

Non-Examination Assessment Policy

Oakwood Park Grammar School

Non-Examination Assessment Policy

Centre name	Oakwood Park Grammar School
Centre number	61719
Date policy first created	03/03/2025
Current policy approved by	SLG
Current policy reviewed by	SLG
Date of review	03/03/2025
Date of next review	31/10/2025

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Craig
Senior leader(s)	<ul style="list-style-type: none">• Ms J Bevan• Mr J Martin
Exams officer	Dr C Morrison
SEnCo (or equivalent role)	Mrs A Harries
Quality assurance lead/Lead internal verifier (or equivalent role)	
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that non-examination assessment at Oakwood Park Grammar School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments** and **Instructions for conducting coursework**.

Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA 1) The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (ICC Introduction, Foreword)

Purpose of the policy

This policy confirms the JCQ requirement that Oakwood Park Grammar School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include GCE and GCSE specifications with one or more non-examination assessment component, controlled assessment (where applicable) and coursework.

1. The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments** and **Instructions for conducting coursework**, and confirms:

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement

- (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Additional responsibilities:

Not applicable.

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments, Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Not applicable

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents **Instructions for conducting non-examination assessments, Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents **Instructions for conducting non-examination assessments** and **Instructions for conducting coursework**
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ documents **Instructions for conducting non-examination assessments** and **Instructions for conducting coursework** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Additional responsibilities:

Not applicable.

2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Not applicable.

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

Not applicable.

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

Not applicable.

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Not applicable.

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.

Additional responsibilities:

Not applicable.

Word and time limits

Subject teacher role and responsibilities:

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

Additional responsibilities:

Not applicable.

Collaboration and group work

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Additional responsibilities:

Not applicable.

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met

- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents **Instructions for conducting non-examination assessments** and/or **Instructions for conducting coursework** and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Not applicable.

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents **Instructions for conducting non-examination assessments/coursework** unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Additional responsibilities:

Not applicable.

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed

- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - social media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

Not applicable.

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Additional responsibilities:

Not applicable.

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document **Instructions for conducting examinations**

Additional responsibilities:

Not applicable.

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

Not applicable.

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark

scheme/markings process

- Mark candidates' work in accordance with the marking criteria provided by the awarding body
(Does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

Not applicable.

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Additional responsibilities:

Not applicable.

Consortium arrangements

Subject lead role and responsibilities:

Consortium arrangements are not applicable to the centre.

Subject teacher role and responsibilities:

Consortium arrangements are not applicable to the centre.

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Consortium arrangements are not applicable to the centre.

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted.
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body.

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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Ensure that for postal moderation:

- work is dispatched in packaging provided by the awarding body
- moderator label(s) provided by the awarding body are affixed to the packaging
- proof of dispatch is obtained and kept on file until the successful issue of final results
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Additional responsibilities:

Not applicable.

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

Additional role and responsibilities:

Not applicable.

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

Not applicable.

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Access or signpost any moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

Not applicable.

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

Not applicable.

SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessment
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities:

Not applicable.

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

Refer to/directs relevant staff to the JCQ document **A guide to the special consideration process**:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable

submits to the relevant awarding body

Additional responsibilities:

Not applicable.

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents **Information for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document **Information for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost to relevant staff the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Not applicable.

9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ document **Post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Additional responsibilities:

Not applicable.

10. Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Head of centre role and responsibilities:

Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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Additional responsibilities:

Not applicable.

Practical Skills Endorsement for the A Level Sciences (designed for use in England)

Head of centre role and responsibilities:

Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement .

Ensures relevant centre staff liaise with all relevant parties in relation to

arrangements for and conduct of the monitoring visit.

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriate.

Subject lead role and responsibilities:

Confirms

understanding of the Practical Skills

Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed

Ensures

where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course

.

Undertakes

any training provided by the awarding body on the implementation of the practical endorsement .

Disseminates

information to subject teachers ensuring the standards can be applied appropriately

Liaises

with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher role and responsibilities:

Ensures

all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed .

Ensures the required arrangements for practical activities are in place

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Provides all the required centre records

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Ensures candidates provide the required records

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Provides any required information to the subject lead regarding the monitoring visit

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Assesses

candidates using Common Practical Assessment Criteria (CPAC)

Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment

Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams office/officer role and responsibilities:

Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice

11. Private candidates

Subject lead role and responsibilities:

Private candidates are not accepted by the centre for entry for subjects containing components/units of NEA/coursework

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

GCSE Art and Graphics

Each student must submit a portfolio that in total shows explicit coverage of the four assessment objectives.

