

# HUDDERSFIELD NEW COLLEGE

EXAMS - NEA

2019/20



## Non-examination assessment policy for staff 2019/20

### Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Angela Williams
Quality assurance lead/ Lead internal verifier	Marcus Smith-Connor
SLT member(s)	Julie Thomas
SENCo	Chris Madej (Director of ALSS) Erika Montgomery (Lead Specialist Teacher & Assessor)
Exams Manager	Matthew Darlington
Exams Officer	Liam Harrison

### Appendix – deadlines for the submission of marks

Notice to Centres - produced by JCQ on behalf of: AQA, OCR, Pearson and WJEC

#### Informing candidates of their centre assessed marks

Centres have for many years been required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be told the mark given by their centre for a centre assessed component/unit. This applies to legacy and new GCE and GCSE qualifications, and Project qualifications.

This requirement is to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. It is reflected in the regulators' Qualification Level Conditions and Requirements.

Centres should use the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body should be used. This should help to prevent marking errors and avoid candidates requesting a review of the mark awarded by the centre.

Although many consortia, multi-academy trusts etc. are likely to follow common procedures, it is for each centre to determine how a request for a review of marking is managed. The internal deadlines set for marking, internal standardisation arrangements, staffing arrangements and resources will all be influencing factors. Each Subject Department may be given discretion to apply the requirements in the most practical way.

## Non-examination assessment policy for staff 2019/20

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## Huddersfield New College Policy

### Non-examination assessment policy for staff 2019/20

#### What does this policy affect?

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

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

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

#### Purpose of the policy

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

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

The policy covers all types of non-examination assessment.

#### What are non-examination assessments?

This is explained in [NEA](#).

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

- task setting
- task taking
- task marking

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

#### The basic principles:

##### Head of Centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update to confirm awareness of and that relevant staff are adhering to the latest version of [NEA](#)
- Ensures that the centre's *non-examination assessment policy* is fit for purpose

## Non-examination assessment policy for staff 2019/20

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

### Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

### Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

### Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

### Subject teacher

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Exams 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

### Exams manager

## Non-examination assessment policy for staff 2019/20

- Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

### Task setting

#### Subject teacher

- Selects tasks 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 requirements for legacy specification tasks and new specification tasks are distinguished between

### 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
- 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
- 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 documents *Information for candidates*

### Advice and feedback

#### Subject teacher

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

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- Will not provide candidates with model answers or outlines/heading 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
- Ensures that marks are published on Cedar and communicated to the student as per appendix 1.

### Resources

#### Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

### Word and time limits

#### Subject teacher

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

### Collaboration and group work

#### Subject teacher

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

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### Authentication procedures

#### Subject teacher

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

### Presentation of work

#### Subject teacher

- Consent is for the use of videos or photographs/images of candidates is obtained from students as part of the enrolment process before the beginning of the course
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

### Keeping materials secure

#### Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series



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- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds candidates of the contents of the JCQ document *Information for candidates – Social Media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

### IT Director

- 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 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 according to JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

#### Exams manager

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification

### Submission of work

#### Subject teacher

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- Provides the attendance register where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

### Task marking – internally assessed components

#### Marking and annotation

##### Head of Centre

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child is submitted for moderation, whether it is part of the moderation sample or not

##### Subject teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks (via Cedar Markbook) which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale indicated in the centre's *internal appeals procedures* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

#### Internal standardisation

##### Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by
  - obtaining reference materials at an early stage in the course

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- 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

### Subject teacher

- Retains evidence that internal standardisation has been carried out
- 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

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded 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
- Submits the requested samples of candidates' work to the awarding body moderator by the external 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 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
- 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
- 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
- Submits any supporting documentation required by the awarding body/Provides the Exams Manager with any supporting documentation required by the awarding body

#### Exams manager

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- Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline

### 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
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

#### 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 issues to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

