



RIDGEWOOD
HIGH SCHOOL

Non-Exam Assessment Policy

2023 - 2024

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Introduction & aims

What does this policy affect?

This policy affects the delivery of subjects of GCSE and Cambridge National qualifications which contain a component(s) of non-examination assessment.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

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'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword)

This publication is further referred to in this policy as [NEA](#)

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

The policy will need to cover all types of non-examination assessment. ([NEA](#), section 1)

What are non-examination assessments?

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

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

The basic principles

Head of centre

- 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 NEA
- Ensures the centre's *Non-Examination Assessment Policy* is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's *Internal Appeals Procedures* clearly detail the procedure 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

Senior leadership team (SLT)

- Ensures the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensures the centre-wide calendar records assessment schedules by the start of the academic year
- Creates, publishes and updates an internal appeals policy for non-examination assessments

Quality assurance (QA) lead/Lead internal verifier

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

Faculty leaders/Heads of subject

- Decide on the awarding body and specification for a particular GCSE
- Confirms with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

- Ensures appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in NEA
- Understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures 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

Exams officer

- Signposts the annually updated JCQ NEA publication to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Selects 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
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own

- Is confident 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, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensures candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents
- Ensures 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

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises 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, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources **including the internet and Artificial Intelligence (AI)** when planning and researching their tasks
- Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (<http://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, 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
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures 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

- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

Where required by the awarding body's specification

- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- signs the teacher declaration of authentication confirming the requirements have been met
- Keeps 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
- Provides 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, follows the authentication procedures and malpractice information in [NEA](#) and informs the Examinations Officer/a member of senior leadership team
- Understands 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

Presentation of work

Subject teacher

- Obtains 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
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs 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

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- If post-results services have not been requested, returns 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, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds 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 (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- Where work is stored electronically, liaises with the IT Manager 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

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers 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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the Exams Officer regarding the timetabling and 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 JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

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

Submission of work

Subject teacher

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

Exams officer

- Provides the attendance register to the subject teacher where applicable
- Ensures 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
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of Centre

- 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

Faculty leader/Head of subject

- Liaises with Exams Officer to 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

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates 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
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the timescale set 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

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensures 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
- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps 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

Submission of marks and work for moderation

Subject teacher

- Provides marks to the Exams Officer to the internal deadline, keeping a record of the marks to be submitted
- Provides the moderation sample to the Exams Officer to the internal deadline
- Ensures 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
- Ensures 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

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted, and confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures 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 result

- Through the subject teacher, ensures 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

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

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

External moderation – the process

Subject teacher

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

External moderation – feedback

Faculty leader/Head of subject

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

Exams officer

- Accesses or signposts moderator reports to relevant staff, providing a copy of moderator reports to Head of Centre
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo)

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

Special consideration and loss of work

Subject teacher

- Understands 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
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

Exams officer

- Refers to/directs relevant staff to the JCQ publication 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
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

Malpractice

Head of centre

- Understands 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 publication Suspected Malpractice: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensures candidates understand the JCQ document Information for candidates - Social Media
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- Is familiar with the JCQ publication Post-Results Services
- Ensures the centre's *internal appeals procedures* clearly detail the procedure 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

Faculty leader/Head of subject

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

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available

- Provides 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

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

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

Head of centre

- 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

Faculty leader/Head of subject

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

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

Exams officer

- Follows the awarding body's instructions for the submission of grades and recordings

Private candidates

Head of centre/SLT

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

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 & Design

Exams Officer

- Ensures that JCQ's Instructions for conducting examinations are followed for the conduct of externally set components

Ridgewood High School Risk Management Process for Non-Examination Assessments – 2022-2023