The assessment objectives are AO1- Develop, AO2 Refine, AO3- Record, AO4- Present

There is no time limit and it is marked out of 96.

It is worth 60% of the A level

It must include a sustained Project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills

and/or understanding from across their course of study.

It should also include a selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole.

Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives.

They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit

GCE A Level Art and Graphics

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.

The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must

be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives

The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

Each student must submit a personal Investigation that in total shows explicit coverage of the four assessment objectives.

The assessment objectives are AO1- Develop, AO2 Refine, AO3- Record, AO4- Present

There is no time limit and it is marked out of 96.

It is worth 60% of the A level

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit

GCE Biology

Practical Endorsement

Each candidate completes a range of practical activities to achieve a 'pass' for their CPAC skills

Candidates are supported by staff but are expected to independently follow written instructions and process, present and analyse data

GCE Chemistry

Practical Endorsement

Each candidate completes a range of practical activities to achieve a 'pass' for their CPAC skills

Candidates are supported by staff but are expected to independently follow written instructions and process, present and analyse data

GCE Computer Science

Students have the opportunity to work independently on a problem or investigation of interest over an extended period, during which they can extend their programming skills and deepen their understanding of computer science.

Students will be given general guidance and will use some lesson time and some homework time to complete the project

Students will be expected to follow a systematic approach to problem solving following the systems development lifecycle.

GCE / GCSE Design Technology

GCSE:

Substantial design and make task.

Assessment criteria:

Identifying and investigating design possibilities .

Producing a design brief and specification.

Generating design ideas.

Developing
design ideas.

Realising
design ideas.

Analysing
& evaluating

Iterative design process.

Contextual challenges to be released annually by AQA on 1
June in the year prior to the submission of the NEA.

Students will produce a prototype and a portfolio of
evidence.

Work will be marked by teachers and moderated by AQA.

GCE A level:

Students must undertake a substantial design and make task
and produce a final prototype based on a context and design brief developed by
the student.

With reference to the context, students will develop a specific
brief that meets the needs of a user, client or market.

The brief must be of an appropriate level of complexity and
contain a degree of uncertainty of the outcome so that students can engage in
an iterative process of designing, making, testing and evaluating.

Students must produce a final prototype based on the design
brief they have developed, along with a written or digital design folder or
portfolio.

Students must produce a written or digital design folder
clearly evidencing how the assessment criteria have been met together with
photographic evidence of the final manufactured prototype outcome.

GCE / GCSE Drama

Component 1

Practical Devised Work and Portfolio (1500-200
words GCSE and 2500-3000 words A Level -Internally assessed and externally
moderated.

GCE English Language

Students are taught the process and different stages of conducting a language Investigation. They submit a proposal for their focus theme/topic for both Language Investigation and Creative Writing. Once approved, they are expected to conduct their research and write up their analysis independently. Students are given opportunities throughout their drafting process to discuss with their assigned supervisor.

GCE English Literature

Students study one class shared text and compare this with one other of their choice. The taught text could either be Pre-1900 or Modern (for this current cohort they have studied Pre-1900 texts) – students need to either compare with another Pre-1900 text or Modern. Students submit a proposal title and with guidance from the teacher they undertake an independent research.

Extended Project Level 3

There are 2 points of entry for EPQ during the year where the students in year 12 and year 13. Students are timetabled every fortnight in school to work on the project with the guidance of their teacher-assessor and there is expectation for students, which consist of around 120 guided learning hours. This also includes about 40 guided learning hours for the taught element.

Students are allowed to select one of the following as part of their projects:

- Unit 1:
Dissertation
- Unit 2:
Investigation/Field Study
- Unit 3:
Performance
- Unit 4:
Artefact

Relevant

deadlines are set following with the teacher-assessor and students are expected to manage their projects to meet those deadlines and evaluate their project as they are progressing.

The

following takes place from the beginning to the completion of the project:

- 1.
Students
identify the main objectives for the project
- 2.
They
are required to provide an appropriate plan
- 3.
Then
use organisational skills and strategies appropriately throughout.

While

undertaking their research, students are expected to:

- 1.
Select
relevant information from appropriate sources
- 2.
Obtain
information
- 3.
relate
resources to the research question or hypothesis

Students

are then expected to:

- 1.
produce
a dissertation using appropriate style and structure
-

2.
interpret
evidence gathered

- 3.
discuss
different perspectives

- 4.
draw
conclusions.

The
final stage of the students' project involve:

- 1.
reviewing
and evaluating the project and own learning

- 2.
a
presentation of the project outcomes in an organised manner, engaging with
audience and responding to questions.

As the course
has been taught by more than one teacher, all the projects are marked and
moderated in school. The teacher assessed marks for the projects are shared
with students before the marks are submitted to the exam board.

