings before entering the examination hall.
9. Invigilators must conduct checks to ensure compliance with the prohibition of unauthorized materials.
10. Invigilators must be thoroughly briefed on their roles, responsibilities, and procedures for handling malpractice incidents.
11. A sufficient number of invigilators must be assigned to each examination centre to ensure proper monitoring.
12. Pre-examination briefing sessions must be conducted to review invigilation protocols.
13. Invigilators must remain vigilant throughout the examination and intervene immediately in case of suspected malpractices.
14. Inspections shall be carried out by the BCSEA officials during board examinations.
15. BCSEA shall conduct audits of internal assessment and other related documents.
16. Physical frisking or electronic scanning (where applicable) must be performed in accordance with ethical guidelines.
17. Question answer booklets should be stored in tamper-proof packaging with a verifiable chain of custody during transportation.
18. Examination question answer booklets must only be opened in the presence of the convenor and invigilators to ensure transparency.
19. Question answer booklets should be collected, stored, and transported securely to prevent tampering or loss.
20. Examination results shall be reviewed using statistical analysis to detect irregularities such as identical answer patterns, unusual scoring trends, or significant score inflation.
21. Educational institutions, including school administrators, teachers, and students, should be sensitized about examination ethics and malpractice consequences.
22. School should design malpractice policy for examination and assessment.
23. Awareness training through workshops and seminars shall be conducted to convenor, Dzongkhag or Thromde Education officers and SE to reinforce ethical examination practices.
24. All staff involved in examination process should sign letter of undertaking and conflict of interest form.

25. All examination personnel's roles and responsibilities shall be clearly defined.
26. Schools must strictly follow the prescribed assessment syllabus to ensure consistency and fairness in the assessment process.
27. All school-based assessment shall be properly documented.
28. Examination centres must develop protocols to address unexpected disruptions such as candidate misconduct, unauthorized access, or natural calamities.
29. Security personnel should be on standby to manage severe disturbances.

## CHAPTER VIII: MARKING

It is a post-examination activity carried out by BCSEA to ensure that candidates' question answer booklets are marked fairly, consistently, and confidentially to uphold the integrity of examinations and ensure reliable results. This chapter outlines the marking structure, evaluation procedures, and the roles and responsibilities of marking officials to maintain accuracy and standardization throughout the evaluation process.

### 8.1 Marking Team Structure



### 8.2 Rules for Setting Up Marking Team Structures

#### 8.2.1 Subject Expertise

1. All examiners (chief markers, assistant chief markers, markers) must have subject-matter expertise and teaching/assessment experience at the appropriate level.

#### 8.2.2 Balanced Team Size

1. Each Team Leader (Chief Marker) should supervise markers to ensure manageable workload and quality control.

#### 8.2.3 Standardisation Training

1. All examiners must undergo orientation and trial marking to standardise the application of the marking scheme.

#### 3.5.2 Conflict of Interest

1. Examiners must declare any conflict of interest. Individuals related to candidates should not be part of the marking team for that subject.

#### 3.5.3 Monitoring and Moderation

1. A system of internal moderation (sample script checking, feedback loops) must be enforced to ensure marking consistency.

### **3.5.4 Confidentiality and Integrity**

1. All examiners (Markers) must sign a confidentiality agreement and abide by the ethical code of conduct during the marking process.

## **8.3 Marking Officials**

The marking process is a critical component of the examination and assessment procedure, ensuring that student performance is evaluated fairly and consistently. The key aim is to uphold high standards of marking accuracy, consistency, and confidentiality, ensuring that the grading process remains transparent and unbiased.

### **8.3.1 Chief Marker**

Chief Marker is a subject expert appointed to oversee the quality and fairness of the marking process for the board examination question answer booklets.

#### **8.3.1.1 Key Roles and Responsibilities:**

1. Follow the instructions of EAOs and provide support.
2. Oversee the entire marking process.
3. Assist EAOs in arranging marking rooms and assigning questions to markers.
4. Provide guidance and support to Assistant Chief Markers and other markers.
5. Monitor consistency and accuracy in the marking process.
6. Ensure confidentiality and security of the question answer booklet.
7. Conduct standardisation meeting with markers to ensure fairness.
8. Appoint Assistant Chief Marker in consultation with EAOs.
9. Conduct regular checks on markers' progress to ensure timely completion of marking.
10. Promote punctuality and maintain discipline in the marking room.
11. Ensure legal documents are signed by all markers.
12. Prepare a contingency plan and share with Markers and submit to BCSEA.
13. Encourage markers to clarify doubts about answers to ensure uniformity.
14. Record and maintain daily log on the Chief Markers log book.
15. Re-evaluate marked question answer booklets daily and record in the re-evaluation log.
16. Communicate with EAOs in resolving issues related to marking.
17. Ensure that markers do not carry mobile phones/tabs in marking room.
18. Maintain daily attendance.
19. Provide feedback of Markers and marking process.
20. Carry out proper handing and taking with EAOs.



21. Carry out handing and taking of question answer booklet from Chief Paper Administrator and to handing taking room.
22. Maintain a high level of professionalism and integrity.
23. Validate and resolve the discrepancy in marks with tabulators.
24. Verify final marks on answer script with green pen.

#### **8.3.1.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

12. have a minimum of FIVE years of teaching experience.
13. have previously served as a marker for at least three times.
14. have previously served as an Assistant Chief Marker.
15. should not have any conflict of interest.
16. be currently teaching the relevant subject.
17. have strong content knowledge in the subject.
18. be physically fit and mentally sound.
19. not have any adverse records.
20. uphold the highest level of integrity and professionalism.

#### **8.3.1.3 Selection Principle:**

2. A Chief Marker shall be appointed based on performance and competence.

#### **8.3.1.4 Selection Procedure:**

4. Select from the nominees and submit the recommendation to the HRC, MoESD for endorsement.
5. The BCSEA will send Invitation letters, Confirmation and COI forms to the selected Chief Marker.
6. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

### **8.3.2 Assistant Chief Marker**

An Assistant Chief Marker is a subject expert selected from among the markers to assist the Chief Marker in ensuring the quality and fairness of the marking process for board examination question answer booklets.

#### **8.3.2.1 Key Roles and Responsibilities:**

1. Follow the instructions of Chief Marker and provide support.
2. Support the Chief Marker in monitoring the consistency and accuracy of marking.
3. Assist markers and provide guidance on the marking scheme.
4. Ensure that all question answer booklets are handled confidentially and securely.
5. Resolve marking issues and provide feedback to the Chief Marker.
6. Help maintain the decorum and professionalism of the marking room.

#### **8.3.2.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

1. have a minimum of FIVE years of teaching experience.
2. have previously served as a marker for at least two times.

3. be currently teaching the relevant subject.
4. have strong content knowledge in the subject.
5. be physically fit and mentally sound.
6. not have any adverse records.
7. uphold the highest level of integrity and professionalism.

**8.3.2.3 Selection Principle:**

1. Assistant Chief Marker shall be appointed based on performance.

**8.3.2.4 Selection Procedure:**

1. The EAO will select from the existing markers.

**8.3.3 Markers**

A Marker is a subject expert appointed for marking the examination question answer booklets.

