

Non Exam Assessment Policy

2022-2023

What does this policy affect?

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

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication Instructions for conducting nonexamination assessments, Foreword]. This publication is further referred to in this policy as NEA.

Purpose of the policy

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

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

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking

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

Head of centre

Ensures that the centre's non-examination assessment policy is fit for purpose

Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior Leaders

Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions

Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of any monitoring visits

Quality assurance (QA) lead/Lead internal verifier

Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject leaders

Ensures subject teachers understand their role and responsibilities within the non-examination assessment process

Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment.

Subject teacher

Understands and complies with the general instructions as detailed in NEA

Where these 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

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 unit entry code) to the internal deadline for entries

Exams officer

Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff

Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification

Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

Determines when set tasks are issued by the awarding body

Identifies date(s) when tasks should be taken by candidates

Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject teacher

Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

Ensures there is sufficient supervision to enable the work of a candidate to be authenticated

Ensures there is sufficient supervision to ensure the work a candidate submits is their own

Where candidates may work in groups, keeps a record of each candidate's contribution

Ensures candidates are aware of the 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 documents Information for candidates

Advice and feedback

Subject teacher

As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a 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

Resources

Subject teacher

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

Ensures conditions for any formally supervised sessions are known and put in place

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.

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work

Ensures that it is possible to attribute assessable outcomes to individual candidates

Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment

Assesses the work of each candidate individually

Subject teacher

Where required by the awarding body's specification

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

Keeps signed candidate declarations on file until the deadline for 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

Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

Presentation of work

Subject teacher

Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

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

Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)

When work is submitted by candidates for final assessment, ensures work is securely stored

Follows secure storage instructions as defined in NEA 4.8

Takes sensible precautions when work is taken home for marking

Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre

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

Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification

Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

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

Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations

Submission of work

Subject teacher

Provides the attendance register to a Visiting Examiner

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, ensures the completed attendance register accompanies the work

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

Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Subject teacher

Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process

Marks candidates' work in accordance with the marking criteria provided by the awarding body

Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

Informs candidates of their marks which could be subject to change by the awarding body moderation process

Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

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

Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)

Ensures accurate internal standardisation - for example

- by obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking

- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission
- retaining work and evidence of standardisation

Subject teacher

Indicates on work (or cover sheet) the date of marking

Marks to common standards

Submission of marks and work for moderation

Subject teacher

Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline

Where responsible for marks input, 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 awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to 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

Exams officer

Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to 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/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

Ensures that for postal moderation

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

Storage and retention of work after submission of marks

Subject teacher

Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample

Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results

Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

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

External moderation - feedback

Subject leader

Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

Accesses or signposts moderator reports to relevant staff

Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

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

Special educational needs coordinator (SENDCo)

Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments

Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place

Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments

Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

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

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

Malpractice

Head of centre

Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff

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-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work

Ensures candidates understand the JCQ document Information for candidates – non-examination assessments

Ensures candidates understand the JCQ document Information for candidates -Social Media

Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre

Signposts the JCQ Notice to Centres - Teachers 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

Enquiries about results

Head of centre

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 a clerical check, a review of marking, a review of moderation or an appeal

Subject leader

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

Subject teacher

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

Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline

Supports the exams officer in collecting candidate consent where required

Exams officer

Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services (Information and guidance to centres...)

Provides/signposts relevant centre staff and candidates to post-results services information

Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

Collects candidate consent where required

Subject teacher

Ensures all the requirements in relation to the endorsement are known and understood

Follows the required task setting and task taking instructions

Assesses candidates, either live or from recordings, using the common assessment criteria

Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes

Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

Exams officer

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

Management of Issues and Potential Risks associated with NEAs

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task Setting		
Awarding organisation set task: IT failure/corruption of task details where set task details accessed from the Awarding organisation online	<i>Awarding organisation key date for accessing/downloading set task noted prior to start of course. IT systems checked prior to key date. Alternative IT system used to gain access. Awarding organisation contacted to request direct email of task details.</i>	Exams officer IT support team
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access Awarding organisation training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the Awarding organisation's specification. Samples assessment criteria in the centre set task.</i>	Exams officer Subject Leader
Students do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the Awarding organisation's marking criteria described in the specification that is not specific to the work of an individual student or group of students is produced for students. Records confirm all students understand the marking criteria. Students confirm/record they understand the marking criteria.</i>	Subject Leader
Subject teacher long term absence during the task setting stage	<i>See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle.</i>	Subject Leader SLT link / SLT with responsibility for timetable
Issuing of Tasks		
Awarding organisation set task not issued to students on time	<i>Awarding organisation key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to students contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching.</i>	Exams officer Subject Leader
The wrong task is given to students	<i>Ensures course planning and information taken from the Awarding organisation's specification confirms the correct task will be issued to students. Awarding organisation guidance sought where this issue remains unresolved.</i>	Subject Leader

Subject teacher long term absence during the issuing of tasks stage	<i>See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle.</i>	Subject Leader SLT link / SLT with responsibility for timetable
A student (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 student's presentation does not form part of the sample which will be recorded. Contacts the Awarding organisation at the earliest opportunity where unable to record the required number of students for the monitoring sample.</i>	Designated Safeguarding lead Exams officer Subject Leader
Task Taking		
Supervision		
Planned assessments clash with other centre or student activities	<i>Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.</i>	Exams officer Subject Leader
Rooms or facilities inadequate for students to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities insufficient for number of students. Whole cohort to undertake written task in large examination venue at the same time (examinations conditions do not apply).</i>	Exams officer SLT with responsibility for timetable
Insufficient supervision of students 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 organisation's specification in relation to the supervision of students. Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy.</i>	Exams officer Subject teacher Subject leader
A student 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 are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.</i>	Exams officer Subject teacher Subject leader

Access arrangements were not put in place for an assessment where a student is approved for arrangements	<i>Relevant staff are signposted to the current JCQ publication A guide to the special consideration process, to determine the process to be followed to apply for special consideration for the student.</i>	Exams officer Subject teacher Subject leader SENDCo
Advice and Feedback		
Student 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 students before work begins as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to students prior to starting on their work as appropriate to the subject and component. Student confirms/records advice and feedback given prior to starting on their work.</i>	Subject teacher Subject leader
Student 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 students during the task-taking stage as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.</i>	Subject teacher Subject leader
	<i>Full records kept detailing all advice and feedback given to students during the task-taking stage as appropriate to the subject and component. Student confirms/records advice and feedback given during the task-taking stage.</i>	Subject teacher Subject leader
A third-party claim that assistance was given to students by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; students and subject teacher are interviewed, and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the Awarding organisation.</i>	SLT link Subject leader Exams officer
Student does not reference information from published source	<i>Student is advised at a general level to reference information before work is submitted for formal assessment. Student is again referred to the JCQ document Information for students: non-examination assessments. Student's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion.</i>	Subject teacher Subject leader Exams officer

Student does not set out references as required	<i>Student is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment. Student is again referred to the JCQ document Information for students: non-examination assessments. Student's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion.</i>	Subject teacher Subject leader Exams officer
Student joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the student to catch up.</i>	Subject teacher Subject leader Exams officer
Student moves to another centre during the course	<i>Awarding organisation guidance is sought to determine what can be done depending on the stage at which the move takes place.</i>	Subject teacher Subject leader Exams officer
An excluded pupil wants to complete their non-examination assessment(s)	<i>The Awarding organisation specification is checked to determine if the specification is available to a student outside mainstream education. If so, arrangements for supervision, authentication and marking are made separately for the student.</i>	Subject teacher Subject leader Exams officer
Resources		
A student 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 students, these are collected in and kept secure between formally supervised sessions. Where work is stored on the centre's network, access for students is restricted between formally supervised sessions.</i>	Subject teacher Subject leader Exams officer
A student fails to acknowledge sources on work that is submitted for assessment	<i>Student's detailed record of their own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources. Awarding organisation guidance is sought on whether the work of the student should be marked where student's detailed records acknowledges sources appropriately.</i>	Subject teacher Subject leader Exams officer
	<i>Where confirmation is unavailable from student's records, Awarding organisation guidance is sought and/or a mark of zero is submitted to the Awarding organisation for the student.</i>	Subject teacher Subject leader Exams officer

Word and time limits		
A student is penalised by the Awarding organisation for exceeding word or time limits	<i>Records confirm the Awarding organisation specification has been checked to determine if word or time limits are mandatory. Where limits are for guidance only, students are discouraged from exceeding them. Students confirm/record any information provided to them on word or time limits is known and understood.</i>	Subject teacher Subject leader Exams officer
Collaboration and group work		
Students have worked in groups where the Awarding organisation specification states this is not permitted	<i>Records confirm the Awarding organisation specification has been checked to determine if group work is permitted. Awarding organisation guidance sought where this issue remains unresolved.</i>	Subject teacher Subject leader Exams officer
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a student for internal assessment Student plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and students' work Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments. Students 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 students: non-examination assessments. The student's work is not accepted for assessment A mark of zero is recorded and submitted to the Awarding organisation</i>	Subject teacher Subject leader SLT link Exams officer
Student does not sign their authentication statement/declaration	<i>Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments. Students confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for students: non-examination assessments. Declaration is checked for signature before accepting the work of a student for formal assessment.</i>	Subject teacher Subject leader Exams officer
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 students work as part of the centre's quality assurance procedures.</i>	Subject leader Exams officer

Presentation of work		
Student does not fully complete the Awarding organisation's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a student for formal assessment.</i>	Subject teacher Subject leader Exams officer
Keeping materials secure		
Students work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage.</i>	Subject teacher Subject leader Exams officer
Adequate secure storage not available to subject teacher	<i>Records confirm enough secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.</i>	Subject leader SLT link Exams officer
Task marking – externally assessed components		
A student is absent on the day of the examiner visit for an acceptable reason	<i>Awarding organisation guidance is sought to determine if alternative assessment arrangements can be made for the student. If not, eligibility for special consideration is explored and a request submitted to the Awarding organisation where appropriate.</i>	Subject leader SLT link Exams officer
A student is absent on the day of the examiner visit for an unacceptable reason	<i>The student is marked absent on the attendance register.</i>	Subject leader SLT link Exams officer
Task marking – internally assessed components		
A student submits little or no work	<i>Where a student submits no work, the student is recorded as absent when marks are submitted to the Awarding organisation. Where a student 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 organisation.</i>	Subject leader SLT link Exams officer
A student is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for shortfall in work.</i>	Subject leader SLT link Exams officer

The work of a student is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments, to determine eligibility and the process to be followed for lost or damaged work.</i>	Subject teacher Subject leader SLT link Exams officer
Student malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments are followed 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>	Subject teacher Subject leader SLT link Exams officer
A teacher marks the work of their own child	<i>A conflict of interest is declared by informing the Awarding organisation that a teacher is teaching their own child at the start of the course. Marked work of said child is submitted for moderation whether part of the sample requested or not.</i>	Subject leader SLT link Exams officer
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding organisation is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for non-examination assessment extension.</i>	Subject teacher Subject leader SLT link Exams officer
After submission of marks, it is discovered that the wrong task was given to students	<i>Awarding organisation is contacted for guidance. Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed to apply for special consideration for students.</i>	Subject leader SLT link Exams officer

<p>A student wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p><i>Students are informed of the marks they have been awarded for their work prior to the marks being submitted to the Awarding organisation. Records confirm students have been informed of their marks.</i></p> <p><i>Students are informed that these marks are subject to change through the Awarding organisation's moderation process.</i></p> <p><i>Students are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the examination officer for the submission of marks.</i></p> <p><i>Through the student examination handbook, students are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the Awarding organisation.</i></p>	<p>Subject leader SLT link Exams officer</p>
<p>Deadline for submitting work for formal assessment not met by student</p>	<p><i>Records confirm deadlines given and understood by students at the start of the course. Students confirm/record deadlines known and understood.</i></p> <p><i>Depending on the circumstances, Awarding organisation guidance sought to determine if the work can be accepted late for marking providing the Awarding organisation'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 organisation for the student.</i></p>	<p>Subject teacher Subject leader SLT link Exams officer</p>
<p>Deadline for submitting marks and samples of students work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year.</i></p> <p><i>Reminders are issued through The Directors/ heads of department 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>Subject leader SLT link Exams officer</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's examination contingency plan (Teaching staff extended absence at key points in the examination cycle).</i></p>	<p>Subject leader SLT link / SLT with responsibility for timetable Exams officer</p>