



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



Non-examination Assessment Policy

(in accordance with JCQ regulations/guidance)

2017-2018

To be reviewed annually by the Senior Leadership Team and Examinations Officer, and every 3 years by Governors (*next review: summer 2018*)

History of Document

Issue No	Author/Owner	Date Reviewed	Comments
Issue 2	NHu	October 2017	Amendment to candidate appeals procedure pg17



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1) What does this policy affect?

This policy affects the delivery of all reformed GCSE qualifications that have one or more **non-examination** component in their subject specification, which contribute/s to the main qualification grade.

2) Definition

“A Non-examination assessment (NEA) measures subject-specific knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

- Task setting
- Task taking
- Task marking”

3) Staff Roles and Responsibilities

Head of Centre:

- To be familiar with the instructions for conducting non-examination assessment as set out by the Joint Council for Qualifications (JCQ).
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Heads of Department, to submit non-examination assessment marks to the relevant awarding body, dispatch candidates’ assessments for moderation and to make the appropriate arrangements for the security of the non-examination assessment materials.

Head of Subject:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body, dispatch candidates’ assessments for moderation and to make the appropriate arrangements for the security of the non-examination assessment materials.

SENCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments, undertaking the tasks required under the regulations
- Only assist students as per specification rules.
- Ensure that authentication forms are signed by students and supervising teacher(s) on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks, via the Head of Subject and through the exams office, to the awarding body when required, keeping a record of the marks awarded.
- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Discuss any assistance required for the administration and management of access arrangements with the SENCO and the Examinations Officer.

4) Task Setting

Subject teacher

- Selects tasks from the list provided by the awarding body or designs tasks (where this is permitted) using the criteria set out in the subject specification
- Must ensure that students understand the assessment criteria for any given assessment task.

Task Issuing

Subject teacher

- Must consult the relevant awarding body's specification to determine when set tasks are to be issued
- Identifies the date(s) when tasks should be taken by students
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Must ensure that the correct task is issued.

5) Task Taking

In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are not required.

Supervision

Subject teachers

- Students **do not** need to be directly supervised at all times but there **must** be sufficient supervision of every candidate to enable their work to be authenticated and to ensure that the work they submit is their own.
- Must check the subject requirements issued by the awarding body and be aware that there may be different levels of control for the use of resources, including the internet.
- Where students work in groups, a record must be kept of each student's work.
- Need to make the students aware of, and ensure that they comply to, the regulations for non-examination assessments as set out by JCQ:
<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>
- Must ensure that students are aware that their work needs to be correctly referenced
- Must provide guidance on the setting out references and remind students that plagiarism is unacceptable.

Advice and Feedback**Subject teacher**

- Before students begin working on a task, subject teachers may advise them on aspects relevant to the subject/component such as; sources of information, relevance of materials/concepts, techniques of data collection and presentation, health and safety and potential ethical considerations before candidates begin working on a task.
- May provide general feedback to students and allow them to revise and re-draft work (unless prohibited by the subject specification).
- **Must not** provide model answers or writing frames specific to the task nor assess the work, allowing the student to then revise it.
- **Must** keep a record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner.
- **Must not** provide any type of assistance which is explicitly prohibited in the subject specification
- **No** assistance may be given unless it can be recorded and be reflected in the marking (failure to follow this procedure constitutes malpractice).

Resources**Subject teacher**

- Must refer to the awarding body's specification and/or associated documentation to determine which resources can and cannot be accessed by students when planning and researching their tasks.
- Must ensure that conditions for any formally supervised sessions are known and put in place and that they are understood and followed by the students.
- Must make students aware that they are not allowed to introduce improved notes and/or new resources between formally supervised sessions.
- Must ensure that candidates keep a detailed record of their own research, planning and resources.

Word and time limits**Subject teacher**

- Must refer to the awarding body's specification to determine where word and time limits apply/are mandatory.
- Need to discourage students from exceeding the word limits set.

Collaboration and group work**Subject teacher**

- May allow students to collaborate when carrying out research and preparatory work unless stated otherwise in the awarding body's specification.
- Must ensure that it is possible to attribute assessable outcomes to individual candidates.
- Must ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment, describing in their own words how they obtained the data and they must draw up their own conclusions.
- Must assess the work of each student **individually**.

Authentication procedures

Subject teacher

- Must be sufficiently familiar with the candidate's general standard of work in order to judge whether the piece of work submitted is within his/her capabilities.
- Where required by the specification, the subject teacher must:
 - Ensure that all students sign a declaration confirming the work they submit for final assessment is their own work.
 - Sign the teacher declaration of authentication confirming the requirements have been met.
 - Must keep all signed student 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.
 - Must provide signed student declarations where these may be requested by a JCQ Centre Inspector.
 - Must follow the authentication procedures and malpractice information in the [NEA](#) and informs the exams officer where there is doubt about the authenticity of the work of a student or if malpractice is suspected.