**8.3.3.1 Key Roles and Responsibilities:**

1. Follow the instructions of Chief Marker and provide support.
2. Participate in the standardisation meeting.
3. Cooperate with the Chief Marker and follow instructions.
4. Mark answer script with red pen only.
5. Mark specified question as assigned by the Chief Marker.
6. Treat all marking-related matters with utmost confidentiality.
7. Ensure that the marks for each part or subpart of the questions are clearly indicated in the right-hand margin of the question answer booklet.
8. Record the total marks for each question on the left-hand margin and circle the total at the end of the question.
9. Refrain from carrying mobile phones and tabs in the marking room.
10. Report any suspected cases of malpractice (missing pages, double handwriting, identification through names, school names, or index numbers) to the Chief Marker.
11. Maintain clarity, fairness, and consistency in marking.
12. Uphold proper conduct and professionalism throughout the marking processes.

**8.3.3.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

1. have a minimum of ONE year of teaching experience.
2. be currently teaching the relevant subject.
3. not have any adverse records.
4. not have conflict of interest.
5. uphold the highest level of integrity and professionalism.
6. be physically fit and mentally sound.

#### **8.3.3.3 Selection Principle:**

1. Markers will be selected for a maximum of three times depending on performance.
2. Markers may be reappointed more than three times, provided there is a shortage.
3. In the event of an acute shortage of markers, markers may be selected from relevant institutes.

#### **8.3.3.4 Selection Procedure:**

1. Schools will register the nominated teachers, endorsed by the school HRC, in the BCSEA portal within the dates specified by BCSEA.
2. The concerned EAO will select teachers and assistant instructors and submit the recommendations to the HRC, MoESD for endorsement.
3. The EAO responsible for TVET will select instructors from technical institutes based on their database.
4. BCSEA will send Invitation letters, Confirmation and COI forms to the selected markers.
5. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

**Note:** If nomination procedures are not followed as per the criteria, the school HRC Committee members will be held accountable and liable for an explanation.

#### **8.3.4 Crosschecker**

A crosschecker is an individual selected amongst markers to review and verify the marks to ensure accuracy, fairness, and consistency in marking.

##### **8.3.4.1 Key Roles and Responsibilities:**

1. Follow the instructions of Chief Marker and provide support.
2. Cross-check the awarded marks to ensure they align with the marking scheme.
3. Identify and correct any miscalculations, overlooked answers, or incorrect markings.
4. Ensure the final scores reflect the students' actual performance without bias or error.
5. Refrain from carrying mobile phones and tabs in the marking room.

#### **8.3.5 Senior Marker**

A senior marker is a subject expert appointed for re-evaluating the question answer booklets for a particular subject.

##### **8.3.5.1 Key Roles and Responsibilities:**

1. Follow the instructions of EAO.
2. Cross-check the awarded marks to ensure they align with the marking scheme.
3. Identify and correct any miscalculations, overlooked answers, or incorrect markings.
4. Ensure the final scores reflect the students' actual performance without bias or error.
5. Treat all marking-related matters with utmost confidentiality.

6. Ensure that the marks for each part or subpart of the questions are clearly indicated in the right-hand margin of the question answer booklet.
7. Record the total marks for each question on the left-hand margin and circle the total at the end of the question.
8. Refrain from carrying mobile phones and tabs in the marking room.
9. Maintain clarity, fairness, and consistency in marking.
10. Uphold proper conduct and professionalism throughout the marking processes.

#### **8.3.5.2 Selection Criteria:**

To be eligible for selection, an individual should:

1. have a minimum of five years of teaching experience in relevant subjects.
2. be currently teaching the relevant subjects.
3. be well-versed in content knowledge of the relevant subject.
4. not have any adverse records.
5. uphold the highest level of integrity and professionalism.
6. be physically fit and mentally sound.
7. have previously served as a marker for at least three times.

#### **8.3.5.3 Selection Principle:**

1. Senior marker may be selected based on experience and subject content knowledge.
2. Selection is limited to government school staff to comply with the RCSC Civil Service Values and Conduct.

#### **8.3.5.4 Selection Procedure:**

1. The concerned EAO will select and submit the recommendations to the HRC, MoESD for endorsement.
2. BCSEA will send Invitation letters, Confirmation and COI forms to the selected markers.
3. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

#### **8.3.6 Chief Paper Administrator**

The Chief Paper Administrator is responsible for overseeing the overall management of question-answer booklets for the board examinations throughout the entire marking process.

##### **8.3.6.1 Key Roles and Responsibilities:**

1. Follow the instructions of EAOs and provide support.
2. Oversee the entire paper management process.
3. Receive the question answer booklet from the Camp Coordinator with proper handing taking note.
4. Cross-check the number of question answer booklet envelopes according to the checklist provided in carton and inform the Controller of Examinations in case of any discrepancies or sign of tampering.

5. Create lots and assign the Administrative Number (Admin No) for question answer booklet.
6. Ensure the confidentiality of the Admin No of the candidates.
7. Provide guidance and support to Assistant Chief Paper Administrator and Paper Administrators.
8. Monitor consistency and accuracy during paper management.
9. Ensure confidentiality and security of the question answer booklet.
10. Conduct regular checks on the management of question answer booklets to ensure timely completion.
11. Promote punctuality and maintain discipline in the management room.
12. Prepare a report on centre report form and submit to BCSEA.
13. Prepare a contingency plan and share with administrators and submit to BCSEA.
14. Record and maintain a daily log for handing taking of question answer booklet with the Chief Markers.
15. Receive marked question answer booklets with proper handing taking note.
16. Ensure question answer booklets are packed subject-wise with proper labelling.
17. Handover the question answer booklet boxes to the camp coordinator with proper handing taking note.

**8.3.6.2 Selection Criteria:**

To be eligible for selection, an individual must:

1. have a minimum of THREE years of teaching experience.
2. have previously served as an Assistant Chief Paper Administrator.
3. not have any adverse records.
4. not have a conflict of interest.
5. be recognized for his or her integrity and professionalism.
6. be physically fit and mentally sound.

**8.3.6.3 Selection Principle:**

1. A Chief Paper Administrator shall be appointed based on performance.

**8.3.6.4 Selection Procedure:**

1. BCSEA will identify potential nominees based on feedback and observations, and will submit the list to the HRC, MoESD for endorsement.
2. BCSEA will send invitation letters, along with Confirmation and COI forms to the selected Chief Paper Administrators.
3. School principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

### **8.3.7 Assistant Chief Paper Administrator**

An Assistant Chief Paper Administrator assists the Chief Paper Administrator in managing the question-answer booklets for the board examinations before and during the marking process.

#### **8.3.7.1 Key Roles and Responsibilities:**

1. Follow the instructions of the Chief Paper Administrator and provide support.
2. Oversee the entire paper management process.
3. Receive the question answer booklet from the Camp Coordinator with proper handing taking note.
4. Cross-check the number of question answer booklet envelopes according to the checklist provided in carton and inform the Controller of Examinations in case of any discrepancies or sign of tampering.
5. Create lots and assign the Admin No for question answer booklet.
6. Ensure the confidentiality of the Admin No.
7. Provide guidance and support to Paper Administrators.
8. Monitor consistency and accuracy during paper management.
9. Ensure confidentiality and security of the question answer booklet.
10. Conduct regular checks on the management of question answer booklets to ensure timely completion.
11. Promote punctuality and maintain discipline in the management room.
12. Prepare a report on centre report form and submit to BCSEA.
13. Prepare a contingency plan and share with administrators and submit to BCSEA.
14. Record and maintain a daily log for handing taking of question answer booklet with the Chief Markers.
15. Receive marked question answer booklets with proper handing taking note.
16. Ensure question answer booklets are packed subject-wise with proper labelling.
17. Handover the question answer booklet boxes to the camp coordinator with proper handing taking note.