GCE Geography

Each candidate will undertake 4 days of fieldwork. These

consist of visits to Urban and Rural areas of study. Camber Sands and Dungeness look at coastal studies. Margate is based around decline and regeneration. Maidstone and Canary Wharf are focused on regeneration of urban areas.

Candidates will undertake a single investigation on a question that has been defined by candidate based around their studies in Geography

Candidates will be given guidance on their coursework in line with Edexcel rules. Students will be given guidance on appropriate questions but will not be provided with a pre made list of appropriate titles.

Feedback will be given to students as a whole class and no individual conversations about how to improve will be undertaken with candidates.

GCE History (Y100)

The History Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. Worth 20% final grade. The work will be marked by centres and moderated by OCR.

Titles must be approved by OCR once chosen by students. There is no limit on the number of students selecting each question.

The essay should include an explanation and analysis of different perspectives on a clearly stated historical issue, drawing on a range of primary and secondary material and including references.

Teachers can only give general advice eg. on research and assessment criteria, not specific to the task. Drafts may be read but no score or written comments can be given.

GCSE Media Studies

Each candidate must create a theatrical release film poster and front, back and spine DVD cover for a film of their choice.

.

The genre, age rating and target audience are stipulated each year by the exam board.

.

The design and all aspects of technical and visual editing need to be the candidates' own work. All images used need to be original to the candidate (except for barcode, production company logos, and age rating certificates).

GCE A Level Media Studies

Each candidate must complete a cross-media production piece for the magazine industry.

.

Candidates must create 4 printed pages and a related podcast or vlog excerpt of 2.30-3 minutes.

.

Candidates should develop a clear house style and ideologies of their publication that is clear across the production piece.

.

The publishing house (independent or mainstream), genre and target audience are set by the exam board each year.

.

The specific form of printed pages is also stipulated by the exam board each year e.g. one or two versions of special edition front covers/ contents/ advertorial/ double page spread but the total amount will always be 4 printed pages.

.

The design and all aspects of technical, visual and audio editing need to be the

candidates' own work. All images used need to be original to the candidate (except for barcode and social media logos).

GCSE / GCE Music

GCSE Music

NEA is internally assessed and externally moderated.

Each candidate completes a minimum of two performance pieces: one ensemble and the other(s) solo and/or ensemble.

Each candidate completes two compositions: one free and one brief set by WJEC.

Candidates may be given general advice for improvements but not specific guidance on how to achieve these improvements.

A Level Music

NEA is externally assessed by a visiting examiner (performing) and WJEC (composing).

The amount of NEA changes according to component choice: composition or performance heavy.

Each candidate completes a minimum of two performance pieces, one ensemble and the other(s) solo and/or ensemble. If performance heavy, then three performances must be provided: one of them being a compulsory solo performance.

Each candidate completes a minimum of two compositions: one free and one brief set by WJEC. If composition heavy, three compositions must be provided; two which reflect musical characteristics of an area of study and one brief set by WJEC.

Candidates

may be given general advice for improvements but not specific guidance on how to achieve these improvements.

GCSE Physical Education

Practical NEA

Coursework (30%)

.

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Written NEA

Coursework (10%)

.

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

.

Written Analysis and evaluation of performance to bring about improvement in one activity.

GCE Physical Education

Practical NEA

Coursework

.

Students assessed as a performer or coach in the full sided version of one activity.

Written

NEA Coursework

.

Written analysis of performance.

GCE Physics

Practical endorsement

Each candidate completes a range of practical activities to achieve a 'pass' for their CPAC skills

Candidates are supported by staff but are expected to independently follow written instructions

Changes 2024/2025

(Changed) Title of template (optional).

(Added) Where relevant, added reference to the JCQ document Instructions for conducting coursework.

(Added) Under heading **Introduction** added reference to coursework.

(Reworded) Under heading **Purpose of the policy** reworded the first paragraph.

(Added) Under headings **Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities** and **Management of issues and potential risks associated with non-examination assessment** added a paragraph to provide clarity: Where reference is made in these procedures to non-examination assessment, this is intended to include (GCE and GCSE) non-examination assessments, controlled assessments (where relevant) and coursework.

(Added) Under heading **Keeping materials secure** (IT role and responsibilities) added a bullet point: Centres must ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Centres must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

(Added) Under heading **Task marking - internally assessed components** (Marking and annotation - Subject teacher) added to the bullet point regarding marking candidates' work: (Does not use artificial intelligence as the sole means of marking candidates' work)

Centre-specific changes

Not applicable.

