



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

NON-EXAMINATION ASSESSMENT POLICY

APPROVED BY LOCAL GOVERNING BODY	NOVEMBER 2025
SCRUTINISED BY TEACHING & LEARNING COMMITTEE	NOVEMBER 2025
DATE LAST REVIEWED	NOVEMBER 2025
MEMBER OF STAFF RESPONSIBLE	ASSISTANT HEAD
STATUTORY / NON-STATUTORY	JCQ REQUIREMENT



Community

Unity



Opportunity

Policy Amendments

Version Date	Section / Page	Amendments
November 2025	Throughout	Amendments throughout in line with JCQ regulations
	1.4 / Page 3	New – VTQs (Vocational and Technical Qualifications) in exam centres.
	1.5 / Page 3	New – ICC (Instructions for conducting coursework)
	1.7 / Page 3	New
	2.1 / Page 3	Policy to include details on how candidates' work will be authenticated.
	3.3.1 / Page 6	New final bullet point
	3.6 / Page 7	Updated title
	3.6.1 / Page 7	New “and ensure that this takes place as soon as the candidate has completed the assessment”
	5.5 / Page 11	Addition of feedback forms
	13.0 / Page 17	New clarification sentence
October 2024	Front page	Change from Deputy Head to Assistant Head
	Throughout	Amendments made throughout in line with JCQ regulations and model policy
May 2024		Amendments throughout in line with JCQ regulations. Removal of Appendix regarding Review of Marking and new replacement Internal Appeals Procedure written.
March 2022	Appendix 1 / Page 18	New Appendix Reviews of Marking – Centre Assessed Marks
October 2021		No amendments required

1.0 Introduction

- 1.1 This policy applies to the delivery of all specifications with one or more non-examination assessment component, controlled assessment (where applicable) and coursework.
- 1.2 The regulators' definition of an examination is very narrow and in effect, a non-examination assessment (NEA) is classified as 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)
- 1.3 '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 (GCE & GCSE), foreword). (This document is further referred to in this policy as NEA)
- 1.4 The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.
(JCQ's Instructions for conducting non-examination assessments (VTQs), Introduction) (This document is further referred to in this policy as NEA VTQs)
- 1.5 These instructions are for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications.
(JCQ's Instructions for conducting coursework, Introduction) (This document is further referred to in this policy as ICC)
- 1.6 (GCE and GCSE) 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](#))
- 1.7 (VTQs) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. ([NEA VTQs 1](#))
- 1.8 **What is coursework?**
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](#))

2.0 Purpose of the policy

- 2.1 This policy confirms the JCQ requirement that Oaklands Catholic School and Sixth Form College 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, which includes details on how candidates' work will be authenticated.

- 2.2 Awarding bodies require each centre to have a non-examination assessment policy in place 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
- 2.3 A JCQ Centre Inspector may ask the examinations officer to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is robust and fit for purpose. ([NEA 1](#))

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessments, controlled assessment (where applicable) and coursework.

3.1 The Roles of Staff

3.1.1 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, NEA VTQs and ICC.
- Ensures that the centre's policy is fit for purpose and covers all types of non-examination assessment.
- Ensures that the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision (centre-assessed marks) and requesting a review of the centre's marking.

3.1.2 Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which complies with NEA, NEA VTQs, ICC and awarding body subject specific instructions.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

3.1.3 Exam Manager / SLT Exams / QA 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.
- Ensures that subject teachers share marks with students in accordance with the centre internal appeals procedure relating to internal assessment decisions.

3.1.4 **Subject Head**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA, NEA VTQs, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the Exam Manager / SLT Exams / QA lead / Lead internal verifier to ensure appropriate procedures are followed to internally standardise / verify the marks awarded by subject teachers
- 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 or is made as a separate component/unit entry code) to the internal deadline for entries for the relevant exam series.

3.1.5 **Subject teacher**

- Understands and complies with the general instructions as detailed in NEA, NEA VTQs and ICC.
- Where instructions may also be provided by the awarding body, 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.