#### **8.3.7.2 Selection Criteria:**

To be eligible for selection, an individual must:

1. have a minimum of THREE years of teaching experience.
2. not have any adverse records.
3. uphold the highest level of integrity and professionalism.
4. be physically fit and mentally sound.

**8.3.7.3 Selection Procedure:**

1. BCSEA will identify potential nominees based on feedback and observations and submit to the HRC, MoESD for endorsement.
2. BCSEA will send invitation letters, along with Confirmation and COI forms to the selected Assistant Chief Paper Administrators.
3. School principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

**8.3.8 Paper Administrator**

The Paper Administrator is responsible for overseeing the management of question-answer booklets for the board examinations throughout the marking process.

**8.3.8.1 Key Roles and Responsibilities:**

1. Follow the instruction of Chief Paper Administrator and render support.
2. Receive the question answer booklet from Chief Paper Administrator.
3. Cross-check the number of question answer booklets in envelopes according to information mentioned on the envelope.
4. Write the Admin No on the question answer booklet of the respective candidates for their assigned subjects.
5. Cross-check the Admin No as per the list provided by Chief Paper Administrator.
6. Arrange lots as per the direction of the Chief Paper Administrator.
7. Check for any evidence of malpractice in question answer booklets.
8. Ensure confidentiality and security of the question answer booklet.
9. Record and maintain a daily log for handing taking of question answer booklet.
10. Pack question answer booklets subject-wise with proper labelling.
11. Refrain from carrying mobile phones/tabs in the management room.

**8.3.8.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

1. have a minimum of ONE year of relevant work experience.
2. be physically fit and mentally sound.
3. not have a conflict of interest.
4. be part of the support staff in a school.
5. not have any adverse records.
6. be recognized for his or her integrity and professionalism.

**8.3.8.3 Selection Principles:**

1. The number of paper administrators required is determined based on the number of registered candidates and the subjects offered.
2. Preference will be given to the focal person appointed by the school for BCSEA-related tasks, depending on their performance.

3. Additional paper administrators will be selected by dzongkhag/thromde education office based on number requirements sent by BCSEA.

**8.3.8.4 Selection Procedure:**

1. BCSEA will assess the requirement of paper administrators for the board examinations and communicate the selection criteria to schools, dzongkhag, and thromde education offices.
2. Schools will submit their nominations according to the numbers assigned by the dzongkhag or thromde education office within the dates specified by BCSEA.
3. BCSEA will compile the lists of nominees and submit to the HRC, MoESD for endorsement.
4. Invitation letters, along with Confirmation and COI forms, will be sent to selected answer script Administrators.
5. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

**8.3.9 Chief Tabulator**

The Chief Item Tabulator is responsible for overseeing the overall management of item tabulation of the board examination question-answer booklets throughout the marking process.

**8.3.9.1 Key Roles and Responsibilities:**

1. Follow the instructions of EAOs and provide support.
2. Oversee the entire data punching process.
3. Make arrangement (room and system) for the data tabulation.
4. Verify the item and mark master before data punching.
5. Ensure to maintain and record daily log of marked question answer booklet received from Chief Markers.
6. Provide guidance and support to Item and Mark tabulator.
7. Monitor consistency and accuracy of data punching.
8. Ensure confidentiality and security of the marked question answer booklets.
9. Conduct regular checks on tabulation of question answer booklet to ensure timely completion.
10. Promote punctuality and maintain discipline in the data tabulation room.
11. Prepare a contingency plan and share with tabulators and submit to BCSEA.
12. Maintain a high level of professionalism and focus throughout the process.
13. Hand over tabulated question answer booklet to Chief Paper Administrator with proper handing taking note.



#### **8.3.9.2 Selection Criteria:**

To be eligible for selection, an individual must:

1. have at least THREE years of teaching experience.
2. have sound ICT knowledge and skills.
3. not have a conflict of interest.
4. be physically fit and mentally sound.
5. not have any adverse records.
6. uphold the highest level of integrity and professionalism.

#### **8.3.9.3 Selection Principle:**

1. The Chief Tabulator shall be appointed based on performance.

#### **8.3.9.4 Selection Procedure:**

1. BCSEA will identify potential nominees based on feedback and observations and submit to the HRC, MoESD for endorsement.
2. BCSEA will send invitation letters, along with Confirmation and COI forms to the selected Chief Paper Administrators.
3. School principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

#### **8.3.10 Item Tabulators**

An item tabulator is responsible for cross-checking and entering item-wise marks from marked question answer booklets into the item tabulation system for assigned subject/s.

##### **8.3.10.1 Key Roles and Responsibilities:**

1. Follow the instruction of Chief Tabulator and render support.
2. Receive the marked question answer booklet from the handing taking room.
3. Use bar code reader to read the index number of the candidates.
4. Enter the data according to marked question answer booklet and validate with the item master.
5. Inform chief tabulator in case of mismatch of data.
6. Maintain consistency and accuracy of data entry.
7. Validate the items marks and total marks with respective Chief Markers in case of discrepancies.
8. Ensure confidentiality and security of the question answer booklet.
9. Refrain from carrying mobile phones/tabs.

##### **8.3.10.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

1. have at least ONE year of relevant work experience.
2. be physically fit and mentally sound.
3. be part of the support staff in a school.
4. possess good typing skills.
5. not have a conflict of interest.
6. not have any adverse records.
7. be recognized for his or her integrity and professionalism.

#### **8.3.10.3 Selection Principles:**

1. Preference will be given to the focal person appointed by the school for BCSEA-related work, based on performance.
2. Staff who demonstrated high work ethics and exceptional typing skills in previous marking camps will be selected directly.
3. Additional tabulators will be selected by dzongkhag/thromde education office based on number requirements sent by BCSEA.
4. The number of tabulators is determined based on the number of registered candidates and subjects.

#### **8.3.10.4 Selection Procedure:**

1. BCSEA will compile the lists and submit to the HRC, MoESD for endorsement.
2. The BCSEA will send Invitation letters, Confirmation and COI forms to the selected Tabulators.
3. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

#### **8.3.11 Mark Tabulators**

A mark tabulator is responsible for cross-checking and entering marks from cover pages of marked question answer booklets into the mark tabulation system for assigned subject/s.

##### **8.3.11.1 Key Roles and Responsibilities:**

1. Follow the instruction of Chief Tabulator and render support.
2. Receive the marked question answer booklet from item tabulation room.
3. Use bar code reader to read the index number of the candidates.
4. Enter the data according to marks on cover page, validate with the mark master and inform Chief tabulator in case of discrepancies.
5. Approve the total marks of cover page and total marks of item, inform Chief tabulator in case of discrepancies.
6. Maintain consistency and accuracy of data entry.
7. Ensure confidentiality and security of the question answer booklet.
8. Refrain from carrying mobile phones/tabs.

##### **8.3.11.2 Nomination Criteria:**

To be eligible for nomination, an individual must:

1. have at least ONE year of relevant work experience.
2. be physically fit and mentally sound.
3. be part of the support staff in a school.
4. possess good typing skills.
5. not have any adverse records.
6. not have a conflict of interest.

7. be recognized for his or her integrity and professionalism.

#### **8.3.11.3 Selection Principles:**

1. Preference will be given to the focal person appointed by the school for BCSEA-related work, based on performance.
2. Staff who demonstrated high work ethics and exceptional typing skills in previous marking camps will be selected directly.
3. Additional tabulators will be selected by dzongkhag/thromde education office based on number requirements sent by BCSEA.
4. The number of tabulators is determined based on the number of registered candidates and subjects.