Management of issues and potential risks associated with non-examination assessment

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow the current JCQ publication Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates' work .	Head of Centre
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material.</p> <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments/coursework and Information for candidates - social media - and understand they must not post their work on social media</p>	Head of Subject
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p>	Head of Subject & IT Support

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Awarding body contacted to request direct email of task details	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	Head of Subject
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	Subject teacher/s
Subject teacher long term absence during the task setting stage	See centre's contingency plan (Teaching staff extended absence)	Not Applicable
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	Head of Subject
The wrong task is given to candidates	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	Head of Subject & Exams Officer
Subject teacher long term absence during the issuing of tasks stage	See centre's examination contingency plan (Teaching staff extended absence)	Not Applicable
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<p>Ensures the candidate's presentation does not form part of the sample which will be recorded</p> <p>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</p>	head of Subject, SLG/DSL
Task taking		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Supervision		
Planned assessments clash with other centre or candidate activities	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	Head of Subject, Exams Officer, SLG
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</p> <p>Staggered sessions arranged where IT facilities insufficient for number of candidates</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	Head of Subject & Exams Officer
Insufficient supervision of candidates to enable work to be authenticated	<p>Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</p> <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</p>	Head of Subject & Exams Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice) in	Head of Subject, Exams Officer and SLG

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>coursework) are followed</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed</p>	
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</p>	<p>SENCo & Head of Subject</p>
<p>Advice and feedback</p>		
<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	<p>Head of Subject & SLG</p>
<p>Candidate claims no advice and feedback given by subject teacher during the</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the</p>	<p>Head of Subject & SLG</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
task-taking stage	<p>centre's quality assurance procedure</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	
A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	Head of Subject & SLG
Candidate does not reference information from published source	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ documents Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidate's detailed record of his/her own research,</p>	Subject teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>planning, resources etc. is regularly checked to ensure continued completion</p>	
<p>Candidate does not set out references as required</p>	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	<p>Subject teacher</p>
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p>A separate supervised session(s) is arranged for the candidate to catch up</p>	<p>Head of Subject</p>
<p>Candidate moves to another centre during the course</p>	<p>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</p>	<p>Head of Subject & Exams Officer</p>
<p>An excluded pupil wants to complete his/her non-examination assessment(s)</p>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	<p>Head of Subject, Exams officer & SLG</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Resources		
<p>A candidate augments notes and resources between formally supervised sessions</p>	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	<p>Head of Subject</p>
<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	<p>Subject teacher</p>
Word and time limits		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A candidate is penalised by the awarding body for exceeding word or time limits	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	Subject teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p>Records confirm the awarding body specification has been checked to determine if group work is permitted</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	SLG/Head of Subject Head of Subject, SLG, Exams Officer
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates</p> <p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidates confirm/record that they understand what</p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</p> <p>The candidate's work is not accepted for assessment</p> <p>A mark of zero is recorded and submitted to the awarding body</p>	
Candidate does not sign their authentication statement/declaration	<p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p>	Subject teacher
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	Head of Subject/SLG
Presentation of work		
Candidate does not fully	Cover sheet is checked to ensure it is fully completed	Subject

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	before accepting the work of a candidate for formal assessment	teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments</p> <p>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</p>	Subject teacher
Adequate secure storage not available to subject teacher	<p>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</p> <p>Alternative secure storage sourced where required</p>	Head of Subject
Candidates work produced electronically is not securely stored	<p>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</p> <p>Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it</p>	IT Support, Head of Subject, Exams Officer, SLG

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Additional details:	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<p>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</p> <p>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</p>	Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Subject teacher, Head of Subject. Exams Officer
Task marking – internally assessed components		
A candidate submits little or no work	<p>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</p> <p>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet</p>	Head of Subject, subject teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	any of the assessment criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ document A guide to the special consideration process (5) , to determine eligibility and the process to be followed for shortfall in work	Head of Subject, Exams Officer
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8) / Instructions for conducting coursework (16) , to determine eligibility and the process to be followed for lost or damaged work	Not Applicable
Candidate malpractice is discovered	<p>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice in coursework) are followed</p> <p>Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	Head of Subject, SLG, Exams Officer
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their	<p>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series</p> <p>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</p>	Head of Subject, Exams Officer

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
immediate family (e.g. son/daughter)		
An extension to the deadline for submission of marks is required for a legitimate reason	<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension</p>	Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<p>Awarding body is contacted for guidance</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	SLG, Exams Officer, Head of Subject
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p>	Head of Subject, subject teacher, Exams Officer, SLG

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	<p>Head of Subject, Exams Officer</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	<p>Head of Subject, Exams Officer, SLG</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Subject teacher long term absence during the marking period	See centre's contingency plan (Teaching staff extended absence)	Not Applicable