



BEDFORD  
FREE SCHOOL

# Non-examination Assessment Procedure 2023/2024

This plan is reviewed annually to ensure compliance with current regulations

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### Key staff involved in non-examination assessment policy

Role	Name(s)
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Exams Officer Senior Leader	Tom Wood
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## Contents

<b>Key staff involved in non-examination assessment policy</b> .....	2
What does this procedure affect? .....	4
Purpose of the policy .....	4
What are non-examination assessments? .....	4
Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities .....	4
The basic principles .....	4
Task setting .....	6
Issuing of tasks .....	6
Task taking .....	6
Supervision .....	6
Advice and feedback .....	6
Resources .....	7
Word and time limits .....	7
Collaboration and group work .....	7
Authentication procedures .....	7
Presentation of work .....	8
Keeping materials secure .....	8
Task marking – externally assessed components .....	9
Conduct of externally assessed work .....	9
Submission of work .....	9
Task marking – internally assessed components .....	9
Marking and annotation .....	9
Internal standardisation .....	10
Submission of marks and work for moderation .....	10
Storage and retention of work after submission of marks .....	11
External moderation - feedback .....	11
Access arrangements and reasonable adjustments .....	11
Special consideration and loss of work .....	12
Malpractice .....	12
Spoken Language Endorsement for GCSE English Language specifications designed for use in England .....	13
Management of issues and potential risks associated with non-examination assessments .....	15

## What does this procedure affect?

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

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

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

is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword)

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

## Purpose of the policy

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

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

[[NEA](#) – The basic principles, page 4]

## 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*

[[NEA](#) – The basic principles, page 4]

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

### The basic principles

#### Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of [NEA](#)
- Ensures that the centre's *non-examination assessment policy* is fit for purpose and covers all types of non-examination assessment

- Ensures the centre's *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

#### **Senior leaders (SLT)**

- Ensure the correct conduct of non-examination assessments 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

#### **Head Of Department (HOD)**

- 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
- Works with the HoD to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- **Quality assurance** overseen by Subject Heads (HOD's) ensuring that Awarding Body's forms and templates for non-examination assessments are used by their staff 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 provided to capture/record relevant information are received and understood by candidates
- Where not provided by the awarding body, Subject Heads (HOD's) ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc, if appropriate.

#### **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**

- 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 the correct task is issued to candidates

## Task taking

### Supervision

#### Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the 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* documents
- *Ensures candidates:*
  - *understand that information from all sources must be referenced*
  - *receive guidance on setting out references*
  - *are aware that they must not plagiarise other material*
- 

## Advice and feedback

### Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task

- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- 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 including the internet and AI when planning and researching their tasks
- Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## Word and time limits

### Subject teacher

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

## Collaboration and group work

### Subject teacher

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

## Authentication procedures

### Subject teacher

- Where required by the awarding body's specification:
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met

- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

## **Presentation of work**

### **Subject teacher**

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

## **Keeping materials secure**

### **Subject teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until All possible post-results services have been exhaustedIf post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds 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 the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

## **IT – Advantage IT**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically – although this must be pre-arranged by the subject teacher.

## 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 which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ Instructions for conducting examinations. Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### Exams officer

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

### Submission of work

#### Exams officer

- Provides the attendance register to the subject teacher.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner, or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keeps a copy of the attendance register until after the deadline for 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

#### Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

#### Subject head/lead

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

#### Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/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 enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the 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. This means candidates must be informed of marks at least 5 school days prior to the internal deadline for submission of their marks to the Awarding body.

## **Internal standardisation**

### **Subject teacher**

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence (Quality assurance/verification)
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

## **Submission of marks and work for moderation**

### **Head of Department / Subject teacher**

- Keeps 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. 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 Head of Department/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**

#### **Head of Department (HOD)**

- 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 and reasonable adjustments**

#### **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 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
  - 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 the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

## Malpractice

### Head of centre

- Understands the responsibility to report to the relevant awarding body any alleged, suspected or actual cases of malpractice involving candidates or centre staff.
- *Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)*
- Is familiar with the JCQ publication [Suspected Malpractice 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 what constitutes malpractice in 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 Exams Officer*