#### **8.3.11.4 Selection Procedure:**

1. BCSEA will compile the lists and submit to the HRC, MoESD for endorsement.
2. The BCSEA will send Invitation letters, Confirmation and COI forms to the selected Tabulators.
3. Principals will validate the Confirmation and COI forms and send back to BCSEA by the respective individuals.

#### **8.3.12 Camp Coordinator**

The Camp Coordinator is an administrator who manages the logistics and operations for the officials involved in the marking camp. They are responsible for ensuring the smooth running of the camp by handling logistical support, such as organizing accommodations, meals, and facilities for the marking officials. They also ensure that all resources are available and that the camp environment is conducive to productive work.

### **8.4 Marking Process**

The marking process is conducted in two distinct phases as part of the Quality Assurance (QA) process, to uphold accuracy, fairness, and consistency across all assessment levels.

#### **8.4.1 Phase I:**

This phase covers the marking for **Class XII (BHSEC)** and **Class VIII**, carried out over a specified number of days as calculated and scheduled by BCSEA.

#### **8.4.2 Phase II:**

This phase includes the marking for **Class X (BCSE)** and **Class VI**.

In both phases, the respective EAOs are responsible for the overall management and quality assurance of the marking process. This includes:

1. The actual marking of question answer booklets.
2. Cross-checking, verification, and moderation to ensure consistency and minimize errors.

Marking is conducted at two separate venues, selected based on predefined criteria such as:

1. Infrastructure

2. Accessibility
3. Accommodation capacity
4. Security

These factors ensure effective and secure operations.

#### **8.4.3 Selection of Marking Venues:**

The selection is based on the following criteria:

1. Availability of reliable internet connectivity.
2. Adequate accommodation capacity.
3. Suitable infrastructure.
4. Favourable weather conditions.
5. Convenient location.
6. Security measures.
7. Secure storage rooms.
8. Necessary logistical and support services.

Note: BCSEA ensures that selected venues can host large numbers of markers comfortably while maintaining the integrity and security of examination materials.

## CHAPTER IX: EXAMINATION RESULTS AND CERTIFICATES

This chapter outlines the key processes for declaring examination results and issuing certificates. It ensures transparency, fairness, and consistency in assessing student performance and highlights the procedures for result compilation, certification, and verification.

### 9.1 Registration

Registration is a crucial process where schools and institutes must accurately register candidates and the subjects they are appearing for. Any errors or omissions can lead to discrepancies in candidate records and affect the issuance of marksheets and certificates.

#### 9.1.1 Registration of Candidates and Subjects:

1. BCSEA will announce the opening and closing deadlines for registration.
2. All schools and institutes must strictly adhere to these deadlines.
3. Visit the BCSEA portal for registration.
4. Log in with authorised credentials (provided by BCSEA).
5. Select subjects from the provided list for each candidate.
6. Cross-check the selected subjects with the candidate's intended exam subjects.
7. Schools and institutes should validate the information with candidates before the deadline.

### 9.2 Tabulation System

The Tabulation System is a web-based application developed for data tabulation. There are three phases of tabulation system namely:

1. Question answer booklet management,
2. Item Tabulation, and
3. Mark Tabulation.

#### 9.2.1 Question Answer Booklet Management

1. Lot number will be generated for every subject.
2. Report of lot generated will be created for every subject.
3. Report will be printed by Chief Paper Administrator.
4. Printed report will be used by question answer booklet administrators for writing administrative number.

#### 9.2.2 Item Tabulation

1. Question answer booklets are received from the Marking Room through a formal process, which is recorded in a logbook.
2. Item tabulators receive the question answer booklets according to the logbook records.
3. Each item's marks are recorded using a barcode scanner to read the candidate's index number from the question answer booklet.
4. The index number remains hidden from the tabulator's screen; however, they must validate the administrative number after scanning.

5. Marks for each item are entered as per the scores awarded by the markers.
6. The system captures and saves data only if the system-calculated total marks match the total marks recorded on the question answer booklet.
7. Any discrepancies are resolved in consultation with Chief Marker of the subject.

### **9.2.3 Mark Tabulation**

1. Question answer booklets are taken to the Mark Tabulation Room.
2. Mark tabulators receive the answer booklets as per the logbook records.
3. Each question's marks from cover page are recorded using a barcode scanner to read the candidate's index number.
4. The index number remains hidden from the tabulator's screen; however, they must validate the administrative number after scanning.
5. The system captures and saves data only if the system-calculated total matches the total marks recorded on the answer booklet.
6. Any discrepancies in item marks are resolved in consultation with the Chief Marker and Item Tabulator of the subject.
7. The total marks for each subject of candidates are displayed for approval if there is no discrepancy with item tabulation total marks. In case of a discrepancy, an error remark is generated and mark tabulators resolve discrepancies with item tabulators.

### **9.2.4 Verification and Validation**

1. Candidates' marks are verified and validated against the subject registration records.
2. Total entries are cross-checked with the Chief Marker and Chief Paper Administrator to ensure accuracy.

## **9.3 Result Processing**

The Result Processing System is a web-based application developed for processing examination results. The processes involved are as follows.

1. All marks from various components are verified and validated.
2. The SUPW grades are validated and verified.
3. Maintain result documentation decision log.
4. Passing marks and criteria are configured as per assessment syllabus.
5. The result processing follows a step-by-step procedure outlined in the result processing manual.
6. Result validation is done as outlined in the result processing manual.

## **9.4 Result Declaration**

1. Results are officially declared as scheduled.
2. Individual candidate can view their own result by using index number and date of birth through online system and short messaging services.
3. All centres can view consolidated result from BCSEA online portal.

4. Rechecks and resits schedule will be announced during result declaration.
5. Results for resit and recheck will be declared as scheduled.
6. The final results will be sent for the printing Mark Sheets and Pass Certificates.
7. BCSEA shall issue the following certificates to BCSE (Class X) and BHSEC (Class XII) candidates:
  - a. **Statement of Marks** shows the result of the attainment in a subject by a percentage mark.
  - b. **Pass Certificate** shows attainment in a subject by a grade of which Grade 1 is the highest and Grade 9 the lowest; only Grades 1 to 7 are reflected on Certificates. The interpretation of grades follows:

Grade	Standard	Mark Range
1	Outstanding	91 - 100
2	Very Good	81 - 90
3		71 - 80
4	Credit	61 - 70
5		51 - 60
6	Pass	46 - 50
7		40 - 45
8	Fail	21 - 39
9		0 - 20

The standard attained in SUPW is indicated by a letter grade of which Grade A is the highest and Grade E the lowest; only Grades A to D are recorded on Certificates. The interpretation of grades is as follows:

Grade	Standard	Mark Range
A	Outstanding	91-100
B	Very Good	81 - 100
C	Good	61 - 80
D	Satisfactory	51-70
		40-50
E	Fail	0-39

## 9.5 Data Storage and Archiving

Data storage and archiving are essential for maintaining the integrity and availability of candidate information and marks. All examination data, including marksheets and certificates, are securely stored following standardised protocols to ensure data confidentiality and protection against unauthorised access. These records are systematically archived for future reference, allowing for the efficient reissue of marksheets and certificates when required.

