



Exams

Non-examination

Assessment (including controlled assessment and coursework)

Policy

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Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:

Dated: 16.10.2025

Chair of Governors

Signed:

Dated: 16.10.2025

Principal

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Key staff involved in the policy

Role	Name(s)
Head of centre	Francis Galbraith
SLT member(s)	Leanne Chapman
	Sarah Thomas
	Will Atkinson
	Vicky Andrews
	Sailesh Roopnarain
SENDCo	Claire Johnstone
Exams Manager	Jodi Henderson

What does this policy affect?

This policy affects the delivery of subjects of specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

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

'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 document is further referred to in this policy as NEA)

The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

These instructions are for use in... (JCQ's Instructions for conducting non-examination assessments (VTQs), Introduction)

(This document is further referred to in this policy as NEA VTQs)

These instructions are for use in ELC qualifications. (JCQ's **Instructions for conducting coursework**, Introduction, Foreword)

(This document is further referred to in this policy as ICC)

Purpose of the policy

This policy confirms the JCQ requirement that Goldington Academy has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated.

Awarding bodies require centres to have a non-examination assessment policy in place to:

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

A JCQ Centre Inspector may ask the Exams Manager to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is robust and fit for purpose. (NEA 1)

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 1]

(VTQs) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. (NEA VTQs 1)

What is coursework?

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

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

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

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, NEA VTQs and ICC
- Ensures that the centre's policy is robust and fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedures clearly details 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 which comply with NEA, NEA VTQs, ICC and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates (forms are available on the relevant awarding body website).
- 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 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 lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA, NEA VTQs and ICC 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 to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in NEA, NEA VTQs and ICC
- Where instructions may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams Manager is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams Manager

- Signposts the annually updated JCQ document NEA, NEA VTQs and ICC documents 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 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
- 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
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution and it **must** be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents *Information for candidates* - non-examination assessments and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates* documents
- 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
- 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 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 and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using

AI, and the possible consequences of using AI inappropriately in a qualification assessment

- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- 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 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.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Word and time limits

Subject teacher

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

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 – how candidates' work is authenticated

Subject teacher

- Where required by the awarding body's specification
 - ▶ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
 - ▶ signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA, NEA VTQs or ICC and informs a member of the senior leadership team

- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

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, NEA VTQs and ICC unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures 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 the closing date for reviews of results or until the outcome of a review or 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 (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- 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
- 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 Technician

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security

- arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams Manager 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 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 Manager

- Arranges timetabling, rooming and invigilation where and if 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 JCQ Instructions for conducting examinations

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable

Exams Manager

- Provides the attendance register to the subject teacher where applicable
- 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 reviews of 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 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)
- Where this cannot be avoided, Goldington Academy will ensure that, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

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
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the timescale set by the subject lead or as 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

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, 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
- Retains evidence that internal standardisation has been carried out

Subject teacher

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

- Marks to common standards
- 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

Submission of marks and work for moderation

Subject teacher

- Provides marks to the exams Manager to the internal deadline
- Provides the moderation sample to the exams Manager to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- 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
- Provides the exams Manager with any supporting documentation required by the awarding body

Exams Manager

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external 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
- Works with the subject teacher to submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- 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
- Through the subject teacher, submits any supporting documentation required by the awarding body

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 for the required retention period

- 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 Manager

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

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Subject head/lead

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

Exams Manager

- Accesses or signposts any moderator reports/feedback forms 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 and reasonable adjustments for eligible candidates are applied to assessments

Special educational needs coordinator (SENDCo)

- Follows the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements and reasonable adjustments 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 and reasonable adjustments for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement and reasonable adjustments candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement and reasonable adjustments 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 and/or produces a reduced quantity of work
- Liaises with the exams Manager when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams Manager to report loss of work to the awarding body

Exams Manager

- Refers to/directs relevant staff to the JCQ document 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 immediately report to the relevant awarding body any alleged, suspected or actual incidents 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 document Suspected Malpractice: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments and Information for candidates – coursework assessments
- Ensures candidates understand the JCQ document Information for candidates - Social Media

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

Exams Manager

- Signposts the JCQ document Suspected Malpractice: 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-results services

Head of centre

- Is familiar with the JCQ document [Post-Results Services](#)
- 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 a review of results or an appeal

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams Manager with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams Manager

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post Results Services (Information and guidance 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

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 Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead

- Ensures the 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 any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

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 Manager

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

Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects.