3.1.6 **Exams officer**

- Contacts subject Heads to obtain the relevant course codes during the first half term of the new academic year.
- Downloads relevant basedata from the awarding bodies in order to create entry marksheets.
- Carries out tasks where these may be applicable to the role in supporting the administration / management of non-examination assessment.
- Ensures entries are made by the deadline set by the awarding bodies.
- Signposts the annually updated JCQ NEA, NEA VTQs and ICC documents to relevant centre staff

3.2 **Management of Tasks**

3.2.1 **Subject Teacher**

- Selects the task(s) from a number of comparable tasks provided by the awarding body or designs their own task(s) where permitted, using criteria set out in the subject specification.
- Ensures that candidates are made aware of the criteria used to assess their work.
- 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
- 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 and to confirm that the work submitted by a candidate is his or her 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](#)
- Must ensure that students:
 - understand that information from all sources is correctly referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material
- As relevant to the subject or 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
- Allow 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

3.3 Resources

3.3.1 Subject teacher

- Refers to the awarding body's specification and / or associated documentation to determine if candidates have restricted or unrestricted access to resources including the internet and 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 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.
- 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 improved 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.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

3.4 Word and time limits

3.4.1 Subject teacher

- Refers to the awarding body's specification to determine whether there are minimum and / or maximum time and word limits.

3.5 Collaboration and group work

3.5.1 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

3.6 Authentication procedures – how candidates' work is authenticated

3.6.1 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 and ensures that this takes place as soon as the candidate has completed the assessment
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about 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, NEA VTQs and ICC and informs a member of the 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.

3.7 Presentation of work

3.7.1 Subject teacher

- **Obtains informed consent at the beginning of the course from parents / carers if videos, photographs or images of candidates will be included as evidence of participation or contribution.**
- Instructs candidates to present work as detailed in NEA, NEA VTQs or ICC 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 that each candidates' work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.

3.8 Keeping materials secure

3.8.1 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
- Follows the school's data protection guidance 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 enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the school.
- If post-results 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 have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review 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 (reminds candidates of the contents of the JCQ document [Information for candidates - Social Media](#))
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- 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.
- Ensures that students understand plagiarism and its consequences.

3.8.2 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 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
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to the awarding body guidance to ensure that the method of encryption is suitable

3.8.3 Exam Officer

- Where requested, stores internally assessed work, including the sample returned after awarding body moderation, securely until the all possible post-results services have been exhausted.

4.0 Task marking – externally assessed components

4.1 Conduct of externally assessed work

4.1.1 Subject teacher

- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component 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.

4.1.2 Exams officer

- Arranges timetabling, rooming and invigilation where 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 the JCQ publication [Instructions for conducting examinations](#)

4.2 Submission of work

4.2.1 Subject teacher

- Provides the attendance register to a Visiting Examiner after clearly identifying those candidates who are present or absent to ensure delivery of an accurate set of results.

4.2.2 Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- Where candidates' work must be despatched to an awarding body's examiner, or uploaded electronically, ensures the completed attendance register accompanies the work and that it is despatched by the required deadline.
- Keeps a copy of the attendance register until after the deadline for enquiries about 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

5.0 Task marking – internally assessed components

5.1 Marking and annotation

5.1.1 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.

5.1.2 Senior Leaders

- Sets 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's external deadline.

5.1.3 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.
- Does not use artificial intelligence as the sole means of marking candidates' work

- 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 by senior leaders to enable application of the Appeals Against the Marking of Assessments process if required by the candidate.

5.2 Internal standardisation

5.2.1 Exam Manager / SLT Exams / QA 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)
- 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.

5.2.2 Subject teachers

- Marks to common standards and indicates on work (or cover sheet) the date of marking.
- 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.