1. All data is securely stored in the Data Warehouse in both digital and hard copy formats.

2. Changes to marks are not permitted.
3. Changes to student details (e.g., Name, date of birth) can be facilitated as per official records from the Ministry of Home and Cultural Affairs.
4. Access to Data Warehouse is only for authorized officials at service centre and a detailed log is maintained.

## 9.6 Ranking

Ranking is an important part of the assessment process as it reflects the performance outcomes of candidates after the examination. It helps identify achievers and provides valuable insights into individual and group academic achievements, supporting decisions related to awards, scholarships, and further education opportunities.

### 9.6.1 National ranking

To be considered as the national topper, a candidate must have appeared for the Dzongkha subject. Since the 2018 BCSE and BHSEC board examinations, passing in English, Mathematics, and Dzongkha has been mandatory for BCSE (Class X) and for the BHSEC (Class XII) board examinations candidates must pass in both English and Dzongkha. Similarly, for Class VI and VIII examination, candidates must pass in English, Dzongkha and Mathematics.

**NOTE:** It is optional for a non-Bhutanese candidate to appear in a second language paper (Hindi, Tamil, etc.) at the BHSEC examination and not compulsory to pass. These language papers have only one paper. The papers are developed and marked by individual test developers recommended by the CISCE.

### 9.6.2 Foreign Candidate

A foreign candidate is permitted to study Dzongkha at the Class IX and XI levels if she/he opts to do so. However, to be eligible for the award of the Pass Certificate and to be considered for national topper status, the candidate must compulsorily appear for Dzongkha in the board examinations.

### 9.6.3 Criteria for computing the percentage and position/rank

Key Stage	Should Pass in	Percentage & Position/Rank
I (PP-III)	All subjects	Minimum of “Meeting” level
II (IV-VI)	Dzongkha, English, Mathematics, and any other <b>ONE</b> subject	Dzongkha, English, Mathematics, and best <b>ONE</b>
III (VII-VIII)	Dzongkha, English, Mathematics, and any other <b>TWO</b> subjects	Dzongkha, English, Mathematics, and best <b>TWO</b>
IV (IX-X)	Dzongkha, English, Mathematics, and any other <b>TWO</b> subjects	English and best <b>FOUR</b>
V (XI-XII)	Dzongkha, English, and any other <b>TWO</b> subjects	English and best <b>THREE</b>



Language and Culture Studies (Rigzhung Stream)		
IV (IX-X)	Dzongkha, English, and any other <b>THREE</b> subjects	Dzongkha and best <b>FOUR</b>
V (XI-XII)	Dzongkha, English, and any other <b>TWO</b> subjects	Dzongkha and best <b>THREE</b>

## 9.7 Clerical Recheck and Recheck

A clerical recheck is a focused verification process that ensures numerical accuracy by confirming that all pages of the answer script were marked, all awarded marks were correctly totalled, and the final result matches the total marks recorded on the paper. This process does not involve re-evaluating the content of the answers but instead addresses potential errors in arithmetic or transcription.

A recheck is a comprehensive process where a candidate's answer script is re-evaluated by a concern subject specialist. This process ensures that the marks awarded for each question or section are consistent with the approved marking scheme, thereby addressing concerns about the fairness and accuracy of the original assessment.

### 9.7.1 Types of Service

Service Name	Objective	Details of Service
<b>Service 1 (Clerical Re-check)</b>	To verify that all marks were correctly added and recorded.	<ul style="list-style-type: none"> <li>• Ensures all pages of the script were marked.</li> <li>• Checks that all marks were totalled correctly.</li> <li>• Verifies that the final mark was transferred accurately to the results database.</li> <li>• 50% of fees will be refunded if there is any increase in the mark.</li> <li>• Final marks will be declared whether there is increase or decrease in the marks after recheck.</li> </ul>
<b>Service 2 (Review of Marking)</b>	To review whether the original marking was done correctly using the approved marking scheme.	<b>Senior Marker (Subject Expert):</b> <ul style="list-style-type: none"> <li>• Reviews the script against the marking scheme.</li> <li>• Re-marks the script if errors in marking are found.</li> <li>• Ensures all marks were awarded correctly and transferred accurately to the result database.</li> </ul>

Service Name	Objective	Details of Service
		<ul style="list-style-type: none"> <li>• 50% of fees will be refunded if there is any increase in the mark.</li> <li>• Final marks will be declared whether there is increase or decrease in the marks after recheck.</li> </ul>

### **9.7.2 Procedure**

The following steps outline the procedure for conducting a recheck.

#### **9.7.2.1 Application Submission:**

1. Candidates must apply online through the G2C or BCSEA portal within the stipulated timeframe after the release of results.
2. The application form should include details such as candidate name, index number, subject(s) for which recheck is requested. Refer Recheck Application Form available at [www.bcsea.bt](http://www.bcsea.bt).

#### **9.7.2.2 Fee:**

1. Candidates are required to pay the prescribed fee for recheck at the time of submitting their application. Payment can be made through online or by cash.
2. Candidates applying for recheck will be required to pay the following fees:

Types of Recheck	Fees	Justification
Service 1	300 per paper	300 existing service charge
Service 2	1500 per paper	Worked out as operational cost.

#### **9.7.2.3 Outcome Notification:**

1. After completion of the recheck process, the revised marks (if any) will be communicated to the candidate through the G2C or BCSEA portal.
2. If no changes are found, the original marks will remain unchanged and if marks are found less or more than the evaluated score will be changed and notified accordingly. Refer Recheck Notification Form available at [www.bcsea.bt](http://www.bcsea.bt).

#### **9.7.2.4 Final Decision:**

The decision of the recheck committee is final and binding. No further appeals will be entertained.

### 9.7.2.5 Timeline:

Activity	Timeline
Application Window for Recheck	7 days after the result declaration
Compilation of application	2 days
Conduct Recheck	5 days
Compilation of result	2 days
Declaration of result	1 day

## 9.8 Resit

The resit policy supports the National Education Policy by providing a limited and structured mechanism for candidates who demonstrate strong overall academic performance, but narrowly underperformed against qualification requirements, in line with prescribed examination standards for progress.

### 9.8.1 Objective

1. Provide a structured, one-time opportunity for eligible Class XII candidates to meet the certification requirements.
2. Ensure that any resit examinations are conducted transparently, efficiently, and within a clearly defined timeframe.
3. Maintain the integrity of the examination system without affecting national merit ranking, topper recognition, and scholarship eligibility.

### 9.8.2 Scope

1. Applies to Class XII candidates who have appeared for the board examination and narrowly underperformed against qualification requirements.
2. Eligibility is also confined to candidates who have demonstrated competence through school-based assessments.

### 9.8.3 Criteria for Resit

1. Narrowly underperformed in no more than one compulsory subject
2. Demonstrated strong performance in school-based assessment
3. Secured a minimum of 80% in any four registered subjects
4. Failed the written examination by a narrow margin i.e. no more than two (2) marks.

Candidates who pass the resit shall be awarded the minimum pass mark required for certification regardless of their actual score in the resit examination.

#### 9.8.4 Administrative Coordination

If there are eligible resit candidates, BCSEA will notify the resit examination venues, while schools and relevant agencies will coordinate and arrange the necessary logistics for eligible candidates.

#### 9.8.5 Process for Applying

##### 9.8.5.1 Notification

BCSEA will issue a formal notification listing candidates eligible for the re-sit after recheck results declaration against the criteria set. No notification will be issued if no candidates meet the resit eligibility requirements.