AQA English Spoken Language endorsement (8700)

Planning and organisation

- The department will need audio-visual recording equipment (a video camera or similar)
- The department will need a secure area on the school network to save these recordings safely
- The department will need a memory stick with the capacity to send off at least 30 requested recordings (10 of each grade) to the moderator
- The department will plan in advance where and when the audio-visual recording sessions will take place. Spoken Language assessments can take place at any time during the two-year course so long as the sample of audio-visual recordings is submitted by the deadline given by the individual awarding body
- A suitable venue will be sought and booked by the department

Administration

- Audio-visual recordings should be conducted in an organised and structured way. Each recording name must contain the following information:
 - centre number
 - component code 8700-C

- candidate number
- candidate name (forename and surname)
- outcome of the spoken presentation.
- i.e. 15171_8700-C_Joe Bloggs Pass
- All students should identify themselves and their school at the start of the recording by either holding an A4 written sign to the camera or by stating their name and centre number
- The preferred format for recordings is .mp4, as it is the most widely supported format across media players. However, recordings in .wmv, .mpeg/.mpg, .avi, .asf and .mov are also acceptable. The school will check that recordings made by their devices are playable on VideoLAN VLC media player to ensure that the verifiers can play the recording

Moderation

- The memory stick should be sent to the allocated moderator listed on Centre Services
- They should be labelled with the component and centre number. Tie on cardboard tags will be provided in the stationery packs. These should be securely attached to the memory sticks. Packaging will also be provided

Other

- Parental consent must be obtained for these recordings to be sent to the moderator

Edexcel Art and Design (Fine Art) (1FA0)

Planning and organisation:

- The Externally Set Assignment is set by Pearson and released on 2 January in the year of assessment
- The Head of Department will then liaise with the Exams Manager to organise and plan time for preparatory studies, the 10hr final exam, time to assess internally, time to standardise internally, time for review and time for moderation
- The teacher must ensure that students are aware of relevant aspects of their projects, planning lessons to allow students to meet the assessment objectives
- The Head of Department will liaise with the Exams Manager to ensure all entries are submitted before the deadline
- The Head of department will organise any relevant space needed for the 10hr exam
- Preparatory studies will comprise of a portfolio of development based on the ESA broad based thematic starting point
- The teacher must ensure that the work of a candidate's is their own, closely monitoring projects to be aware of students' ideas

Admin

- The teacher must be sure that a candidate's work is labelled with their name, candidate number and centre number
- Each component submitted for assessment must be accompanied by a completed teacher Mark Sheet and a signed copy of the authentication sheet
- Students will be notified of their marks in line with the Goldington Academy Internal Appeals Policy
- All marks will be submitted before moderation, meeting the deadline

Marking, standardisation and moderation

- The teacher must mark work in accordance to assessment objectives
- The Head of Department is responsible for ensuring signed declaration of authenticity for Component 2 are stored securely until results have been published. These documents will declare that work has been carried out without assistance other than which is acceptable according to the rules of the specification
- Component 2 marks will be internally standardised and reviewed to ensure consistency of marking across the department before moderation. Edexcel standardisation rules will be followed
- The Head of Department is responsible for keeping a record of names and candidate numbers included in the moderation sample
- The Head of Department will provide an attendance register and seating plan to the visiting moderator
- The Head of Department will provide the department with frequent advice/training sessions on moderation and assessment

The Exam (Externally Set Assignment)

- As soon as the 10hr exam commences, whilst there is an overnight break between the two 5hr sessions and then when the exam and preparatory studies are marked/standardised/moderated, all work will be securely stored. This will ensure work cannot be added to or altered in any way. Regular checks will be made to ensure work is locked away and not accessible
- The 10hr exam will take place over two 5 hr consecutive days, meeting Edexcel regulations
- Students will be aware of required exam conditions by the school. These will be reiterated by subject teachers in art
- Sufficient supervision will be given through invigilation
- Feedback will only be given in terms of practical/health and safety issues. No feedback will alter or affect work being conducted. Feedback will not advise or provide students with solutions
- Any assistance given will be clearly recorded and passed on to the external examiner
- Timing for the 10hr exam will be closely monitored and recorded accurately
- Work from preparatory studies can be accessed during the 10hr exam to help inform their work, but this must not be added to or altered in any way. Preparatory studies must conclude as soon as the 10hr exam commences
- Students must only access their own preparatory studies during the exam. They cannot refer to others' work
- Students must not access their work outside of assessment time
- If computers are used and stations are close to one another, invigilators will ensure that students are closely monitored to avoid communication. No internet access is permitted. Computers being used at Goldington will be prohibited unless necessary, in which case this will be recorded
- No mobile phones will be permitted
- No photography of work is permitted for personal use
- Students will not communicate verbally, or in any other way