#### Exams manager

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

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### Access arrangements

#### Subject teacher

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

#### Special educational needs coordinator (SENCo)

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

### Special consideration and loss of work

#### Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent 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 publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

### Malpractice

#### Head of Centre

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- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### Subject teacher

- Is aware of the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the exams manager who will liaise with the head of centre

### Exams manager

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres – Sharing NEA material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## Post-results services

### Head of Centre

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

### Subject head/lead

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

### Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services (including review of moderation) available

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- 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
- Collects candidate consent where required

### Exams manager

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

## Practical Skills Endorsement for the A Level Sciences 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 prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### Subject head/leader

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates with a new awarding body for one or more of the A level subjects, the relevant awarding body will be contacted before the commencement of the new course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### Subject teacher

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- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject head/leader regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome

### Exams manager

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external 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 prescribed practical activities

### Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

### Subject head/leader

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant awarding body/JCQ 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



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- 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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Exams Manager and IT Director
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Quality assurance lead/Lead internal verifier
Candidates do not understand the marking criteria and what they need to do to gain credit	<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> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i>	Subject teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Centre
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Subject teachers
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Subject teachers

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Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Centre
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded. Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample.</i>	Exams Manager
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Quality assurance lead/Lead internal verifier Exams Manager
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Exams Manager
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Exams Manager
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject teachers/ Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENCo/ Exams Manager
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i>	Quality assurance lead/Lead internal verifier

## Non-examination assessment policy for staff 2019/20

	<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>	
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<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>	<p>Quality assurance lead/Lead internal verifier</p>
<p>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>	<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>	<p>Head of Centre/ Exams Manager</p>
<p>Candidate does not reference information from published source</p>	<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</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>	<p>Subject teachers/ Exams Manager</p>
<p>Candidate does not set out references as required</p>	<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</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>	<p>Subject teachers/ Exams Manager</p>
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	<p>Subject Head/Leader</p>
<p>Candidate moves to another centre during the course</p>	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	<p>Exams Manager</p>
<p>An excluded pupil wants to complete his/her non-examination assessment(s)</p>	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i></p>	<p>Quality assurance lead/Lead internal verifier</p>

## Non-examination assessment policy for staff 2019/20

<p>A candidate augments notes and resources between formally supervised sessions</p>	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	<p>Subject teacher/ IT Network Manager</p>
<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p><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></p> <p><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></p> <p><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></p>	<p>Quality assurance lead/Lead internal verifier/ Subject teacher</p>
<p><b>Word and time limits</b></p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>Subject teacher</p>
<p><b>Collaboration and group work</b></p>		
<p>Candidates have worked in groups where the awarding body specification states this is not permitted</p>	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Subject teacher</p>
<p><b>Authentication procedures</b></p>		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Quality assurance lead/Lead internal verifier/ Exams Manager</p>
<p>Candidate does not sign their authentication statement/declaration</p>	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><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></p>	<p>Subject teachers</p>

## Non-examination assessment policy for staff 2019/20

	<i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	
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>	Quality assurance lead/Lead internal verifier
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject teacher
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>	Subject teacher
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams Manager
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Exams Manager
<b>Task marking – internally assessed components</b>		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body 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</i>	Subject teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for shortfall in work</i>	Exams Manager
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Exams Manager
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i>	Exams Manager/ Head of Centre

## Non-examination assessment policy for staff 2019/20

	<p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	
A teacher marks the work of his/her own child	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	Exams Manager
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	Exams Manager
After submission of marks, it is discovered that the wrong task was given to candidates	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p>	Exams Manager/ Head of Centre
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<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></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><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 officer for the submission of marks</i></p> <p><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>	Quality assurance lead/Lead internal verifier/ Exams Manager/ Subject teachers
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><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></p> <p><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>	Subject teachers/ Exams Manager
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	Quality assurance lead/Lead internal verifier
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	Head of Centre