##### 9.8.5.2 Application Submission

1. Candidates must apply for resit through G2C online portal within a specified deadline. If the portal is unavailable, candidates can access the offline service by visiting the BCSEA office.
2. Fees should be paid through online banking system.

##### 9.8.5.3 Timeline:

Activity	Timeline
Application Window	7 days after the recheck result declaration
Compilation of application	2 days
Conduct resit	1 day
Marking of resit paper	1 day
Declaration of result	1 day

#### 9.8.6 Fees

A nominal application fee of Nu. 5000 will be charged. This fee covers the costs of test paper preparation, printing, conduct of the examination, and marking.

##### Note:

1. The resit results will be considered final, and the student will be awarded a passing grade if they meet the criteria.
2. There will be no further re-sit opportunities for the same academic year.
3. There will be no recheck for resit papers.

4. The grade for the candidate will be announced on the BCSEA online portal and communicated to the students through official notifications.
5. Candidates who appeared resit shall not be considered in national ranking.

## **9.9 Certification Process and Procedures**

The BCSEA is responsible for issuing academic transcript and certifications to candidates who have successfully completed their board examinations. The following outlines the certification process and procedures:

### **9.9.1 Eligibility Criteria**

1. Candidates must have completed and passed the BCSEA administered examinations.
2. The candidate's examination records will be verified and approved by BCSEA.
3. Candidates must fulfil the subject requirement as per the assessment structure.

### **9.9.2 Verification of Examination Results**

1. BCSEA verifies the student's examination records from the central database and achieved hard copy.
2. Changes in marks will not be entertained after the results are declared by the board.

### **9.9.3 Receiving of Certificate**

1. Record the data of received and a number of certificates in the log.
2. Inspect each certificate for correct personal details, examination results and authenticity.
3. Certificates must be stored in a secured location.

### **9.9.4 Issuance of Certificates**

1. Certificates are printed with secured authentication feature.
2. The document includes the candidate's name, examination details, official BCSEA seal and signed by the authorised official.
3. Pass candidates will receive both a statement of marks and a pass certificate, whereas failed candidates will only receive a statement of marks.

### **9.9.5 Collection of Certificates**

1. Mark statements and certificates will be dispatched to the schools, and individual candidates must collect them from their respective schools.
2. The date of collection will be notified by the council.

### **9.9.6 Duplicate Certificate Issuance**

In case of lost or damage, candidates must submit an application with the following documents:

1. Submit application online through G2C services.
2. Duly filled application form.
3. Copy of original certificate (if available).
4. Police report or affidavit for lost certificates.
5. Nu 600 fee will be charged for the document (Nu 300 for mark statement & Nu 300 for pass certificate).
6. The candidate must produce the payment receipt at the time of collection.
7. The request is processed within the stipulated time frame, and the duplicate certificate can be collected from BCSEA office.

### **9.9.7 Amendments to Certificates**

1. If errors are found in the issued certificate, candidates must submit a correction request through online G2C services.
2. Required documents include proof of correct details (such as CID card copy).
3. Once verified, the corrected certificate is reissued.
4. Candidate must surrender old copy of certificate.

### **9.9.8 Issuance of English Language Proficiency Certificate (ELPC)**

1. Applicants must apply for the ELPC through the G2C online portal.
2. A fee of Nu 400 must be paid online during the application process.
3. After successful submission and payment, the applicant can collect the certificate from the BCSEA office.
4. The candidate must produce the payment receipt at the time of collection.

### **9.9.9 Processing Timeline**

1. Standard certificates are issued within a few weeks after result declaration.
2. Duplicate and corrected certificates take time depending on verification and workload.

### **9.9.10 Important Notes**

1. BCSEA maintains records for verification and reissuance purposes.
2. Any falsification of documents will result in application rejection and possible legal action.
3. Candidates should ensure that all submitted details are accurate to avoid delays in the certification process.
4. Visit the BCSEA office to access offline services, if applicants face any issues while applying online.

## **9.10 Equivalency Certification**

An Equivalency Certificate is an official document issued by BCSEA to recognise and certify that a student's foreign or non-standard education qualification is equivalent to a nationally recognised level. This certificate allows students to pursue further studies or apply for jobs where specific educational qualifications are required.

### **9.10.1 Process**

#### **9.10.1.1 step 1: Application Submission**

The applicant submits an application with following documents:

1. Course completion certificate.
2. Original academic transcripts.
3. Copy of passport/National ID.
4. Any additional supporting documents.

#### **9.10.1.2 Step 2: Document Verification**

1. The authority verifies the submitted academic credentials for authenticity.
2. Cross-checking is done with national and international accreditation agencies.
3. If required, the applicant may need to provide a verification letter from the issuing institution.

**9.10.1.3 Step 3: Academic Equivalence Assessment**

1. The educational qualification is compared against the national curriculum framework and national grading system.
2. The council assesses:
  - a. Level of education.
  - b. Credit hours and coursework relevance.
  - c. Grading scale and subject alignment.

**9.10.1.4 Step 4: Equivalency Test**

1. In some cases, applicants may be required to appear for an equivalency exam.
2. The test assesses the candidate's knowledge in key subject areas.

**9.10.1.5 Step 5: Decision & Approval**

1. The equivalency committee reviews the verification and assessment results.
2. The final equivalency level is determined based on national standards.
3. The approval process may involve endorsements from relevant educational board (BCSEA).

**9.10.1.6 Step 6: Certificate Issuance**

1. If approved, the Equivalency Certificate is issued with:
  - a. Applicant's name.
  - b. Equivalent grade/level.
  - c. Certificate reference number.
  - d. Date of issuance.
2. The certificate is signed and stamped by the authorised official.

**9.10.1.7 Step 7: Collection and Use**

1. The applicant collects the certificate from the issuing authority.
2. It can be used for higher education admissions, government jobs, or visa/migration purposes.

## CHAPTER X: PAPER SECURITY AND STORAGE

### 10.1 Paper Security

Ensuring the security of BCSEA examination papers is important for maintaining the integrity and credibility of board examinations. This requires a coordinated effort from all stakeholders, including item developers, printing authorities, transportation agencies, and examination centres. Breaches in security, such as unauthorised access, can compromise fairness, undermine public trust, and necessitate costly re-examinations. To mitigate these risks, strict preventive measures are enforced at every stage. Upholding stringent security protocols ensures a fair and transparent examination process, safeguarding the credibility of the assessment system.

#### 10.1.1 Pre-Examination Security

Maintaining strict security during question paper development is essential to ensuring the integrity and confidentiality of board examinations. Both question setting and moderation must be conducted in restricted and monitored environments, with access limited to authorized personnel only.

##### 10.1.1.1 Preventive Measures During Test Item Development

1. Test item development must take place in secured and monitored locations.
2. All item developers must sign a Letter of Undertaking (LOU) and a Conflict of Interest (COI) declaration.
3. Unauthorised persons should be strictly prohibited from entering the test item development room.
4. Items must be developed, stored, and transmitted through secure and encrypted platforms.
5. All drafts, notes, and scratch papers should be shredded after use.
6. Test item developers must not share item sets with other developers.
7. Proper handing and taking over of daily work should be done with the respective EAOs.

##### 10.1.1.2 Preventive Measures During Moderation

1. Moderation must be conducted in a restricted and monitored environment.
2. Unauthorised persons should not have access to the moderation room.
3. Moderators must sign a LOU and COI declaration.
4. All drafts, notes, and scratch papers must be shredded after use.
5. Proper handing and taking over of daily work should be done with the respective EAOs.