Presentation of work

Subject teacher

- Must instruct students to present work as detailed in [NEA](#) unless the awarding body's specification provides different, subject-specific instructions.
- Must instruct students to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.
- Must obtain informed consent at the **beginning** of the course from parents/carers/guardians if videos and/or photographs of students will be included as evidence of participation or contribution.

Keeping materials secure

Subject teacher

- Must be aware of the levels of control of the specification with regards to the use of resources, including the internet.
- Ensures that work produced over a period of time is securely stored between sessions (if more than one session).
- Must securely store work once submitted by student for final assessment:
 - Hard copies in a securely locked cabinet or cupboard
 - Artefacts in a classroom, studio or workshop that is locked or supervised
 - Digital content to be saved in an area with restricted access, with the appropriate security in place (firewall and virus scanning software)
- Must take sensible precautions when work is taken home for marking.
- Must store 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 Centre.
- Must remind students to keep their work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Must liaise with the IT Manager to ensure that the appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

- Must ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

6) Task marking – externally assessed components**Conduct of externally assessed work****Head of Subject**

- Must liaise with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Must liaise with the Visiting Examiner to any externally assessed component (where applicable).

Exams Officer

- Arranges timetabling, invigilation and rooming (where applicable) to any externally assessed non-examination component of a specification.
- Ensures that the externally assessed component is conducted within the window specified by the awarding body.
- Ensures that the externally assessed component is conducted according to the JCQ publication *Instructions for conducting examinations*.

SEN Administrator

- Arranges invigilation for students with access arrangements.

Submission of work**Head of Subject**

- Must provide the attendance register to a Visiting Examiner.
- Packages the work as required by the awarding body and attaches the examiner address label (obtained from the Exams Officer) before giving the work to the Exams Officer for despatch.

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
- Ensures that the completed attendance register accompanies work that needs to be despatched to an awarding body's examiner.
- Retains a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Despatches the work provided by the Head of Subject to the relevant awarding body by the required deadline.

7) Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks students' work in accordance with the marking criteria provided by the awarding body.
- Annotates students' 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 students of their marks and reminds them that they could be subject to change by the awarding body moderation process.
- Ensures that student are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Head of Centre

- Ensures that the internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Head of Subject

- Oversees the internal standardisation process

Subject teacher

- Must indicate on the students' work (or cover sheet) the date of marking.
- Must mark to common standards.

Submission of marks and work for moderation

Subject teacher

- Must input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded and informing the Exams Officer once done.

Head of Subject

- Must ensure that checks are made before marks are submitted to avoid transcription errors.
- Provides the Exams Officer with the samples of students' work requested by the awarding body moderator before the deadline.
- Ensures the moderator is provided with authentication of students' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Exams officer

- Must submit the requested samples of students' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Must confirm with subject teacher that the moderation sample has been submitted to the awarding body deadline, ensuring that:

- all postal moderation coursework is dispatched in the packaging provided by the awarding body
- the correct moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results.
- (Through the subject teacher) must ensure that 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

- Must keep a record of names and candidate numbers for students whose work was included in the moderation sample.
- Must retain all marked work (including any samples returned after moderation) under secure conditions and until after the deadline for enquiries about results.
- Must take steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must retain evidence of work even when retention may be a problem (e.g. photos of artefacts).

Head of Subject

- Must ensure that a record is kept of names and candidate numbers for students whose work was included in the moderation sample.
- Must ensure that all marked work (including any samples returned after moderation) is retained under secure conditions and until after the deadline for enquiries about results.
- Must ensure that steps are taken to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must ensure that evidence of work is retained even when retention may be a problem (e.g. photos of artefacts).

Exams officer

- Must ensure that any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

External moderation - feedback

Head of Subject

- Must check the moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series.

Exams officer

- (Once available) downloads and distributes the moderator reports to relevant members of staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

8) Access arrangements & Special Consideration

Subject teacher

- Works with the SENCO to ensure that any access arrangements for eligible students are applied to assessments.
- Understands that a student may be eligible for special consideration in assessments in certain situations where:
 - the student is absent
 - the student produces a reduced quantity of work
 - the student's work has been lost through no fault of the student
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

Special Educational Needs Coordinator (SENCO)

- Must follow the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, must ensure that access arrangements are in place and awarding body approval (where required) has been obtained prior to assessments taking place.
- Must make the subject teachers aware of any access arrangements for eligible students which need to be applied to assessments.
- Must work with the subject teachers to ensure requirements for access arrangement students requiring the support of a facilitator in assessments are met.
- Must ensure that staff acting as an access arrangement facilitator are fully trained in their role(s).

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.
- Must keep required evidence on file to support the application.

