Title and Description	Non-examined Assessment Policy

Date of last review	April 2026
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Leeanne Mersh-Roberts
Review period	Annually
Date of next review	April 2027

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

Overview

- Title: Non-examined Assessment Policy
- School: Framwellgate School Durham
- Review Period: Annually
- Next Review: April 2028
- Responsibility: Leeanne Mersh-Roberts

Ethos and Values

- Everything we do is guided by our five core values:
- Excellence – Everyone will know and experience success
- The most for those that need the most – We meet the needs of all learners
- Known and valued – Everyone is celebrated for who they are
- Collective endeavour – We achieve success together
- Joy – Everyone will know and create joy

Aims

1. Establish procedures for planning and managing non-examined assessments.
2. Define staff roles and responsibilities.
3. Manage risks associated with non-examined assessments.
4. Support the school's ethos and values.

Relevant Policies and Publications

- JCQ Guidance: Instructions for conducting non-examined assessments, post-results services, and general regulations.
- School Policies: Complaints policy, BTEC courses policies.

Principles

- Transparency and honesty.
- Fairness and equal opportunity.
- Robust and controlled assessment practices.
- Importance of non-examined assessment for overall achievement.

JCQ Guidance

- Definition: Non-examined assessments measure subject-specific knowledge and skills not tested by timed written papers.
- Stages: Task setting, Task taking, Task marking.

Roles and Responsibilities

- Headteacher: Ensures policy compliance, distributes information, manages appeals and complaints.
- Senior Leader – QA Lead and Internal Verifier: Ensures correct conduct, standardization, and verification.
- Subject Leaders: Ensure correct procedures, task selection, and departmental standardization.
- Teachers: Comply with JCQ instructions, mark work, supervise candidates, and ensure authenticity.
- Exams Officer: Supports administration and management.
- SENCO: Manages access requirements.

Ensuring Consistency and Fair Practice

- Task Setting: Select/design tasks, inform candidates of criteria.
- Supervision: Ensure sufficient supervision, authenticate work.

- Resources: Manage access to resources, ensure secure storage.
- Group Work: Allow collaboration, ensure individual contributions.
- Authentication: Verify work authenticity, manage AI use.

Assessment Practices
- Internally Assessed Work: Avoid conflicts of interest, inform candidates of marks, standardize marking.
- Externally Assessed Work: Follow awarding body specifications, manage attendance and dispatch.

Submission of Marks and Work for Moderation
- Subject Teachers: Input and submit marks, provide samples.
- Exams Officer: Manage submission process, ensure compliance.

Access Arrangements and Reasonable Adjustments
- SENCO: Ensure access arrangements, obtain approvals.
- Subject Teachers: Apply access arrangements.

Special Consideration and Loss of Work
- Subject Teachers: Liaise with exams officer for special consideration.
- Exams Officer: Submit applications, keep evidence.

Malpractice
- Head of Centre: Report incidents, manage internal procedures.
- Subject Teachers: Educate candidates on malpractice, report incidents.
- Exams Officer: Support investigations.

Post Results
- Head of Centre: Manage appeals process.
- Subject Lead: Support teachers with reviews.
- Subject Teachers: Advise candidates, provide samples.
- Exams Officer: Manage post-results services.

Endorsements
- Spoken Language Endorsement: Follow JCQ instructions, assess candidates.
- Practical Skills Endorsement: Implement requirements, assess candidates.

Private Candidates
- Subject Lead: Administer non-examined assessments for private candidates.

Additional Information
- A Level Geography: Independent investigation.
- GCSE/GCE Art & Design: Follow JCQ instructions for externally set components.

This policy ensures a structured and fair approach to non-examined assessments, aligning with JCQ guidelines and supporting the school's values.

NON-EXAMINED ASSESSMENT POLICY

Framwellgate School Durham: Ethos and Values Statement

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

1. Aims

This policy aims to:

i. Establish the procedures for planning and managing non-examination assessments

ii. Define staff roles and responsibilities with respect to non-examined assessments.

iii. Outline the measures we will take to manage the risks associated with non-examination assessments.

iv. Support the ethos and values of the school

2. Relevant policies and publications

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examined assessments, which we refer to when carrying out non-examined assessments in our school.

This policy takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

This policy also complies with our funding agreement and articles of association and should also be viewed in conjunction with the complaints policy and policies relating to BTEC courses.

3. Principles

The principles underpinning our policy for non-examined assessment:

i. It promotes a sense of transparency and honesty for all candidates

ii. It ensures fairness and an equal opportunity for all students to succeed.

iii. It follows the JCQ guidance to ensure robust and controlled assessment practices are in place.

iv. It acknowledges the importance of non-examined assessment for a student's overall achievement and success.