##### 10.1.1.3 Embossing Team

The embossing team is responsible for translating and enlarging test items to accommodate students with visual impairments. This process ensures that the format, font, and presentation of test materials are accessible and fair for all students.

##### 10.1.1.4 Preventive Measures During Embossing

1. Embossing must be conducted in a restricted and secure environment.
2. Unauthorized persons should not be allowed access to the embossing area.
3. Embossing personnel must sign LOU and COI declaration.
4. All drafts, notes, and scratch papers must be shredded after use.



#### **10.1.1.5 Printing**

1. A reputable and trustworthy printing firm should be selected to ensure confidentiality and compliance with security standards.
2. Examination papers must be packed using tamper-proof materials to detect any unauthorised access.
3. All personnel involved must sign a Non-Disclosure Agreement (NDA) to prevent information leaks.
4. Test items should be stored in encrypted formats and proper handling and taking procedures must be followed.
5. On-site monitoring should be conducted throughout the printing and packaging process to prevent breaches.
6. Upon receiving the printed question-answer booklet from the firm, a thorough security inspection must be carried out.
7. Must carry out dual verification (sender & receiver) of question-answer packages.

#### **10.1.1.6 Transportation**

1. A reputable and trustworthy transportation firm should be selected to ensure confidentiality and compliance with security standards.
2. The transport of exam materials from storage to examination halls must be closely monitored to prevent unauthorised access or tampering.

#### **10.1.2 Security During Examination**

1. All examination materials must be stored in a secured, restricted room under 24/7 CCTV surveillance and security personnel supervision.
2. All personnel involved should sign LOU and COI.
3. Unauthorised personnel should not have access to the examination cell.
4. Tamper-proof sealed packages must be verified before distribution.
5. Completed question-answer booklets must be stored in a locked and monitored room.
6. A final audit must be conducted to ensure all papers are accounted for and no tampering has occurred.
7. A prepared contingency plan must address potential security breaches, such as leaks or theft, with emergency protocols for lockdowns and investigations.

#### **10.1.3 Post-Examination Security Protocol**

1. All question-answer booklets must be counted, packed, and sealed in the presence of authorised personnel.
2. All packed question-answer booklets must be handed over by the SE to the Convenor, who must then hand over to the transportation agencies with proper handover-taking notes.
3. The transportation agencies will then deliver the question-answer booklets to the marking centre and hand them over to the marking camp coordinator with proper documentation.
4. A chain-of-custody log must be maintained.
5. Marking must take place in a controlled, restricted-access facility with CCTV monitoring.
6. Marking officials should only see administrative numbers, not names, to ensure unbiased evaluation.

7. Proper handover-taking of question-answer booklets must be followed at the marking centre throughout the marking process.
8. All marked question-answer booklets must be stored in a secured, access-controlled archive for a defined retention period.
9. A final audit should verify that all question-answer booklets were accounted for and no unauthorized alterations occurred during marking.

#### **10.1.4 Data Security**

1. Access to candidate marks entry systems shall be limited to authorized personnel only.
2. All result-related data shall be securely stored and backed up on encrypted systems.
3. No official shall disclose or discuss examination results before official release by BCSEA.
4. Officials involved in result processing must not have any personal or professional conflicts of interest.
5. For officials involved in the result processing system, the marks of the child or children shall be recorded and later validated with their result. The records of which shall be maintained by the Controller of Examinations.
6. Final result must be produced in hard copy for any verification.
7. Multi-level verification should be conducted before finalising results to prevent errors or tampering.

#### **10.1.5 Sanctions**

Violations of examination security protocols will result in severe consequences, including but not limited to:

1. Removal from current and future examination-related roles.
2. Criminal prosecution for deliberate leaks, tampering, or negligence.
3. Administrative actions such as suspension, dismissal, or blacklisting from examination-related duties.
4. Fines and possible contract termination for negligent service providers (e.g., transportation and printing agencies).
5. Withdrawal of examination privileges for schools or institutions involved in breaches.
6. Blacklisting individuals and organisations from any future involvement in examination-related activities.
7. Permanent bans from item development, moderation, printing, transportation, and invigilation roles.

### **10.2 Handling Typing Errors in Question-Answer Booklets**

Ensuring accuracy in question-answer booklets is essential for maintaining fairness and integrity in examinations. Even minor typing errors can cause confusion and unnecessary stress for candidates. Therefore, it is important that any such errors are promptly identified, clearly communicated, and appropriately addressed. If any typing errors are confirmed, they shall be handled in accordance with the procedures outlined below.

#### **10.2.1 Before the Exam Commences**

If a confirmed error in the question-answer booklet is identified before the examination, BCSEA will communicate with relevant stakeholders for follow-up action.

### 10.2.2 During the Exam

If a confirmed error in the question-answer booklet is identified during the examination, the following steps must be followed:

1. The SE will immediately inform BCSEA for further directives.
2. Under no circumstances will the SE correct or interpret the question.
3. The examination should proceed as scheduled to maintain fairness for all candidates.
4. The SE will submit a report of the error to BCSEA using the Examination Centre Report Form.

## 10.3 Storage of Examination-Related Materials

A storage guideline for examination-related materials is essential to ensure security, confidentiality, and proper handling of sensitive documents. Schools and marking camps are the two primary locations where these materials are stored.

### 10.3.1 School

The school is a key location where examination materials are stored for an extended period before and during the examinations. Security at this stage is critical to prevent any leaks or tampering with the materials.

### 10.3.2 Marking Camp

Once the exams are completed, the materials are transported to the marking camp, where they are securely stored. Security at this stage is important for maintaining the confidentiality and the integrity of the grading.

### 10.3.3 Storage Guidelines

To maintain the security of examination materials throughout the entire process, both schools and marking camps must adhere to the following guidelines:

1. Store exam-related materials in lockable cabinets or safes in a designated area.
2. The safe or cabinet must be in a securely locked room.
3. Ideally, the room should not have any windows and be on an upper floor.
4. If there are windows (whether internal or external), they should be fitted with security devices.
5. The door to the room must be of solid construction, have secure hinges, and be fitted with a secure lock.
6. Store the examination-related materials in a climate-controlled environment to prevent damage from humidity or extreme temperatures.
7. Ensure fire and water protection with measures like fire extinguishers and waterproof safes.
8. Install surveillance cameras around the storage area to deter unauthorized access.
9. Restrict access to authorized personnel only.

By adhering to these storage guidelines, schools and marking camps can uphold the security and fairness of the examination process, ensuring that all materials are managed with the highest level of integrity.

## 10.4 Paper Destruction Procedure

This outlines the processes for the destruction of assessed question-answer booklets after the results have been declared and all necessary post-examination processes have been completed. The objective is to ensure that sensitive data is safely disposed of and confidentiality is maintained throughout the process.

The assessed question-answer booklets will be retained for a period of two months after the declaration of results. This retention period allows for any necessary appeals, reviews, or audits. After this period, the booklets will be disposed of by selling them to a scrap dealer through a bidding process. The assessed question-answer booklets are handed over to the bidder using the following terms and conditions.