- Preparatory Studies and exam pieces will not be photographed and shared on social media
- Teachers will report any suspicion of malpractice

Moderation

- Marks awarded by the centre will be subject to external moderation by a visiting moderator from Pearson
- The moderator will contact the centre to arrange a mutually convenient time and on the day of the visit, the centre must display all work from students identified in the sample
- Student work must be clearly labelled and identifiable by component number

Other

- The teacher will ensure that digital work, including photographs of large scale/3D work is stored securely with access only being given to the teacher and Head of Department.
- Work produced must be securely stored until 19 September of the same year
- The Head of department will ensure that all members of the art department are fully aware of all rules and regulations to avoid malpractice
- The Head of department is responsible for ensuring any access arrangements are in place for SEN needs, these will be recorded and sent to Edexcel
- The Head of Department will liaise with the Exams Manager when special considerations may need to be given to a candidate
- The Head of Department will liaise with the Exams Manager should work go missing

AQA GCSE DANCE (8236)

All GCSE Dance NEA work must be submitted and recorded in the year of certification for all candidates. Work in previous years will accumulate in students having the knowledge and understanding to do this effectively.

Planning and organisation:

- Candidates NEA consists of 3 elements of practical work to be marked and recorded; solo performance, duet/trio performance and a choreography performance. All work will be sent to an external moderator
- Recordings need to be made in a single take using a video camera and tripod, panning and zooming to ensure the student stays in the frame
- The room needs to be free from any obstacles and equipment, well lit, ensuring natural light is behind the camera
- Students need to be easily identified, introducing themselves for each element with centre and candidate number
- Each element (performance and choreography) must be filmed separately and collated digitally. A file for each student, containing each element, must be used

Admin

- A candidate's record form must be completed and signed by both student and teacher

Exams non examination assessment

- Students must be notified of their marks in line with the Goldington Academy Internal Appeals Policy
- Teacher marks for the NEA must be submitted to AQA online by the published date using Electronic Data Interchange (EDI) or Centre Services

Marking, standardisation and moderation

- Once the mark submission is complete, details of the students that will form the moderation sample, and details of the allocated moderator will be available to view on Centre Services
- Parental consent must be obtained for these recordings to be sent to the moderator.
- All samples are to be uploaded to the centre submissions portal on Centre Services
- Files must be able to be played back on VLC media player (www.videolan.org/vlc). Before sending work to the moderator, work must be checked that it is compatible
- If work is encrypted, passwords must be used from the approved list provided by AQA available on Centre Services
- The recordings of the live performance for assessment of the sample students must be sent to the allocated moderator as soon as possible, and at the very latest within five days of the mark submission deadline
- A copy of all assessment work must be made and kept securely until the deadline for a review of moderation has passed

AQA Drama 8261

Planning and organisation

- Candidates' NEA consists of 2 elements of practical work. Component 2 is teacher marked and moderated by AQA, Component 3 is marked by a visiting AQA assessor
- Goldington Academy will seek AQA approval of their play choices by submitting a play approval form directly to their allocated NEA adviser by 31 January
- Component 2: Devising drama. For this component students are required to complete the following **two** assessment tasks:
 - produce an individual Devising log (marked out of 60) documenting the devising process
 - contribute to a final devised duologue or group performance (marked out of 20)
- Component 3: Texts in practice is marked by a visiting AQA assessor. For this component students must complete two assessment tasks:
 - study and present a key extract (monologue, duologue or group performance)
 - study and present a second key extract (monologue, duologue or group performance) from the same play