4. JCQ Guidance

Definition: The JCQ explains that non-examined assessments measure subject-specific knowledge and skills which cannot be tested by timed written papers. There are three assessment stages involved which each need to be managed. Different rules apply in different subjects at each stage:

- Task setting
- Task taking
- Task marking

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment. NEA 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.

5. Roles and Responsibilities

This outlines the key responsibilities of staff in relation to non-examined assessment. Staff should read the JCQ guidance for more detailed guidance.

The **Headteacher** has overall responsible for ensuring that this policy is 'fit for purpose' and ensuring the following:

- That non-examined assessments comply with JCQ guidance and awarding body subject-specific instructions.
- That JCQ's information for candidates is distributed to all candidates prior to assessments taking place.
- That the school's internal appeals procedure clearly details the procedure to be followed by candidates (or parents/carers), ensuring that details of this procedure are communicated and made widely available and accessible.
- Being explicit and transparent to candidates and their parents/carers in terms of the complaints procedure, for general complaints about the school's delivery of, or administration of, a qualification.

<u>Senior Leader – QA Lead and Internal Verifier must:</u>

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication *Instructions for Conducting Non-Examination Assessments* and awarding body subject-specific instructions
- Confirm with subject leaders that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

- Ensure appropriate centre-devised templates are provided to capture/record that relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Leaders

The curriculum leader plays a vital role in ensuring that the correct procedures and practices are followed in the setting, administering and marking of non-examined assessments. Their responsibility includes:

- Ensuring the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication *Instructions for Conducting Non-Examination Assessments* and awarding body subject-specific instructions
- Understanding and complying with the subject-specific instructions and clearly communicating this to all teachers involved in the qualification.
- Selecting from the non-examined assessment tasks provided by the awarding body or designing their own task using the criteria set out in the specification. Where permitted, this should be done in conjunction with candidates.
- Ensuring that the correct task is used for the year of submission; being careful not to use tasks associated with legacy or new specifications.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment, where relevant, and ensuring that such materials are stored securely at all times.
- Leading appropriate departmental standardisation of non-examined assessment.

Teachers

Teachers are responsible for:

- Understanding and complying with the JCQ publication *Instructions for Conducting Non-Examination Assessments* and awarding body subject-specific instructions
- Marking internally assessed work to the criteria provided by the awarding body.
- Ensuring that candidates understand the assessment criteria for any given assessment task.
- Ensuring that there is sufficient supervision of every candidate to enable work to be authenticated
- Ensuring that the work that an individual candidate submits for assessment is his/her own
- Ensuring that candidates understand the need to reference work, providing guidance on how to do this and ensuring that candidates are aware that they must not plagiarise other material.

Exams officer

The exams officer is responsible for:

- Signposting the annually updated *Instructions for Conducting Non- Examination Assessments* to relevant centre staff.
- Supporting the administration/management of non-examined assessment.

SENCO

The SENCO is responsible for:

- Ensuring that all staff are aware of any access requirements that need to be applied.

6. Ensuring consistency and fair practice

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where several comparable tasks are provided by the awarding body OR design tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body and identify date(s) when tasks should be taken by candidates
- Access set tasks in enough time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times

Supervision:

Subject teachers' roles and responsibilities:

- Check the awarding body's requirements, ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable to work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
- Ensure candidates understand and comply with the regulators in relevant JCQ *Information for Candidates* documents.
- Ensure all candidates understand that information from all sources must be referenced.
- Ensure candidates receive guidance on setting out references.
- Ensure candidates are aware that they must not plagiarise other material.

Additional responsibilities:

- Invigilators are not required and the school is not required to display the JCQ 'notice to candidates' or the 'no mobile phone' posters in the room. Candidates do not need to be directly supervised at all times during non-examined assessments.
- The use of resources, including the internet, is not tightly imposed, but teachers will always check the subject-specific requirements issued by the awarding body
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own

Advice and feedback:

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:

  - Review candidates' work and provide oral and written advice at a general level
  - Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either considered when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

Resources:

Subject teachers' roles and responsibilities:

- Teachers will be aware of the awarding body's restrictions with regard to access to resources when planning and researching their tasks.
- Ensuring that unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Ensuring that preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.
- Ensuring that conditions for any formally supervised sessions are understood and followed by candidates.
- Ensuring that candidates understand that they are not allowed to introduce new resources between formally supervised sessions.
- Ensuring that where appropriate to included references, candidates keep a detailed record of their own research, planning, resources etc.
- Refer 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.
- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (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, make 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.

Group work:

Subject teachers' roles and responsibilities:

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

Authentication

Subject teachers' roles and responsibilities:

- Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities. Where required by the awarding body's specifications Teachers will sign a declaration of authentication after the work has been completed

confirming that:

- The work is solely that of the candidate concerned
- The work was completed under the required conditions
- Signed candidate declarations are kept on file until the deadline for requesting reviews of results has passed or until an appeal, malpractice or other results enquiry has been completed, whichever is later.