Risks and issues	Actions to manage issue/mitigate risk		Action by
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Assessment plan identified at start of course Assessment dates included in centre wide calendar	Plan dates in consultation with school calendar; coordinate with other parties	Senior Leadership Team (SLT)
Too many assessments close together across subjects or lines of learning	Coordinate assessment plan with Faculty leaders/Heads of subject at beginning of academic year	Space assessments to allow candidates reasonable time between assessments	SLT Faculty Leader
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct assessment	Use more than one classroom or multiple sittings where necessary	SLT Faculty Leader
Rooms or facilities inadequate for candidate to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities at start of academic year; staggered sessions arranged where IT facilities insufficient for number of candidates.	Additional rooms/large exam room booked to enable cohort to undertake written task at the same time.	Subject teachers Exams Officer
Task Setting/Task Issuing			
Awarding body set task – IT failure/corruption of task details where accessed from awarding body online	Awarding body key dates for accessing/downloading set task noted prior to start of course	IT systems checked prior to key date Download tasks before scheduled date of assessments where possible Awarding body contacted to request direct email of task details	ICT Manager Exams Officer
Subject teachers/assessors unable to access task details	Check and update secure access rights each academic year	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Exams Officer

Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification	Seek guidance from the awarding body where the issue remains unresolved	Faculty Leader Exams Officer Head of Centre
Centre-set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensure that subject teachers access awarding body training information, practice materials etc.	Seek guidance from the awarding body where the issue remains unresolved	Faculty Leader SLT
A candidate or parent/carer expresses concern about safeguarding, confidentiality or faith in undertaking a task such as presentation that may be recorded		Ensure the candidate's presentation does not form part of the sample to be recorded Contact the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Subject teacher Faculty Leader Exams Officer
Candidates do not understand the marking criteria and what they need to do to gain credit		<i>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</i>	Subject teacher
Subject teacher long term absence during task setting stage	See exams Contingency Plan		
Awarding body set task not issued to candidates on time	Ensure awarding body key date for accessing set task is noted prior to the start of the course. Ensure task is accessed well in advance to allow time for planning, resourcing and teaching		Subject teacher Faculty Leader
Task Taking			
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication 'Instructions for conducting non-examination assessments' and any other subject-specific instructions detailed in the awarding body's specification, and	Provide training if required; seek guidance from the awarding body	Faculty Leader Exams Officer

	understand their role and responsibilities as detailed in the centre's NEA assessment policy.		
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-exam assessments (section 9 Malpractice) are followed	An internal investigation is conducted and where appropriate internal disciplinary procedures are followed	Subject teacher Faculty Leader
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand their role in supervision - see Instructions for conducting non-examinations assessments plus any subject-specific instructions detailed in the awarding body's specification	Provide training if required	Faculty Leader Exam Officer
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any assessment where a teacher/assessor is not supervising, in line with the awarding body specification		Faculty Leader Exam Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	SENCo to liaise with subject teachers to ensure that requirements for access arrangements are met	Relevant staff are signposted to JCQ publication 'A guide to the special consideration process (section 2)', to determine the process to be followed to apply for special consideration for the candidate	SENCo Subject teacher Exams Officer
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security and follow secure storage instructions as defined in NEA 4.8	Contact awarding body for guidance	Exams Officer
Candidates' work between formally supervised sessions is not securely stored	Subject teachers to be aware of and follow current JCQ publication 'Instructions for conducting non-examination assessments'.	Regular monitoring to ensure subject teacher's use of appropriate secure storage. ICT manager to ensure appropriate arrangements are in place to restrict	Subject teacher ICT Manager

		access between sessions to candidates' work where work is stored electronically	
Insufficient secure storage space available	Requirement for suitable secure storage to be determined prior to start of course	Alternative secure areas to be sourced; ICT manager to oversee provision of suitable secure storage for work to be stored electronically	Subject teacher Faculty Leader ICT Manager
Task marking – internally assessed components			
Deadline for submitting work for formal assessment not met by candidate	Ensure all candidates are briefed on internal deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline and seek guidance from awarding body on further action	Subject teacher Exams Officer
Deadline for submitting marks and samples not met by subject teacher/assessor	Ensure teaching staff/assessors are made aware at the start of the academic year of the internal deadlines set to complete marking by; reminders issued by FL/Exam Officer as deadlines approach	Seek guidance from the awarding body re possible extension to date by which marks must be submitted	Exams Officer Faculty Leader
Subject teacher long term absence during the marking period	See centre's Contingency Plan		
Candidate submits little or no work		Where no work is submitted, the candidate is recorded as absent when the marks are submitted to the awarding body. Where the candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately (where work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body).	Subject teacher/assessor
Candidate is unable to finish their work for an unforeseen reason		Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process' to determine eligibility, and the process to be followed for shortfall in work	Subject teacher Faculty Leader Exams Officer