# Huddersfield New College Policy



## Non-examination assessment policy for staff 2019/20

### Policy Review

A designated member of the Senior Leadership Team will recommend the policy for approval by the Senior Leadership Team. This policy will be reviewed annually before it is published to staff, parents and students.

v	Date	Author(s)	Comments	Authorised by	Date
1	December 2017	Matt Darlington, Julie Pryce	New Policy	Curriculum Management Group	9 <sup>th</sup> February 2018
2	6 <sup>th</sup> November 2018	Matt Darlington	Slight update of dates and responsibilities	Julie Pryce	14 <sup>th</sup> January 2019
3	4 <sup>th</sup> November 2019	Matt Darlington	Slight update of dates and responsibilities	Julie Thomas Marcus Smith-Connor	18 <sup>th</sup> November 2019 TBC



## Internal Appeals Procedure 2019/20

### Key staff involved in internal appeals procedures

Role	Name(s)
Head of centre	Angela Williams
SLT members	Marcus Smith-Connor, Julie Thomas
Exams Manager	Matthew Darlington
Exams Officer	Liam Harrison

### Appendix 1: Deadlines for the submission of marks

### Appendix 2: Internal appeals form

### Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Huddersfield New College's compliance with JCQ's *General Regulations for Approved Centres 2019-2020*, section 5.7 that the centre will:

- *have in place and be available for inspection purposes a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates*
- *before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking*

Certain components of GCSE and GCE qualifications (legacy GCE coursework, GCE and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

### Deadlines for the submission of marks (Summer 2020 exam series) - please see appendix 1.

Huddersfield New College is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Huddersfield New College ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE and Project qualifications, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Huddersfield New College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.



## Internal Appeals Procedure 2019/20

On being informed of their assessed marks, if a student believes that the above principles were not adhered to when marking their work, or that the assessor has not properly applied the mark scheme to their marking, then the student may refer to this policy. The examination board deadline for submitting final assessment marks are published below. This means that the following internal processes will need to be completed before the dates below (appendix 1). If marks are available before the publication date, then all processes can run until the final publication date.

1. We will inform students of internally assessed marks by the dates displayed in the table below so that they may request a review of the college's marking before marks are submitted to the awarding body.
2. We will inform students that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the marking of the assessment. *This will be requested by the student to the subject teacher within 1 college working day of receiving the mark (by 8am).*
3. Our subject staff will, having received a request for copies of materials, promptly make them available to the candidate within *1 college working day (by 8am).*
4. We will provide students *with 2 college working days (by 8am)* in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing to the exams office *within 2 college working days (runs concurrently with point 4)* of receiving copies of the requested materials by completing the internal appeals form available on the College VLE.
6. We will allow *1 college working day (by 4pm)* for the review to be carried out, to make any necessary changes to marks and to inform the student of the outcome, all before the awarding body's deadline.
7. We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment and has no personal interest in the review.
8. We will instruct the reviewer to ensure that the student's mark is consistent with the standard set by the college.
9. The student will be informed in writing of the outcome of the review of marking.
10. The outcome of the review of marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request. Should the review of marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After a student's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the College and is not covered by this procedure.

**Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal**

## Internal Appeals Procedure 2019/20

This procedure confirms Huddersfield New College's compliance with JCQ's *General Regulations for Approved Centres 2019-2020, section 5.13* that the centre will "Have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal."

Following the issue of results, awarding bodies make post-results services available. All information regarding this is available on Moodle and communicated by email and internal tutorials.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results. All information regarding this is available on Moodle and communicated by email and internal tutorials.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post results services may be considered.

The JCQ post-results services currently available are detailed below.

### Reviews of Results (RoRs):

- Service 1 (Clerical re-check)  
This is the only service that can requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)  
This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)  
This service is not available to an individual candidate

### Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a post results services request is submitted to the awarding body. Candidate consent can only be collected **after** the publication of results.