Admin

- Students must be notified of their marks for Component 2 in line with the Goldington Academy Internal Appeals Policy
- Teacher marks for the NEA must be submitted to AQA online by the published date using Electronic Data Interchange (EDI) or Centre Services
- A candidate's record form must be completed and signed by both student and teacher

Marking, standardisation and moderation

- Once the mark submission is complete, details of the students that will form the moderation sample, and details of the allocated moderator will be available to view on Centre Services
- All samples are to be uploaded to the centre submissions portal on Centre Services
- Files must be able to be played back on VLC media player (www.videolan.org/vlc) Before sending work to the moderator, work must be checked that it is compatible
- If work is encrypted, passwords must be used from the approved list provided by AQA available on Centre Services. Guidance on encrypting files is available at aqa.org.uk/send-samples
- The recordings of Component 2 must be sent to the allocated moderator as soon as possible, and at the very latest 'within five days of the mark submission deadline'
- A copy of all assessment work must be made and kept securely until the deadline for a review of moderation has passed

OCR GCSE Music (J536)

Planning and organisation

- For each learner, recordings of one solo performance (Integrated Portfolio) and one ensemble performance (Practical Component) need to be submitted with a combined duration of at least 4 minutes (the ensemble needs to be at least one minute)
- For each learner, the total length of composition (required in both components) must have a combined duration of at least 3 minutes
- Both the integrated portfolio and practical component are internally assessed and externally moderated
- Learners can perform several short pieces for either or both components
- Both performances must be completed in the academic year in which certification will take place
- Two compositions must be submitted: one to a learner determined brief (integrated) and one to a brief set by OCR (practical)
- The performance and composition for all components must be completed under supervised conditions within the centre to ensure the authenticity of the learners submission
- The composition can also be recorded and assessed as a playback from an ICT software sequencing or notation package. Details of the software used should be supplied
- Briefs for compositions will be available to centres on 1st September of the academic year in which the learner certifies
- Work needs to be stored securely by the Head of Department and pupils must not share work

Admin

- Teachers must declare that the work submitted for internal assessment is the learner's own work by submitting a centre authentication form for each internally-assessed component. This should be sent to the moderator at the same time as the marks
- The centre must send a complete and unedited audio recording of the supervised performance (Integrated)
- A copy of the score or lead sheet should be supplied for each performance
- Compositions should be submitted in a recorded form and accompanied by a score, lead sheet or written account of the composition which has been produced by the learner (an annotated screen shot can be included in a written account) (practical)
- The moderation sample will be sent by OCR Submit for Assessment portal

Marking, standardisation and moderation

- Dates and deadlines for work must be set by the centre in order to facilitate the completion of marking, internal standardisation and appeals in line with the Goldington Academy Internal Appeals policy
- Students must be notified of their marks in line with the Goldington Academy Internal Appeals Policy
- Once marks have been submitted to OCR, centres will receive a moderation sample request

OCR PE (J587)

Internal Assessment

Learners are internally assessed, externally moderated through the NEA in **three** practical activities and **one** Analysing and Evaluating Performance task (AEP).

Practical Activities

- The learner is assessed performing their chosen activities using the practical activity assessment criteria in conjunction with specific details provided for each activity
- Learners' complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These may be called upon as supporting evidence, for example to support a special consideration application for injury
- For the practical performances, teachers will be able to design their own tasks according to the assessment criteria and specific activity information provided by OCR
- For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task
- One member of staff should be designated as being responsible for all GCSE (9–1) Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved
- Each learner must produce individual and authentic evidence for the tasks
- Learners will complete all work for assessment under direct teacher supervision except where the activity is off-site and is therefore under the supervision of a specialist coach or instructor

Admin

- Learners' final component marks for both NEA components must be submitted to OCR via Interchange and the activity marks must be submitted via the Activity Marks Submission section on the OCR PE Moderation Service by 15 March
- Filmed evidence must be uploaded to the Submit for Assessment site within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested
- A cover sheet and the video evidence from the moderation day is to be completed uploaded to the Submit for Assessment site with the video evidence from the moderation day