5.3 Submission of marks and work for moderation

5.3.1 Subject teacher

- Inputs and submits marks correctly online via the awarding body secure extranet site by the set deadline or provides marks to the exams officer in advance of the internal deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submissions to avoid transcription errors.
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted / provides the moderation sample to the exams officer by the internal deadline
- 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
- Submits any supporting documentation required by the awarding body / provides the exams officer with any supporting documentation required by the awarding body
- Ensures that where a candidates' 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.
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

5.3.2 Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted by the external deadline or confirms with subject teachers that marks have been submitted by the awarding body deadline.
- Where responsible for marks input, 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 or confirms with the subject teacher that the moderation sample has been submitted by the awarding body deadline.
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator labels, if provided by the awarding body, are affixed to the packaging or legible labels are created and attached securely.
 - Proof of dispatch is obtained and kept on file until the successful issue of final results.
- 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
- Through the subject teacher, submits any supporting documentation required by the awarding body

5.4 Storage and retention of work after submission of marks

5.4.1 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.).

5.4.2 Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention or securely stores work returned until after all post-results options are exhausted.

5.5 External moderation - feedback

5.5.1 Subject Head / Lead

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

5.5.2 Exams officer

- Accesses or signposts any moderator reports / feedback forms to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

6.0 Access arrangements

6.1 Subject teacher

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

6.2 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 including [Reasonable Adjustments for GCE A-Level sciences – Endorsement of practical skills](#)
- Where arrangements do not undermine the integrity of the qualifications 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.

7.0 Special consideration

7.1 Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- 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

7.2 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 [Microsoft Word - Form 15 Notification of Lost Centre Assessed Work.doc \(jcq.org.uk\)](#) and where applicable submits to the relevant body. (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate)

8.0 Malpractice

8.1 Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected or actual cases of malpractice involving candidates, teachers, invigilators or other administrative 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 reported to the awarding body)
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examined assessments or coursework 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.

8.2 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 what constitutes malpractice in non-examination assessments and coursework
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre
- Ensures candidates understand of the JCQ document [Information for candidates - non-examination assessments](#) and (where applicable) [Information for candidates - coursework 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

8.3 Exams officer

- Signposts the JCQ document [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre.
- Signposts the JCQ [Notice to Centres - Sharing assessment 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.

9.0 Post-results Services

9.1 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

9.2 Subject Head / Lead

- Provides relevant support to subject teachers making decisions about enquiries about results.

9.3 **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 an enquiry about results to the internal deadline.
- Supports the exams officer in collecting candidate consent where required.

9.4 **Exams officer**

- 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 for centres](#)
- Provides / signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site by the deadline.
- Collects candidate consent where required.

10.0 **Practical Skills Endorsement for the A Level Sciences designed for use in England**

10.1 **Head of centre**

- Returns the '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.

10.2 **Exam Manager / SLT Exams / QA Lead / Internal verifier**

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

10.3 **Subject Head / Lead**

- 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 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 the monitoring visit.

10.4 **Subject teacher**

- 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.
- Provides all the required centre records.
- Ensures candidates provide the required records.
- Provides any required information to the subject lead regarding the monitoring visit.
- 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.

10.5 Exams officer

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

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

11.1 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

11.2 Exam Manager / SLT Exams / QA Lead / Internal verifier

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

11.3 Subject Head

- 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.

11.4 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.

11.5 Exams officer

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

12.0 Private Candidates

12.1 Subject Head

- 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 / units of non-examination assessment / coursework (where the specification may be made available to private candidates by the awarding body)
- Ensure 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

13.0 Management of issues and potential risks associated with non-examination assessments

Reference to non-examination assessment is intended to include any specifications with one or more non-examination assessment component or unit, controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<i>Records confirm that relevant centre staff are familiar with and follow:</i> - The current JCQ documents Instructions for Conducting non-examination assessments and (where applicable) Instructions for conducting coursework. - The JCQ documents Notice to Centres – Sharing NEA material and candidates’ work	Head of centre SLT – Exams
Candidate malpractice	<i>Records confirm that candidates are informed and understand they must not:</i> - 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 - Records confirm that candidates have been made aware of the JCQ documents Information for candidates – Non-examinations assessments and (where applicable) Information for candidates – Coursework and Information for candidates – Social Media and understand they must not post their work on social media.	SLT – Exams Subject Head Subject Teacher
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	EO Network Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body’s specification</i> <i>Samples assessment criteria in the centre set task</i>	SLT - Exams