If a concern is raised about a particular examination result, candidates can request this via the subject teacher to the Exams Office who will investigate the feasibility of requesting a review supported by Huddersfield New College. The candidate also has the option to approach the Exams Office directly and pay for the review themselves (excluding a review of moderation).

## Internal Appeals Procedure 2019/20

If a concern is raised about a particular moderation, candidates can query this via the subject teacher who will make the decision if this should be referred to the Examinations Office.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, an internal appeal can be submitted to the centre by completing the internal appeals form (appendix 2) within 5 college working days of receiving the published result. The appellant will be informed of the outcome of his/her appeal within 5 college working days of Huddersfield New College receiving the appeal outcome decision.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form (appendix 2) should be completed and submitted to the centre within 5 college working days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the Exams Office). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

### Further guidance to inform and implement appeals procedures

#### JCQ publications

General Regulations for Approved Centres <https://www.jcq.org.uk/exams-office/general-regulations>

Post-Results Services <https://www.jcq.org.uk/exams-office/post-results-services>

JCQ Appeals Booklet <https://www.jcq.org.uk/exams-office/appeals>

Notice to Centres - Reviews of marking (centre assessed marks)

<https://www.jcq.org.uk/exams-office/controlled-assessments>

<https://www.jcq.org.uk/exams-office/coursework>

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

#### Ofqual publications

GCSE (9 to 1) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>

## Internal Appeals Procedure 2019/20

GCSE (A\* to G) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

GCE qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

Pre-reform GCE qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications>

### Document History

v	Date	Author(s)	Comments	Authorised by	Date
1	December 2017	Matt Darlington, Julie Pryce	New Policy	Curriculum Management Group	9 <sup>th</sup> February 2018
2	6 <sup>th</sup> November 2018	Matt Darlington	Slight update of dates and responsibilities	Julie Pryce	14 <sup>th</sup> January 2019
3	4 <sup>th</sup> November 2019	Matt Darlington	Slight update of dates and responsibilities	Julie Thomas Marcus Smith-Connor	18 <sup>th</sup> November 2019 TBC

## Internal Appeals Procedure 2019/20

### Appendix 1; deadlines for the submission of marks (Summer 2020 exam series)

Subject	Awarding Body	Type	Visible to students
GCSE English Language	AQA	ENDORSEMENT	28/04/2020
WJEC L3 Applied Certificate Criminology 1st year	WJEC	COURSEWORK	29/04/2020
WJEC L3 Diploma Criminology 2nd year	WJEC	COURSEWORK	29/04/2020
A level English Language	EDEXCEL	NEA	01/05/2020
Enrichment - Extended Project	AQA	COURSEWORK	06/05/2020
A level Biology	AQA	ENDORSEMENT	06/05/2020
A level Chemistry	AQA	ENDORSEMENT	06/05/2020
A level Physics	AQA	ENDORSEMENT	06/05/2020
A level Computer Science	OCR	NEA/PROJECT	06/05/2020
A level Drama and Theatre Studies	AQA	NEA	06/05/2020
A level English Combined	AQA	NEA	06/05/2020
A level English Literature	AQA	NEA	06/05/2020
A level Film Studies	OCR	NEA	06/05/2020
A level Geography	AQA	NEA	06/05/2020
A level History	AQA	NEA	06/05/2020
A level Media Studies	EDUQAS (WJEC)	NEA	06/05/2020
A level 3D Design	AQA	NEA	14/05/2020
A level Graphic Communication	AQA	NEA	14/05/2020
A level Textile Design	AQA	NEA	14/05/2020
A level Fine Art	EDEXCEL	NEA	TBC
A level Photography	EDEXCEL	NEA	TBC
A level Sport and PE	AQA	NEA	TBC

## Internal Appeals Procedure 2019/20

### Internal appeals form (appendix 2)

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

FOR CENTRE USE ONLY	
Date received	
Reference No.	