### 10.4.1 Terms and Conditions

1. The BCSEA reserves the right to award the contract to the agent quoting the highest rate for the disposal of the said documents.
2. The rate per kilogram for the question answer booklets/cardboard boxes should be submitted to the BCSEA representatives. (Transportation and loading charges shall be borne by the agent.)
3. The agent shall be required to sign a Letter of Undertaking (LOU) with the BCSEA prior to the commencement of work to ensure adherence to strong ethical standards during the execution of the work.
4. The agent shall strictly comply with the time, date, and place of disposal in line with the terms of references and the work order issued by BCSEA.
5. The agent shall communicate with BCSEA, through the committee member(s) appointed by BCSEA, about the award, execution, and payment.
6. As the documents are highly confidential, the agents should take note that no part(s) of the documents can be used or shared for any purpose other than recycling.
7. The documents can be reused only in shredded or similar condition where the contents are not legible.
8. In compliance with the above terms and conditions and witness whereof, the authorized signatory of BCSEA and the authorized signatory of the agent have set their hands.

## 10.5 Conflict of Interest

A conflict of interest occurs when an individual or a group's personal, professional, or financial interests interfere with their ability to perform their duties impartially and in the best interest of the examination and assessment process. Conflicts may arise when stakeholders have personal or familial relationships with candidates, possess financial interests related to the examination, or have any other relationship that could bias their judgment or decisions.

Managing conflict of interest in the conduct of examinations and assessment is important for ensuring the integrity and fairness of the process.

### **10.5.1 Management of Conflict of Interest**

1. Individuals involved in examinations must adhere to ethical standards that protect the integrity of the process.
2. Individuals must act without bias or favour to ensure fairness in the conduct of the examination.
3. Policies regarding conflict of interest should be communicated to all stakeholders at the beginning of their engagement in the examination and assessment-related work.
4. All individuals involved in the examination and assessment processes must declare a conflict of interest at the beginning of the assigned task.
5. COI declaration form will be sent to the participants along with the invitation letter.
6. If a conflict of interest is identified, the individual must be replaced.
7. Any allegation of misconduct related to conflict of interest should be subject to thorough investigation.

### **10.5.2 Consequences of Breach of Conflict of Interest**

1. In case of breach, the individual concerned will be dealt with in accordance with BCSR 2023.
2. In case of breach by individuals not covered by BCSR 2023, they will be dealt with by BCSEA management.

## **10.6 Letter of Undertaking**

A Letter of Undertaking (LOU) is a formal written commitment made by an individual to uphold and fulfil specific obligations related to the examination and assessment process. It serves as a guarantee that the individual signing the letter will adhere to the agreed-upon terms, typically in legal or professional contexts.

An individual formally acknowledges their obligation and signs the document, declaring their intent to comply with the specified terms. LOU form will be sent to the participants along with the invitation letter.

### **10.6.1 Consequences of Breach of LOU**

1. In case of breach, the individual concerned will be dealt with in accordance with BCSR 2023.
2. In case of breach by individuals not covered by BCSR 2023, they will be dealt with by BCSEA management.

## **10.7 Leakage of Examination Materials**

Leakage of examination papers refers to the unauthorised disclosure or dissemination of confidential examination materials prior to the official examination schedule. Such breaches compromise the integrity, fairness, and credibility of the examination process, adversely affecting the validity of assessment outcomes and undermining public confidence in the educational system.

### 10.7.1 Procedures

In the event of a paper leakage, the following procedures must be followed:

1. Form a committee comprising a chairperson, member secretary, and internal investigation members to assess the breach's scope and impact.
2. Verify the case and carry out the impact assessment.
3. The Controller of Examinations assesses the situation and makes decisions regarding the next steps, including informing stakeholders.
4. Seek the support of law enforcement agencies.
5. Prepare a press release and/or official statement for the public, assuring transparency and outlining the immediate actions being taken.
6. Should avoid speculation and misinformation by providing updates regularly as investigations progress.
7. If the leaked examination paper has been distributed, BCSEA will immediately recall all copies. A new version of the examination paper may be created and distributed securely.
8. If a paper is compromised to the extent that it cannot be trusted, BCSEA may opt to reschedule the examination or reissue the exam with a new version.
9. Ensure all affected candidates, schools, and centres are informed of the new schedule and measures taken.
10. Continue monitoring all affected areas and candidates to ensure no further leaks occur.
11. Conduct a thorough investigation of the entire examination process after the crisis is resolved to ensure that vulnerabilities have been addressed.
12. Based on the findings from the investigation, BCSEA will update security protocols, ensuring stricter controls for paper development, distribution, and storage.
13. Prepare a final statement, explaining how the situation was handled, steps taken to prevent recurrence, and measures to restore confidence in the examination process.

### 10.7.2 Responsibilities of Investigation Team

#### 10.7.2.1 Chairperson

The Chairperson leads the committee and ensures the investigation process is conducted in a fair, unbiased, and efficient manner.

#### Responsibilities:

1. Oversee the entire investigation process and ensure compliance with OGEA.
2. Convene and preside over committee meetings, setting agendas and timelines.
3. Delegate tasks among committee members and ensure accountability.
4. Approve the investigation plan and ensure all aspects of the case are covered.
5. Provide guidance and resolve disputes within the committee.
6. Review the draft report and give final approval before submission.

7. Act as the primary point of contact with external authorities, such as the police, if required.

#### **10.7.2.2 Member Secretary**

The Member Secretary supports the Chairperson and committee by managing documentation and coordinating administrative tasks.

##### **Responsibilities:**

1. Recording minutes of all committee meetings, including key decisions and action points.
2. Maintaining and organising all documentation related to the case, including evidence logs and witness statements.
3. Coordinating communication among committee members, staff, and other stakeholders.
4. Preparing and compiling the draft investigation report for review by the Chairperson and committee members.
5. Ensuring that all evidence and case materials are securely stored and documented.
6. Assisting in preparing formal communication for external authorities, such as police reports or notifications to stakeholders.

#### **10.7.2.3 Responsibilities of Internal Investigation Team**

1. Gather all available evidence, including leaked papers, communication records, and access logs for examination materials to determine the causes and extent of test item leakage.
2. Interview relevant individuals to gather information and evidence.
3. Review security measures and protocols in place at the time of the incident to determine the causes and extent of paper leakage.
4. Analyse the evidence to determine how the breach occurred and identify any responsible parties.
5. Cross-check timelines, document suspicious activities, and collaborate findings with witness statements to ensure the accuracy of findings.
6. Examine if there were lapses in the chain of custody or any procedural violations to ensure the integrity of examination materials.

#### **10.7.3 Suspected Leakage Reporting Process**

Anyone who suspects that an exam paper may have been leaked must report it to BCSEA immediately by submitting a written report.

## Conclusion

The operational guidelines serve as a vital instrument in shaping and streamlining the assessment and examination processes in Bhutan. They provide a comprehensive framework that schools can adopt to ensure that their assessment and examination practices are carried out in alignment with the standards set by BCSEA. This alignment is crucial for promoting consistency, fairness, and quality across all educational institutions.

By adhering to these guidelines, schools are better equipped to create assessment environments that are transparent, inclusive, and focused on student learning outcomes. The guidelines not only help in standardizing internal and external assessments but also prepare candidates to confidently appear for national board examinations. They ensure that students are familiar with the procedures, expectations, and formats of such examinations, thereby reducing anxiety and enhancing performance.

Moreover, the guidelines serve as a professional reference for school leaders, teachers, and examination officials, outlining their roles and responsibilities in administering assessments with integrity and accountability. They emphasize the importance of secure handling of examination materials, ethical conduct, and timely reporting—key elements that contribute to the credibility of the entire examination system.

In essence, these operational guidelines contribute significantly to strengthening the overall assessment framework in Bhutan. They support the realization of a more robust, equitable, and learner-centred education system, where the assessment process is not only a measure of learning but also a tool for learning and growth.