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i>	SLT – Exams Subject Head
Subject teacher long term absence during the task setting stage	<i>See centre's contingency plan - Teaching staff extended absence</i>	EO SLT – Exams
Issuing of tasks		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	SLT – Exams Subject Head
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	SLT – Exams Subject Head
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence</i>	EO SLT – Exams
A candidate (or parent / carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded.</i> <i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	SLT – Exams Subject Head
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course</i> <i>Assessment dates / periods included in centre wide calendar</i>	SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	EO SLT – Exams Network Manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Insufficient supervision of candidates to enable work to be authenticated	<i>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</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	EO SLT – Exams Subject Head
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ documents Instructions for Conducting non-examination assessments (chapter 9 Malpractice) and (where applicable) Instructions for conducting coursework are followed.</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	EO SLT – Exams Subject Head
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	EO SENCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>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</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	SLT – Exams Subject Head Subject Teachers
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>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 centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	SLT – Exams Subject Head Subject Teachers
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	EO SLT – Exams

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates – Non-examination assessments and (where applicable) Information for candidates - Coursework</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teachers
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates – Non-examination assessments and (where applicable) Information for candidates - Coursework.</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teachers
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teachers
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete his / her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	SLT – Exams
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teachers
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>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</i> <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i>	Subject Teachers

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>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</i>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teachers
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	SLT – Exams
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirmation subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirmation that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what 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 and (where applicable) Information for candidates - Coursework The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	SLT – Exams Subject Head Subject Teacher EO
Candidate does not sign their authentication statement/declaration	<i>Records confirmation that candidates have been issued with the current JCQ document Information for candidates – Non-examination assessments and (where applicable) Information for candidates - Coursework 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 and (where applicable) Information for candidates - Coursework Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Subject teacher not available to sign authentication forms	<i>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</i>	SLT – Exams

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher Subject Head
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for Conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject Teacher Subject Head EO
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	SLT – Exams
Candidates work produced electronically is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for Conducting non-examination assessments Internal processes and regular monitoring / internal audit by IT Manager ensures:</i> <i>Access to this material is restricted as access to users' home folders is governed by Microsoft Active Directory, and only staff with the appropriate authority (mainly IT Support Staff) are granted access. Access by other students and staff, including teachers, is denied.</i> <i>Appropriate security safeguards are in place as security is provided by the use of strong passwords which are changed regularly and where appropriate 2FA.</i> <i>An effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained. All data is backed up each night and saved to a different media in a separate location within the school to the main file servers. In addition, a monthly back up is also stored on different media in the school and retained for four months. This monthly back up is also copied to a cloud service provider as an immutable backup and stored off site.</i> <i>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. If memory sticks are to be used, encryption would be via Bitlocker (which uses XTS-AES 128 bit encryption) with the password sent securely to the appropriate person.</i>	SLT – Exams Network Manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body 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 any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher EO
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	EO
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ documents Instructions for Conducting non-examination assessments (chapter 8) / VTQs (15), and (where applicable) Instructions for conducting coursework (chapter 16) are followed. to determine eligibility and the process to be followed for lost or damaged work</i>	EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ documents Instructions for Conducting non-examination assessments (chapter 9) / VTQ (5), and (where applicable) Instructions for conducting coursework (chapter 6) and Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	EO SLT - Exams
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 immediate family (e.g. son/daughter)	<i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	EO

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 5) to determine eligibility and the process to be followed for an extension</i>	EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2) to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	EO
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	EO SLT - Exams
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood 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 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</i>	EO Subject Teacher
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	EO SLT - Exams
Subject teacher long term absence during the marking period	<i>See centre's contingency plan (Teaching staff extended absence)</i>	EO

14.0 Review Process

- 14.1 This policy is reviewed annually to ensure compliance with current regulations.
- 14.2 The policy will be reviewed by the Head of Centre, SLT Responsible for Exams and Exams Officer.