9) Malpractice

Head of Centre

- Must understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving students, teachers, invigilators or other administrative staff.
- Must be familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)

Subject teacher

- Must be aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Must ensure that students understand the JCQ document [Information for candidates - non-examination assessments](#)

- Must ensure that students understand the JCQ document [Information for candidates - Social Media](#)

Exams officer

- Makes the Head of Centre aware of the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) and highlights any changes to the previous publication.
- Makes the Heads of Subject the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Makes students aware of the relevant JCQ Information for Candidates documents.
- Supports the Head of Centre in investigating and reporting incidents of suspected malpractice (where required).

10) Enquiries about results

Head of Centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by students (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Heads of Subject

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

Subject teacher & Senior Leadership Team

- Provide advice and guidance to students on their results and the post-results services available.
- Supports the exams officer in collecting candidate consent where required.

Exams officer

- Must be 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 for centres](#)
- Must provide relevant centre staff and students to post-results services information.
- Must ensure that any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site by the deadline.
- Must collect signed student consent forms where required
- Must check the awarding body extranet sites regularly to ensure that students are advised of their post-results queries as soon as they are made available.

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

Head of Centre

- Must provide a signed declaration as part of the National Centre Number Register Annual Update, 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.

Heads of Subject

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England (Appendix 2 of [NEA](#))*.
- Must ensure that the required task setting and task taking instructions are followed by subject teachers.
- Must ensure that subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Must ensure, for monitoring purposes, that audio-visual recordings of the presentations of a sample of candidates are provided.

Subject teacher

- Ensures that all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses students, 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 and the storage and submission of recordings.

Exams officer

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	<p>Subject teacher</p> <p>IT Manager</p> <p>Exams Officer</p>
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	Head of Subject
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><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></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	Head of Subject
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Subject
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<p><i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Head of Subject
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	Head of Subject
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Head of Subject
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Subject
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	Head of Subject SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	Exams Officer SEN Admin

Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication 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>	Head of Subject
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Teacher & Head of Subject Subject Teacher
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 publication 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>	SENCO & Exams Officer
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>	Head of Centre & Exams Officer Head of Subject 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>	Head of Centre Head of Subject 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>	Head of Centre Head of Subject Exams Officer
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</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
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>	Subject Teacher

	<i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
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 Teacher
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>	Exams Officer
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 If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Exams Officer
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 Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teacher IT Manager
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 Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately 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>	Subject Teacher
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 Teacher
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>	Head of Subject
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 confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i>	Subject Teacher Head of Subject

	<p><i>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</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Head of Centre</p> <p>Exams Officer</p>
<p>Candidate does not sign their authentication statement/declaration</p>	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	<p>Subject Teacher</p> <p>Head of Subject</p>
<p>Subject teacher not available to sign authentication forms</p>	<p><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></p>	<p>Head of Subject</p>
Presentation of work		
<p>Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment</p>	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i></p>	<p>Head of Subject</p> <p>Subject Teachers</p>
Keeping materials secure		
<p>Candidates work between formal supervised sessions is not securely stored</p>	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring ensures subject teacher use of appropriate secure storage</i></p>	<p>Secure storage in each department</p>
<p>Adequate secure storage not available to subject teacher</p>	<p><i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i></p> <p><i>Alternative secure storage sourced where required</i></p>	<p>Head of Subject</p> <p>SLT</p>
Task marking – externally assessed components		
<p>A candidate is absent on the day of the examiner visit for an acceptable reason</p>	<p><i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i></p> <p><i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i></p>	<p>Subject Teacher</p> <p>Exams Officer</p>
<p>A candidate is absent on the day of the examiner</p>	<p><i>The candidate is marked absent on the attendance register</i></p>	<p>Subject Teacher</p>
Task marking – internally assessed components		
<p>A candidate submits little or no work</p>	<p><i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i></p> <p><i>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></p>	<p>Subject Teacher</p> <p>Head of Subject</p>
<p>A candidate is unable to finish their work for unforeseen reason</p>	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i></p>	<p>Subject Teacher</p> <p>Head of Subject</p> <p>Exams Officer</p>
<p>The work of a candidate is lost or damaged</p>	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i></p>	<p>Subject Teacher</p> <p>Head of Subject</p> <p>Exams Officer</p>

Candidate malpractice is discovered	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p> <p>Head of Centre</p>
A teacher marks the work of his/her own child	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p>
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p>
After submission of marks, it is discovered that the wrong task was given to candidates	<p><i>Awarding body is contacted for guidance</i></p> <p><i>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></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p>
A candidate wishes to appeal the marks awarded for their work by their teacher	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>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</i></p> <p><i>Through the Exam and Controlled Assessment policy, 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 (a copy is also available on the school website)</i></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p> <p>SLT</p>
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>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</i></p> <p><i>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></p>	<p>Subject Teacher</p> <p>Head of Subject Exams Officer</p>
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>Head of Subject SLT</p> <p>Head of Centre Exams Officer</p>
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>Head of Subject SLT</p>

Head of Centre: Miss J Upton

Date:

Exams Officer: Mrs N Hughes

Date: