



Non-examination Assessment Policy

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Ratified by Local Advisory Board on:	Spring 2024
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Allocated Group / Person to Review:	LAB can delegate to staff members or Headteacher.
Signed by Chair:	
Signed by Headteacher:	



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What Does This Policy Affect?

This policy affects the delivery of subjects for GCE and GCSE qualifications which contain one or more components of non-examination assessment.

The regulator's definition of an examination is very narrow. In effect, any 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 also classified as NEA.

(JCQ Instructions for Conducting Non-Examination Assessments)

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 assessment.

This policy applies to all types of non-examination assessment.

For the purposes of this policy, any further reference to non-examination assessment may be referred to as NEA.

What Are Non-Examination Assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be assessed through timed written examinations.

There are three assessment stages, each with specific rules that often vary across subjects:

- Task setting
- Task taking
- Task marking

Procedures for Planning and Managing Non-Examination Assessments and Identifying Staff Roles and Responsibilities - The Basic Principles

Head of Centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA.
- Ensures the centre's non-examination assessment policy is fit for purpose.
- Ensures the centre's internal appeals procedures clearly detail the process to be followed by candidates (or their parents or 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) in line with NEA and awarding-body subject-specific instructions.
- Ensure the centre-wide assessment calendar records non-examination assessment schedules by the start of the academic year.

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 and verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture and record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture and record that relevant information is received and understood by candidates.
- Where not provided by the awarding body, ensures a centre-devised template is available for candidates to keep a detailed record of their own research, planning, resources, etc.

Subject Head / Lead

- Ensures subject teachers understand their role and responsibilities within the NEA process.
- Ensures NEA and relevant awarding-body subject-specific instructions are followed in relation to the conduct of NEA (including endorsements).
- Works with the QA Lead / Lead Internal Verifier to ensure appropriate procedures are followed to internally standardise and verify the marks awarded by subject teachers.

Subject Teacher

- Understands and complies with the general instructions as detailed in NEA.
- Where provided by the awarding body, understands and complies with the awarding body specification for conducting NEAs, 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 qualification entry code or is made as a separate unit entry code) by the internal deadline for entries.

Exams Office

- Signposts the annually updated JCQ publication NEA to relevant centre staff.
- Carries out tasks, where applicable to the role, in supporting the administration and management of NEA.

Task Setting

Subject Teacher

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

Issuing of Tasks

Subject Teacher

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

Task Taking - Supervision

Subject Teacher

- Checks the awarding body's subject-specific requirements, ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- Is confident that, where work may be completed outside of the centre without direct supervision, the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensures candidates are aware of the current JCQ documents *Information for Candidates – Non-Examination Assessment* and *Information for Candidates – Social Media*.
- Ensures candidates understand and comply with the regulations in the relevant JCQ documents, including *Information for Candidates*.

Advice and Feedback

Subject Teacher

- As relevant to the subject or component, advises candidates on relevant aspects before candidates begin working on a task.
- Does not provide candidates with model answers or outlines or headings specific to the task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level.
- Allows candidates to revise and re-draft work after advice has been given at a general level.
- Records any assistance given beyond general advice and takes it into account in the marking, or submits it to the external examiner.
- Ensures that once 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 or unrestricted access to resources when planning and researching their tasks.
- 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.

Word and Time Limits

Subject Teacher

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

Collaboration and Group Work

Subject Teacher

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

Authentication Procedures

Subject Teacher

- Where required by the awarding body's specification, ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- Signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed, or until any appeal, malpractice investigation or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these are requested by a JCQ Centre Inspector.
- Where there is doubt about the authenticity of a candidate's work, or if malpractice is suspected, follows the authentication procedures and malpractice guidance in NEA and informs a member of the Senior Leadership Team.
- Understands that if, during the external moderation process, it is found that work has not been properly authenticated, the awarding body will set the mark or marks awarded by the centre to zero.

Presentation of Work

Subject Teacher

- Obtains informed consent at the beginning of the course from parents or carers if videos or photographs or 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 or footer on each page of their work.

Keeping Materials Secure

Subject Teacher

- When work is undertaken by candidates under formal supervision, ensures work is stored securely between sessions where more than one session applies.
- When work is submitted by candidates for final assessment, ensures work is stored securely.
- 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 all possible post-results services have been exhausted.
- If post-results services have not been requested, returns internally assessed work to candidates, where requested, after the deadline for requesting a review of results for the relevant services.
- If post-results services have been requested, returns internally assessed work to candidates, where requested, once the review of results and any subsequent appeal have been completed.
- Reminds candidates of the need to keep their own work secure at all times and not to share completed or partially completed work online, on social media or through any other means, reminding candidates of the contents of the JCQ document *Information for Candidates – Social Media*.
- Where work is stored electronically, liaises with the IT Manager to ensure candidates' work is protected and backed up, and that appropriate arrangements are in place to restrict access between sessions.
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided the originals are stored securely as required.

IT Services

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Restrict access to this material and utilise appropriate security safeguards, such as firewall protection and virus-scanning software.
- Employ an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained.
- Consider encrypting any sensitive digital media to ensure the security of data stored within it, and refer to awarding body guidance to ensure that the method of encryption used is suitable.

Task Marking – Externally Assessed Components

Conduct of Externally Assessed Work

Subject Teacher

- Liaises with the Exams Officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to *JCQ Instructions for Conducting Examinations*.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

Exams Officer

- Arranges timetabling, rooming and invigilation where 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 in accordance with *JCQ Instructions for Conducting Examinations*.

Submission of Work

Subject Teacher

- Provides the attendance register to the Visiting Examiner.

Exams Officer

- Provides the attendance register to the Subject Teacher where the component is assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed accurately to show candidates present and candidates absent.
- Where candidates' work is required to be dispatched 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 requesting reviews of results for the relevant examination series.
- Packages the work in line with awarding body requirements and attaches the examiner address label.
- Ensures the package used to dispatch the work is robust and securely fastened.
- Dispatches the work to the awarding body by the required deadline.

Task Marking – Internally Assessed Components

Marking and Annotation

Head of Centre

- Ensures that where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship, for example members of their family (including step-family, foster family and similar close relationships) or close friends and their immediate family (for example son or daughter), a conflict of interest is declared to the awarding body and the marked work of the candidate is submitted for moderation, whether it forms part of the moderation sample or not.

Subject Head / Lead

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

Subject Teacher

- Accesses awarding body training and updates as required to ensure familiarity with the mark scheme and marking 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 to enable external moderation to check that marking is in line with assessment criteria.
- Informs candidates of their marks, which may be subject to change following the awarding body moderation process.
- Ensures candidates are informed within the timescales set by the subject lead, or as indicated in the centre's internal appeals procedure, to enable an internal appeal or request for a review of marking to be submitted and concluded before final marks are submitted to the awarding body.

Internal Standardisation

Quality Assurance (QA) Lead / Lead Internal Verifier

- Ensures internal standardisation of marks across assessors and teaching groups takes place as required and in sequence.
- Supports staff who may be unfamiliar with the mark scheme, for example newly qualified teachers or supply staff.
- Ensures accurate internal standardisation, for example by:
 - Obtaining reference materials at an early stage of the course.
 - Holding a preliminary trial marking session prior to live marking.
 - Carrying out further trial marking at appropriate points during the marking period.
 - Holding a further meeting after the majority of marking has been completed to make final adjustments.
- Retains evidence that internal standardisation has taken place.

Subject Teacher

- Indicates on candidates' work, or on a cover sheet, the date of marking.
- Marks work to agreed common standards.
- Keeps candidates' work secure until after the deadline for requesting reviews of results for the relevant services has passed, or until any appeal, malpractice investigation or other results enquiry has been completed, whichever is later.

Access Arrangements

Subject Teacher

- Works with the Head of Centre(s) and SENCo to ensure any access arrangements for eligible candidates are applied to assessments.
- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments.

- Where arrangements do not undermine the integrity of the qualification and reflect the candidate's normal way of working, ensures 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 that need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates who require the support of a facilitator in assessments are met.
- Ensures that staff acting as access arrangements facilitators are fully trained in their role.

Special Consideration and Loss of Work

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work.
- Liaises with the Examinations Officer when special consideration may need to be applied for a candidate undertaking assessments.
- Liaises with the Examinations Officer to report loss of work to the awarding body.

Examinations Officer

- Refers to and 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 within 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 within the prescribed timescale.
- Keeps the required evidence on file to support any application for special consideration.
- Refers relevant staff, where applicable, to *Form 15 – JCQ/LCW* and submits this to the relevant awarding body where required.

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: Policies and Procedures*.
- Ensures that teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice, and reminds them that failure to report allegations or suspicions of malpractice constitutes malpractice in itself.

Subject Teacher

- Is familiar with the JCQ *Notice to Centres – Sharing NEA Material and Candidates' Work* to mitigate against candidate and centre malpractice.
- Ensures candidates understand the JCQ document *Information for Candidates – Non-Examination Assessments*.
- Ensures candidates understand the JCQ document *Information for Candidates – Social Media*.
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre.

Exams Officer

- Signposts the JCQ publication *Suspected Malpractice: Policies and Procedures* to the Head of Centre.
- Signposts the JCQ *Notice to Centres – Sharing NEA Material and Candidates' Work* to subject heads.
- Signposts candidates to the relevant JCQ *Information for Candidates* documents.
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

Post-Results Services

Head of Centre

- Is familiar with the JCQ publication *Post-Results Services*.
- Ensures the centre's internal appeals procedures clearly detail the process to be followed by candidates, or their parents or carers, appealing against a centre decision not to support a review of results or an appeal.

Subject Head / Lead

- Provides relevant support to subject teachers making decisions about reviews of results.
- Provides the Exams Officer with the original sample, or a relevant sample, of candidates' work required for a review of moderation by the internal deadline.

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments, as detailed in the JCQ publication *Post-Results Services*.
- Provides and signposts relevant centre staff and candidates to post-results services information.
- Ensures that requests for post-results services applicable to non-examination assessments are submitted online via the awarding body secure extranet site within the specified deadline.