Candidate's work is lost or damaged		Relevant staff signposted to the JCQ publication 'Instructions for conducting non-examination assessments (section 8)', to determine eligibility and the process to be followed for lost or damaged work	Subject teacher Faculty Leader Exams Officer
Candidate malpractice is discovered		Instructions and processes in the current JCQ publication Instructions for conducting non-exam assessments (section 9 Malpractice) are followed; investigation and reporting procedures in current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed	Exams Officer Head of Centre Subject teacher Faculty Leader
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	Faculty Leader
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how the activity will be conducted	Check with awarding body whether a later standardisation event can be arranged	Faculty Leader
A teacher marks the work of a candidate with whom they have a close relationship e.g. 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)		A conflict of interest is declared to the awarding body Marked work of said child is submitted for moderation whether part of the requested sample or not	Exam Officer Faculty Leader
An extension to deadline for submission of marks is required for a legitimate reason		Awarding body is contacted to request an extension	Faculty Leader Exams Officer

		Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (section 5)', to determine eligibility and the process to be followed	
After submission of marks it is discovered that the wrong task was given to candidates		Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (section 5)', to determine eligibility and the process to be followed	Faculty Leader SLT Exam Officer
A candidate wishes to appeal/request a review of marks awarded for their work	Candidates are informed of their marks prior to marks being submitted to the awarding body, to the timescale identified in the centre's internal appeals procedure. Candidates are made aware of the appeals procedure and the relevant timescales for submitting an appeal prior to the submission of marks to the awarding body	Internal appeals procedure is followed; candidates are also reminded that marks are subject to change through the awarding body's moderation process, even following an internal review of marks.	Subject teacher Faculty Leader Exams Officer
Task marking - externally assessed components			
Candidate absent on the day of examiner visit for an acceptable reason	Awarding body guidance to be sought to determine if alternative assessment arrangements can be made for the candidate. If not, possibility of application for special consideration to be explored	Request for special consideration to be submitted to awarding body if appropriate	Subject teacher Exams Officer
Candidate absent on the day of examiner visit for an unacceptable reason	Candidates to be reminded beforehand of the importance that they attend, and of the possible consequences of non-attendance	Candidate to be marked absent on the attendance register	Subject teacher Exams Officer
Candidates have a scheduling clash	Always consider candidate timetables well ahead and decide on priorities in advance to minimise scheduling clashes Provide an alternative date where possible	Consult awarding body procedures for dealing with timetabling clashes	Subject teachers
Authentication			

Candidate fails to sign authentication form	Ensure candidates understand what they need to do to comply with regulations outlined in JCQ document 'Information for candidates: Non-examination assessments' Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature, and that authentication forms are signed at the point of marking candidates' work	Arrange for re-marking if required; consult awarding body's specification for appropriate procedure	Faculty Leader Subject teacher
A teacher doubts the authenticity of work submitted/a candidate plagiarises other material	Candidates issued with current JCQ document 'Information for candidates: Non-examination assessments' and confirm that they understand what they need to do to comply with the regulations Teaching staff made aware of JCQ document 'Teachers sharing assessment material and candidate work'	Candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body	Subject teacher Faculty Leader Exams Officer
Centre staff malpractice	<i>Centre staff are familiar with and follow:</i> <ul style="list-style-type: none"> • <i>the current JCQ publication Instructions for conducting non-examination assessments</i> <i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work</i> - www.jcq.org.uk/exams-office/non-examination-assessments		Exams Officer Subject teacher Faculty Leader SLT Head of Centre
Candidate malpractice	<i>Candidates are informed and understand they must not:</i> <ul style="list-style-type: none"> • <i>submit work which is not their own</i> • <i>make available their work to other candidates through any medium</i> 		Exams Officer Subject teacher Faculty Leader

	<ul style="list-style-type: none"> • <i>allow other candidates to have access to their own independently sourced material</i> • <i>assist other candidates to produce work</i> • <i>use books, the internet, AI or other sources without acknowledgement or attribution</i> • <i>submit work that has been word processed by a third party without acknowledgement</i> • <i>include inappropriate, offensive or obscene material</i> <p><i>Candidates made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</i></p>		
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