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a review of moderation or an appeal

<b>Name of appellant</b>		<b>Candidate name if different to appellant</b>	
<b>Awarding body</b>		<b>Exam paper code</b>	
<b>Subject</b>		<b>Exam paper title</b>	

Please state the grounds for your appeal below

*(If applicable, tick below)*

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

*If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed*

**Appellant signature:**

**Date of signature:**

**This form must be signed, dated and returned to the Examinations Office on behalf of the head of centre to the timescale indicated in this internal appeals procedure.**

## Internal appeals; non-examination assessment marks Student handout 2019/20

We are committed to ensuring that whenever our staff mark students' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

We ensure that all our staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy is available on the website and details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Students' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. We are committed to ensuring that work produced by students is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking students' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their assessed marks, if a student believes that the above principles were not adhered to when marking their work, or that the assessor has not properly applied the mark scheme to their marking, then the student may refer to the '*Internal appeals procedure*' available on the College VLE and the website. The examination board deadline for submitting final assessment marks are published online. This means that the following internal processes will need to be completed before the dates on the table below. If marks are available before the publication date, then all processes can run until the final publication date.

1. We will inform students of internally assessed marks by the dates displayed in the table below so that they may request a review of the college's marking before marks are submitted to the awarding body.
2. We will inform students that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the marking of the assessment. *This will be requested by the student to the subject teacher within 1 college working day of receiving the mark (by 8am).*
3. Our subject staff will, having received a request for copies of materials, promptly make them available to the candidate within *1 college working day (by 8am).*
4. We will provide students *with 2 college working days (by 8am)* in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing to the exams office *within 2 college working days (runs concurrently with point 4)* of receiving copies of the requested materials by completing the internal appeals form available on the College VLE.
6. We will allow *1 college working day (by 4pm)* for the review to be carried out, to make any necessary changes to marks and to inform the student of the outcome, all before the awarding body's deadline.

## Internal appeals; non-examination assessment marks Student handout 2019/20

7. We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment and has no personal interest in the review.
8. We will instruct the reviewer to ensure that the student's mark is consistent with the standard set by the college.
9. The student will be informed in writing of the outcome of the review of marking.
10. The outcome of the review of marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request. Should the review of marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After a student's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the College and is not covered by this procedure.

### Deadlines for the submission of marks (Summer 2020 exam series)

Subject	Awarding Body	Type	Visible to students
GCSE English Language	AQA	ENDORSEMENT	28/04/2020
A level English Language	EDEXCEL	NEA	01/05/2020
WJEC L3 Applied Certificate Criminology 1 <sup>st</sup> year	WJEC	COURSEWORK	01/05/2020
WJEC L3 Diploma Criminology 2 <sup>nd</sup> year	WJEC	COURSEWORK	01/05/2020
Enrichment - Extended Project	AQA	COURSEWORK	06/05/2020
A level Biology	AQA	ENDORSEMENT	06/05/2020
A level Chemistry	AQA	ENDORSEMENT	06/05/2020
A level Physics	AQA	ENDORSEMENT	06/05/2020
A level Computer Science	OCR	NEA/PROJECT	06/05/2020
A level Drama and Theatre Studies	AQA	NEA	06/05/2020
A level English Combined	AQA	NEA	06/05/2020
A level English Literature	AQA	NEA	06/05/2020
A level Film Studies	OCR	NEA	06/05/2020
A level Geography	AQA	NEA	06/05/2020
A level History	AQA	NEA	06/05/2020
A level Media Studies	EDUQAS (WJEC)	NEA	06/05/2020
A level 3D Design	AQA	NEA	14/05/2020
A level Graphic Communication	AQA	NEA	14/05/2020
A level Textile Design	AQA	NEA	14/05/2020
A level Fine Art	EDEXCEL	NEA	TBC
A level Photography	EDEXCEL	NEA	TBC
A level Sport and PE	AQA	NEA	TBC