All staff to be made aware of the new AI programs (mostly ChatGPT) which can be used by students to produce work. While there is no way to detect the use, staff need to be consistently checking that the work submitted is of the standard that an individual student can produce and mirrors their usual capabilities.

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.
- Understand 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.

<u>Keeping materials secure</u>

Subject teachers' roles and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensuring work is securely stored between sessions (if more than one session)
- When work is submitted by the candidates for final assessment, ensuring work is securely stored.
- Following secure storage instructions as defined by JCQ
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Taking sensible precautions when work is taken home for marking
- Storing internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returning internally assessed work to candidates (if requested by candidates) after the deadline for requesting a review of results for the relevant series.
- If post-results services have been requested, returning internally assessed work to candidates (if requested by candidates) once the review of results and any subsequent appeal has been completed.
- Reminding 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
- Where work is stored electronically, liaising with the IT team to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to in between sessions.
- Understanding 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 are required.

Network Manager roles and responsibilities:

- Ensuring appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricting access to this material and utilising appropriate security safeguards such as firewall protection and virus scanning software.
- Employing an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained

- Considering encrypting any sensitive digital medial to ensure the security of the data stored within it and referring to awarding body guidance to ensure that the method of encryption is suitable.
- Blocking the use of AI programs in school, such as ChatGPT

Assessment practices:

Internally assessed work

Head of centre roles and responsibilities:

- Making 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, ensuring 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 lead roles and responsibilities:

- Setting timescales for teachers to inform candidates of their centre-assessed marks that will allow enough 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 roles and responsibilities:

- Attending/accessing awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Marking candidates' work in accordance with the marking criteria provided by the awarding body
- Annotating candidates' work as required to facilitate internal standardisation of marking and enabling external moderation to check that marking is in line with the assessment criteria
- Informing candidates of their marks which could be subject to change by the awarding body moderation process
- Ensuring 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

QA lead/lead internal verifier roles and responsibilities:

- Ensuring that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supporting staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensuring accurate internal standardisation (and retaining evidence that internal standardisation has been carried out) - 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, holding a further meeting to make final adjustments
    - making final adjustments to marks prior to submission and retaining work and evidence of standardisation

Subject Leader/teacher roles and responsibilities:

- Indicating on work (or cover sheet) the date of marking
- Marking to common standards

- Keeping 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

Externally assessed work

Subject teachers' roles and responsibilities:

- The format of external assessment will depend on the awarding body's specification and the component being assessed.
- Ensuring the attendance register is completed, clearly indicating those candidates who are present or absent. Keeping a copy of the attendance register until after the deadline for reviews of results for the exam series
- Where candidates' work needs to be dispatched to an examiner, ensuring it is sent by the date specified by the awarding body.
- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document Instructions for Conducting Examinations
- Liaise with the visiting examiner where this may be applicable to any externally assessed component

Exams officer roles and responsibilities:

- Arranging timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification.
- Conducting the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ publication.
- Packaging the work as required by the awarding body and attaching the examiner address label
- Ensuring that the package in which the work is despatched is robust and securely fastened
- Despatching the work to the awarding body's instructions by the required deadline

Submission of marks and work for moderation

Subject Leader/Teacher roles and responsibilities:

- Inputting and submitting marks online to the external deadline, via the awarding body secure extranet site, keeping a record of the marks awarded; providing marks to the exams officer to the internal deadline. To ensure accuracy this must be in line with the dual checking process with the subject lead.
- Where responsible for marks input, ensuring checks are made that marks for any additional candidates are submitted and ensuring mark input is checked before submission to avoid transcription errors. To ensure accuracy this must be in line with the dual checking process with the subject lead.
- Submitting the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted; providing the moderation sample to the exams officer to the internal deadline
- Ensuring 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
- Ensuring 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
- Submitting any supporting documentation required by the awarding body and providing the exams officer with any supporting documentation required by the awarding body

Exams office/officer roles and responsibilities:

- Inputting and submitting marks online to the external deadline, via the awarding body secure extranet site and keeping a record of the marks submitted; confirming with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensuring checks are made that marks for any additional candidates are submitted and ensuring mark input is checked before submission to avoid transcription errors
- Submitting the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted; confirming with the subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensuring 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, ensuring 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, submitting any supporting documentation required by the awarding body

<u>External moderation - feedback</u>

Subject lead roles and responsibilities:

- Checking the final moderated marks when issued to the centre when the results are published
- Checking moderator reports and ensuring that any remedial action, if necessary, is undertaken before the next exam series

Exams officer roles and responsibilities:

- Accessing or signposting moderator reports to relevant staff
- Taking remedial action, if necessary, where feedback may relate to centre administration

<u>Access arrangements and reasonable adjustments</u>

Subject teacher roles and responsibilities:

- Working with the SENCO to ensure any access arrangements for eligible candidates are applied to assessments