Spoken Language Endorsement for GCSE English Language Specifications Designed for Use in England

Head of Centre

- Returns an online Head of Centre declaration at the time of the National Centre Number Registration 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.
- Ensures that appropriate arrangements are in place for internal standardisation of assessments.

Subject Head / Lead

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England and ensures that all relevant JCQ and 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 that, for monitoring purposes, audio-visual recordings of presentations from a sample of candidates are provided.

Subject Teacher

- Ensures all requirements relating 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 presentations from 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 for the storage and submission of recordings.

Exams Officer

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

Private Candidates

Subject Head / Lead

- In line with centre policy, confirms whether private candidates are accepted by the centre for entry to subjects containing non-examination assessment components, where the awarding body makes the specification available to private candidates.
- Ensures that relevant centre staff administer all aspects of the non-examination assessment process for private candidates in accordance with the awarding body's specification.

Management of issues and potential risks associated with non-examination assessments		
Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: • The current JCQ publication Instructions for conducting non-examination assessments • The JCQ document Notice to Centre's – Sharing NEA material and candidates' work – www.jcq.org.uk/exams-office/non-examination-assessments	Head of centre Exam Officer
Candidates' malpractice	Records confirm that candidates are informed and understand they must not: • Submit work which is not their own • Make available their work to other candidates through any medium • Allow other candidates to have access to their own independently sourced material • Assist other candidates to produce work • Use books, the internet 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	Head of centre Exam Officer

	Records confirm that candidates have been made aware of the JCQ documents Information for candidates – non-examination assessments and Information for candidates – Social Media – www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media	
	TASK SETTING	
Awarding body set task : IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body 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 body contacted to request direct email of task details	Head of centre Exam Officer IT dept
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	Subject head/lead
Candidates do not understand the marking criteria and what they need to do to gain credit	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 Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria	Subject head/lead
Subject teacher long term absence during the task setting stage	See Centre's Exam Contingency Plan	Head of Centre
	ISSUING OF TASKS	
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details of 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	Subject head/lead
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	Subject head/lead
Subject teacher long term absence during the issuing of tasks stage	See Centre's Exam Contingency Plan	Head of Centre
A candidate (or parent/carer) expresses concern about	Ensures the candidate's presentation does not form part of the sample which will be recorded	Head of Centre

safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	
	TASK TAKNG	
Supervision		
Planned assessments clash with other centre or candidates' activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	Exam officer
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	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 candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	Exam officer
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the Centre's non-examination assessment policy	Subject head/lead Head of centre
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Head of centre Subject head/lead
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	SENCo Exam Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	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 Regular monitoring of subject teacher completed records and signed off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	Head of Centre
Candidate claims no advice and feedback given by subject	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to	Head of Centre

teacher during the task-taking stage	candidates 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 Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	
A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	Head of Centre
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment 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	Subject head/lead
Candidate does not set out references as requested	Candidate is advised at a general level to review and re-draft the set out of reference before work is submitted for formal assessment 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	Subject head/lead
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Exam Officer
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	Head of Centre Exam Officer
Resources		
A candidate augments notes and resources between formally supervised sessions	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	Subject lead/head

A candidate fails to acknowledge sources on work that is submitted for assessment	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	Subject lead/head
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	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	Head of centre
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	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	Subject lead/head Head of centre
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises' other material	Records confirm subject staff have been made aware of the JCQ document Notice to Centre's – Sharing NEA material and candidates' work Records confirm 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 The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	Subject lead/head Head of Centre
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments 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 Declaration is checked for signature before accepting the work of a candidate for formal assessment	
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of	Head of Centre

	marking candidates work as part of the Centre's quality assurance procedures	
Presentation of Work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Subject head/lead Exam Officer
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	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	Subject head/lead Head of centre Exam Officer
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	Subject head/lead Head of centre Exam Officer
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensure: • Access to this material is restricted • Appropriate security safeguards are in place • An effective back-up strategy is employed so that an up-to-date archive of candidate's evidence is maintained • Any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it	IT
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	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	Exam Officer Head of Centre
A candidate is absent on the day of the examiner's visit for an unacceptable reason	The candidate is marked absent on the attendance register	Exam officer Head of Centre
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body	Subject head/lead

	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	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work	Subject head/lead
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	Subject head/lead Head of Centre Exam Officer
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	Subject head/lead Head of Centre Exam Officer
A teacher marks the work of a candidate with whom they have a close relationship e.g. members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	A conflict of interest is declared by informing the awarding body that a teacher is preparing/teaching said child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	Subject head/lead Head of Centre Exam Officer
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body 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 (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	Subject head/lead Head of Centre Exam Officer
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Subject head/lead Head of Centre Exam Officer
A candidate wishes to appeal/request a review of the marks of their work by their teacher	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	Subject head/lead Head of Centre

	Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the Centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates 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 body	
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadline 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	Subject Teacher
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year Reminders are issued through Heads of Centre's/subject leaders/heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	Subject head/lead Head of Centre Exam Officer
Subject teacher long term absence during the marking period	See Centre's Exam Contingency Plan	Subject head/lead Head of Centre