Marking, standardisation and moderation

- Any activity that cannot be reasonably moderated live is defined as being 'off-site'. Centres must provide filmed evidence of all learners assessed in off-site activities
- All learners and all activities performed for moderation must be recorded. This filmed evidence will be required if a review of moderation is later requested
- Students must be notified of their marks in line with the Goldington Academy Internal Appeals policy
- Centres must arrange for the filming of all learners involved in moderation, on the day of moderation. All performances the moderator sees on the day of moderation must be recorded as they happen. All learners must be clearly identifiable in the footage recorded
- Parental consent must be obtained for these recordings to be sent to the moderator
- Moderation takes place as part of a cluster group, as a group of centres you have the choice either to film your own students and each send an individual video, or to film everything as a cluster and send in one video showing all students

Other

- Learners must be clearly identified in the footage, per activity, by lettered or numbered bib. The numbers must be shown against the learner's name on any relevant forms or paperwork which accompanies the filmed activities and ideally there should be an accompanying commentary, which clearly identifies learners

Analysing and Evaluating Performance (AEP)

- The Head of department will ensure that candidates are given a maximum of 14 hours of classroom time to complete the task set by the awarding body
- Supervision is confined to (i) ensuring that the contributions of individual learners are recorded accurately, and (ii) ensuring that plagiarism does not take place
- The supervisor may provide limited guidance to learners
- Pupils are allowed to use ICT to research and produce their action plans
- Pupils may conduct research independently where appropriate, but should produce their written work under direct teacher supervision

Administration

- A declaration statement must be completed by every student before their work is submitted to the teacher

- Teachers must declare the work submitted is the student's own work by completing a centre authentication form (CCS160) for each unit
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy
- Marks will be submitted by the Exams Manager in accordance with OCR deadlines
- The moderation sample will be uploaded to the Submit for Assessment site

Marking, standardisation and moderation

- The subject teacher will ensure that marks are provided to students in line with the Goldington Academy Internal Appeals policy
- The subject teacher will ensure that samples of candidates work are provided to the awarding body for monitoring purposes to the external deadline
- Any sources used must be referenced and subject teachers should check to authenticate their work
- The designated member of staff responsible for all GCSE (9-1) PE marks must be able to authenticate the work of all learners and insist on acknowledgement and referencing of any sources used

Other

- The Head of department will be responsible for retaining the work between sessions and make sure the final work is completed within the allocated hours
- The work will be stored on the timed access drive on the school network

AQA Design Technology (8552)

Planning and organisation

- Students should produce at least one final made prototype, based on a design brief which will arise from investigating one of three Contextual Challenges set by AQA, released on 1 June in the year prior to the assessment being submitted
- The subject teacher will ensure that pupils have 30-35 hours (recommended) of classroom time
- The subject teacher can only provide generic feedback to pupils rather than individual feedback.
- Evidence: Written or electronic design portfolio with photographic evidence of final prototype(s). Approximately 20 pages of A3, digital or A4 equivalent
- All practical work that is submitted for assessment must be completed under direct supervision. If a student needs to undertake some work that cannot be completed in school/college no credit can be given for the work undertaken off site
- The subject teacher must ensure that they are familiar with the prototype before it is taken off site and also verify it after any off-site work has been completed to ensure that the only work that has been completed off site is what has been discussed beforehand
- Students must have sufficient direct supervision for the written element to ensure that the work submitted can be confidently authenticated as their own. If a student receives additional assistance and this is acceptable within the guidelines for this specification, the subject teacher should award a mark that represents the student's unaided achievement

Administration

- Students must sign the Candidate Record Form (CRF) to confirm that the work submitted is their own
- All teachers who have marked a student's work must sign the declaration of authentication on the CRF (this is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by the specification)
- Teachers must ensure that a CRF is attached to each student's work
- The students must be notified of their marks in line with the Goldington Academy Internal Appeals Policy

Marking, standardisation and moderation

- The teacher must show clearly how marks have been awarded against the marking criteria
- The subject teacher's comments will help the moderator see, as precisely as possible, where the teacher think the students have met the marking criteria. The subject teacher must record their comments on the CRF
- The subject teacher will ensure that samples of candidates' work are provided to the awarding body within 5 days of the mark submission deadline
- AQA will return the students work to the centre

Other

- Students' work will be secured in a locked cupboard between room 8-9 whilst not in use and / or timed access folder on the school network
- Students' work must be kept under secure conditions from the time that it is marked, with CRFs attached
- After the moderation period and the deadline for enquiries about results (or once any enquiry is resolved) work may be returned to students