#### **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

#### **Post-result services**

##### **Head of centre**

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

##### **Head of Department (HOD)**

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

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

#### **Head of centre**

- Provides 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

#### **Head of Department (HOD)**

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

#### **Subject teacher**

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

#### **Exams officer**

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Centre staff malpractice	<p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> <li>the current JCQ publication <i>Instructions for conducting non-examination assessments</i></li> <li>the JCQ document <i>Notice to Centres - Sharing NEA material and candidates' work</i> - <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a></li> </ul>	SLT
Candidate malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> <li>submit work which is not their own</li> <li>make available their work to other candidates through any medium</li> <li>allow other candidates to have access to their own independently sourced material</li> <li>assist other candidates to produce work</li> <li>use books, the internet, AI or other sources without acknowledgement or attribution</li> <li>submit work that has been word processed by a third party without acknowledgement</li> <li>include inappropriate, offensive or obscene material</li> </ul> <p><i>Records confirm that candidates have been made aware of the JCQ documents <i>Information for candidates - non-examination assessments</i> and <i>Information for candidates – Social Media</i> - <a href="http://www.jcq.org.uk/exams-office/information-for-candidates-documents">www.jcq.org.uk/exams-office/information-for-candidates-documents</a> and understand they must not post their work on social media</i></p>	Head of Department (HOD)
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>	EO/Advantage IT
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 Department (HOD)
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	HOD
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan – (Teaching staff extended absence</i>	HOD/ SLT
<b>Issuing of tasks</b>		
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>	HOD  Exams Officer/HOD
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i>	HOD

	<i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	HOD  Exams Officer/HOD
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's Exam Contingency Plan – (Teaching staff extended absence)</i>	HOD/ SLT
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i> <i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	HOD/EO
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course</i>	HOD
	<i>Assessment dates/periods included in centre wide calendar</i>	HOD/ SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i>  <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i>  <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Exams Officer/HOD/ Ergo
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>	HOD  HOD/EO
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>	Head Teacher/ EO to ensure relevant documents issued to staff
	<i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	SLT/ EO
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>	SENDCo to advise all subject staff of AA's  EO to apply for SC
<b>Advice and feedback</b>		
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>	HOD
	<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>	Subject teacher

Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i>	HOD/Subject teacher
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>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	HOD/EO
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>	HOD EO
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i>	HOD/Subject teacher EO
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>	HOD
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Learning Manager/ SLT
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject teacher  Ergo
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject teacher/HOD  EO/HOD
<b>Word and time limits</b>		
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</i> <i>Where limits are for guidance only, candidates are discouraged from exceeding them</i> <i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject teacher/HOD
<b>Collaboration and group work</b>		
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</i>  <i>Awarding body guidance sought where this issue remains unresolved</i>	HOD/SLT  HOD
<b>Authentication procedures</b>		

A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i>	EO to email doc at start of new term
Candidate plagiarises other material	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i>  <i>The candidate's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	Notices on exams page of website  HOD
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i>  <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Published on website and issued at start of year  Subject teacher/HOD/ EO
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	HOD
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body'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 candidate for formal assessment</i>	Subject teacher/HOD/ EO
<b>Keeping materials secure</b>		
Candidates 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</i>  <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	JCQ docs to staff at the start of term by EO  HOD/EO
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	EO to remind staff at the start of the new term
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	HOD  EO to apply for SC
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject teacher/HOD
<b>Task marking – internally assessed components</b>		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> <i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately;</i> <i>where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject teacher/HOD
A candidate 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 (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	HOD/EO
The work of a candidate is lost or damaged	<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>	HOD/EO to complete lost cwk form

Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i> <i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i> <i>Appropriate internal disciplinary procedures are also followed</i>	SLT/HOD/EO
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	<i>A 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> <i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Subject teacher/HOD/ EO to send conflict of interest to AB
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted</i> <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>	EO EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance</i> <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>	EO
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i> <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, and that these marks are subject to change through the awarding body's moderation process</i>	Subject teacher Subject teacher
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course</i> <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> <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>	Subject staff EO EO/AB
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Reminders are issued through senior leaders/subject heads as deadlines approach</i> <i>Records confirm deadlines known and understood by subject teachers</i> <i>Where appropriate, internal disciplinary procedures are followed</i>	EO sends out schedule in timely manner.
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence</i>	HOD/SLT