SENCO roles and responsibilities:

- Following the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensuring access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Making subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Working with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensuring that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher roles and responsibilities:

- Understanding 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
- Liaising with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaising with the exams officer to report loss of work to the awarding body

Exams office/officer roles and responsibilities:

- Referring/directing relevant staff to the JCQ publication *A Guide to the Special Consideration Process*:
    - Where a candidate is eligible, submitting 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, submitting the required form to the awarding body to the prescribed timescale
    - Keeping required evidence on file to support the application
- Referring/directing relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submitting this to the relevant awarding body

Malpractice:

Head of centre roles and responsibilities:

- Understanding the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Ensuring any irregularities 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 have been breached, the breach must be reported to the awarding body)
- Being familiar with the JCQ publication *Suspected Malpractice: Policies and Procedures*
- Ensuring 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 ensuring that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject teacher roles and responsibilities:

- Being aware of the JCQ *Notice to Centre - Sharing NEA Material and Candidates' Work* to mitigate against candidate and centre malpractice
- Ensuring candidates understand what constitutes malpractice in non-examination assessments
- Ensuring candidates understand the JCQ document *Information for Candidates - Non-Examination Assessments*
- Ensuring candidates understand the JCQ document *Information for Candidates - Social Media*
- Escalating and reporting any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer roles and responsibilities:

- Signposting the JCQ publication *Suspected Malpractice: Policies and Procedures* to the head of centre
- Signposting the JCQ *Notice to Centres - Sharing NEA Material and Candidates' Work* to curriculum leaders

- Signposting candidates to the relevant JCQ *Information for Candidates* documents
- Where required, supporting the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post Results

Head of centre role and responsibilities:
- Is familiar with the JCQ publication "Post-Results Services"
- Ensures the centre's internal appeals procedure clearly details the process 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 lead role and responsibilities:
- Provides relevant support to subject teachers making decisions about reviews of results.

Subject teacher role and responsibilities:
- Provide advice and guidance to candidates on their results and the post-results services available.
- Provide the exams officer with the original samples or relevant samples of candidates' work that may be required for a review of moderation to the internal deadline.

Exams office/officer role and responsibilities:
- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information.
- Ensure 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.

Endorsements

Spoken Language Endorsement for GCSE English Language specifications

Head of centre roles and responsibilities:
- Ensuring that those members of teaching staff involved in the direct supervision of candidates producing work for assessment are aware of the potential for malpractice
- Notifying the relevant awarding body at the earliest opportunity using Form JCQ/M1 if malpractice is found.
- Signing a declaration 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.

QA lead/lead internal verifier roles and responsibilities:
- Ensuring the appropriate arrangements are in place for internal standardisation of assessments

Subject lead roles and responsibilities:
- Confirming understanding of the *Spoken Language Endorsement for GCSE English Language Specifications* and ensuring any relevant JCQ/awarding body instructions are followed
- Ensuring the required task setting and task taking instructions are followed by subject teachers
- Ensuring subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensuring for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher roles and responsibilities:

- Ensuring all the requirements in relation to the endorsement are known and understood
- Following the required task setting and task taking instructions
- Assessing candidates, either live or from recordings, using the common assessment criteria
- Providing audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Following 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 role and responsibilities:

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

Practical Skills Endorsement for the A Level Sciences

Head of centre roles and responsibilities:

- Ensuring new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensuring relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

QA lead/lead internal verifier role and responsibilities:

- Ensuring arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Subject lead roles and responsibilities:

- Confirming understanding of the Practical Skills Endorsement for the A Level Sciences and ensuring any relevant JCQ/awarding body instructions are followed
- Ensuring, where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body is contacted at the beginning of the course
- Undertaking any training provided by the awarding body on the implementation of the practical endorsement
- Disseminating information to subject teachers ensuring the standards can be applied appropriately
- Liaising with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher roles and responsibilities:

- Ensuring all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensuring the required arrangements for practical activities are in place; providing all the required centre records
- Ensuring candidates provide the required records
- Providing any required information to the subject lead regarding the monitoring visit
- Assessing candidates using Common Practical Assessment Criteria (CPAC)
- Applying for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Following the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome; providing assessment outcomes to the exams officer to the internal deadline

Exams officer roles and responsibilities:

- Accepting contact with the moderator and passing information to the subject lead for a visit to be arranged with at least two weeks' notice

- Confirming with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline; following the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Private candidates

Subject lead roles and responsibilities:

- Confirming private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensuring relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification; adding any additional responsibilities.

Qualification/Subject specific additional information

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

- A Level Geography - Each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Candidates may be given general guidance but must not be provided with a choice of titles/tasks from which to choose.
- GCSE/GCE Art & Design - JCQ Instructions for Conducting Examinations are followed for the conduct of externally set components.