WJEC Level 1/2 Vocational Award in Hospitality and Catering

Planning and organisation

- This qualification consists of 2 units, 1 centre assessed unit and 1 examination
- An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website
- The total time allocated for assessed tasks is 12 hours
- Each student will be issued with a Candidate Pack, which details the level of supervision, guidance, use of resources and whether collaboration is permitted
- Unit 2 is assessed through controlled assessment and submitted for external moderation.
- Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide paying particular attention to the levels of control required for each task
- The Exams Manager will ensure that the relevant JCQ signage is displayed and display materials are covered before activities requiring direct supervision commence
- Re-drafting is allowed within the time of the controlled assessment and without teacher feedback

Administration

- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy
- Marks will be submitted by the Exams Manager in accordance with WJEC deadlines

Moderation

- Moderation will be uploaded onto the WJEC Online Service system
- Once marks have been submitted, the centre will be informed which work will make up the sample
- The sample uploaded for moderation must include; the controlled assignment brief used to set the assessment activity, an authenticity declaration form, completed mark sheets, teacher observation form, candidate time record sheet and all evidence produced by the student
- All other work must be available should the moderator wish to see it

Other

- All learners work must be stored securely on the network or in a lockable cupboard until after review of results

Cambridge Nationals

This guidance will apply to the following qualifications:

Creative iMedia – J834

Enterprise and Marketing – J837

Health and Social Care – J835

Sports Studies – J829

Planning and organisation

- All qualifications consist of 3 units; 1 examination and 2 centre assessed units
- The assignments are set by OCR (published on 1 June each year), taken under supervised conditions, marked by the teacher and moderated by OCR. Assignments are available on 'Teach Cambridge'
- The set assignments give an approximate time it will take to complete all tasks. The timings are for guidance only, but should be used to indicate how long to spend on each task. It is permissible for evidence to be produced over a number of sessions
- All students must receive the OCR Student Guidance document before they start the assessment
- No changes are permitted to the set assignment
- Only give students OCR-provided templates, located on Teach Cambridge
- Teachers must ensure learners are clear about the tasks they are to undertake and the criteria they are expected to meet
- Skills associated with team work are not assessed in these qualifications. If it is necessary to use group work to make the delivery more manageable, the teacher must make sure that all practical tasks and evidence submitted for assessment that shows the student has met the marking criteria is entirely the individual's own work
- All learners work must be stored securely on the network or in a lockable cupboard until after review of results.

Administration

- A declaration statement must be completed by every student before their work is submitted to the teacher
- Teachers must declare the work submitted is the student's own work by completing a centre authentication form (CCS160) for each unit
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy
- Marks will be submitted by the Exams Manager in accordance with OCR deadlines

Moderation

- A completed Unit Recording Sheet (URS) must be included in the moderation sample
- Moderation will be via the OCR Submit for Assessment system
- Once marks have been submitted, the centre will be informed via email which work will make up the sample.
- All other work must be available should the moderator wish to see it

Pearson Edexcel Entry Level Certificate – Science and Maths

Planning and organisation

- The qualification consists of 6 externally-set tests (2 externally set tests for Maths), administered and marked by the centre and moderated by Pearson
- The teacher will liaise with the Exams Manager to ensure that access arrangements are in place for all eligible candidates
- Live tests and mark schemes are downloaded on the secure area of the examining board website
- All learners work must be stored securely in a lockable cupboard

Administration

- The assessment record and authentication sheet must be completed and signed by the teacher and candidate
- Students must be notified of their marks in line with the Goldington Academy Internal Appeals policy
- Teacher marks for the NEA must be submitted to Pearson Edexcel by the published date using Electronic Data Interchange (EDI) or Edexcel Online

Moderation

- Once marks have been submitted, the centre will be informed through Edexcel Online which work will make up the sample, the centre should also include the work of the highest and lowest marked candidates
- The sample is to be sent to the moderator via post
- The package from the centre should contain a print out of the marks from Edexcel Online, all papers for each candidate in the sample and the assessment and authentication sheet

AQA Entry Level Certificate – Step up to English

Planning and organisation

- The qualification consists of 2 components administered and marked by the centre and moderated by AQA
- The teacher will liaise with the Exams Manager to ensure that access arrangements are in place for all eligible candidates
- Live tests and mark schemes are downloaded on the secure area of the examining board website
- All learners work must be stored securely in a lockable cupboard

Administration

- The assessment record and authentication sheet must be completed and signed by the teacher and candidate
- Students must be notified of their marks in line with the Goldington Academy Internal Appeals policy
- Teacher marks for the NEA must be submitted to AQA by the published date using Electronic Data Interchange (EDI) or Centre Marks Submission on Centre Services

Moderation

- Once marks have been submitted, the centre will be informed through AQA which work will make up the sample, the centre should also include the work of the highest and lowest marked candidates
- The sample is to be sent to the moderator via post
- The package from the centre should contain a print out of the marks from AQA and all papers for each candidate in the sample signed by candidate and teacher

BTEC Travel and Tourism

There is a separate policy for the BTEC programme, it is available on the Goldington Academy website.

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	<p>Records confirm that relevant centre staff are familiar with and follow:</p> <ul style="list-style-type: none"> • the current JCQ documents <i>Instructions for conducting non-examination assessments</i> and (where applicable) <i>Instructions for conducting coursework</i> • the JCQ document <i>Notice to Centres - Sharing NEA material and candidates' work</i> - www.jcq.org.uk/exams-office/non-examination-assessments 	EO
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not:</p> <ul style="list-style-type: none"> • submit work which is not their own • make available their work to other candidates through any medium • allow other candidates to have access to their own independently sourced material • assist other candidates to produce work • use books, the internet, AI or other sources without acknowledgement or attribution 	Subject lead / subject teachers / EO

	<ul style="list-style-type: none"> submit work that has been word processed by a third party without acknowledgement include inappropriate, offensive or obscene material <p>Records confirm that candidates have been made aware of the JCQ documents <i>Information for candidates - non-examination assessments, (where applicable) Information for candidates – coursework assessments and Information for candidates – Social Media</i> - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</p>	
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Task setting

Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	EO / Tech
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>	QA Lead
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	Subject teachers
Subject teacher long term absence during the task setting stage	<p><i>See centre's contingency plan - Teaching staff extended absence</i></p>	SLT

Issuing of tasks

Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	Subject teacher / EO
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	EO
Subject teacher long term absence during the issuing of tasks stage	<p><i>See centre's exam contingency plan - Teaching staff extended absence</i></p>	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	<p><i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i></p> <p><i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i></p>	EO / Subject Teacher

Task taking

Supervision

Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	Subject teacher
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	Subject teacher / EO / Tech / Cover manager

Insufficient supervision of candidates to enable work to be authenticated	<p><i>Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i></p> <p><i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i></p>	Subject Lead / SLT
A candidate is suspected of malpractice prior to submitting their work for assessment	<p><i>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (section 9 Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed</i></p> <p><i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	SLT
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p><i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i></p>	EO / SENDCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><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></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><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></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	QA Lead
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	QA Lead
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	SLT / EO
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject teacher
Candidate does not set out references as required	<p><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></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject teacher

Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	EO / Subject teacher
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject teacher
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
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</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
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Subject teacher
Authentication procedures		
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>	Subject teacher
Candidate plagiarises other material	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i> <i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments and (where applicable) Information for candidates – coursework assessments as outlined in the 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>	Subject teacher
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>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i> <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject teacher / 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>	QA Lead
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 teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	QA Lead / EO
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	QA Lead / SLT
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	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	EO
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 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	Subject Teacher / EO
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	EO
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ document Instructions for conducting non-examination assessments (8), and (where applicable) Information for candidates – coursework assessments to determine eligibility and the process to be followed for lost or damaged work	EO
Candidate malpractice is discovered	Instructions and processes in the current JCQ document Instructions for conducting non-examination assessments (section 9 Malpractice) and (where applicable) Information for candidates – coursework assessments are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	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)	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not	EO
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 document A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for an extension	EO
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 document 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	EO

<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i> <i>Records confirm candidates have been informed of their marks</i> <i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i> <i>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 Manager for the submission of marks</i> <i>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</i></p>	<p>Subject teacher / EO</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i> <i>Candidates confirm/record deadlines known and understood</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></p>	<p>Subject teachers</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i> <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></p>	<p>Subject lead / SLT / EO</p>
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's Contingency Plan (Teaching staff extended absence)</p>	