SUBJECT	Aw. Body	TYPE OF INTERNAL ASSESSMENT	Must be visible to students on Cedar by this date	TO BE CONFIRMED BY COURSE LEADERS - FINAL PIECE OF WORK NAME WITH MARKS OUT OF FOR MIS TO SET UP ON CEDAR	Marks out of	MARK SUBMISSION TO THE EXAM BOARD DEADLINE	SAMPLE SUBMISSION DEADLINE
GCSE English Language	AQA	ENDORSEMENT	28/04/2020	<b>NEA: Spoken Language</b>	Pass/ Merit/ Distinction	07/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL English Language	EDEXCEL	NEA	01/05/2020	<b>NEA: Crafting Language</b>	50	10/05/20 - SAMPLE NEEDS TO BE WITH THE MODERATOR BY 15/5/20	15/05/2020
WJEC L3 Applied Certificate Criminology 1st Yr (2Yr)	WJEC	COURSEWORK	01/05/2020	<b>Unit 1: Changing Awareness of Crime</b>	<b>30 (3 hour assessment), 70 (5 hour assessment)</b>	10/05/20 - SAMPLE NEEDS TO BE WITH THE MODERATOR BY 15/5/20	15/05/2020
WJEC L3 Diploma Criminology (2Yr)	WJEC	COURSEWORK	01/05/2020	<b>Unit 3: Crime Scene to Courtroom</b>	<b>100</b>	10/05/20 - SAMPLE NEEDS TO BE WITH THE MODERATOR BY 15/5/20	15/05/2020
AL Biology	AQA	ENDORSEMENT	06/05/2020	<b>NEA: Practical Endorsement</b>	Pass /Fail	15/05/2020	N/A
AL Chemistry	AQA	ENDORSEMENT	06/05/2020	<b>NEA: Practical Endorsement</b>	Pass/ Fail	15/05/2020	N/A
AL Computer Science	OCR	NEA/PROJECT	06/05/2020	<b>Programming Project</b>	70	15/05/2020	WITHIN 3 DAYS OF RECEIVING THE MODERATION SAMPLE REQUEST
AL Drama and Theatre Studies	AQA	NEA	06/05/2020	<b>NEA: Component 2: Creating original drama</b>	60	15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL English Combined	AQA	NEA	06/05/2020	<b>NEA: Making Connections</b>	50	15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL English Literature	AQA	NEA	06/05/2020	<b>NEA: Component 3 – Theory and Independence (7717/C)</b>	50	15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL Film Studies	OCR	NEA	06/05/2020	<b>NEA Component 3: Production</b>	90	15/05/2020	WITHIN 3 DAYS OF RECEIVING THE MODERATION SAMPLE REQUEST
AL Geography	AQA	NEA	06/05/2020	<b>NEA: Geographical Investigation</b>	60	15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL History	AQA	NEA	06/05/2020	<b>NEA: Irish Freedom - The Struggle for Irish Independence 1800-1922</b>	40	15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL Media Studies	EDUQAS (WJEC)	NEA	06/05/2020	<b>NEA Component 3: Media Products, Industries &amp; Audiences</b>	60	15/05/20 - SAMPLE NEEDS TO BE SUBMITTED VIA E-SUBS BY THIS DATE	15/05/2020
AL Physics	AQA	ENDORSEMENT	06/05/2020	<b>NEA: Practical Endorsement</b>	Pass/ Fail	15/05/2020	N/A

Enrichment - Extended Project	AQA	COURSEWORK	06/05/2020	<b>NEA: Extended Project Qualification</b>	<b>50</b>		15/05/2020	WITHIN 5 DAYS OF MARK SUBMISSION
AL 3D Design	AQA	NEA	14/05/2020	<b>NEA: Component 1 - Personal Investigation</b> <b>NEA: Component 2 - External Examination</b>	<b>96</b> <b>96</b>		31/05/2020	N/A - VISITING MODERATOR
AL Graphic Communication	AQA	NEA	14/05/2020	<b>NEA: Component 1 - Personal Investigation</b> <b>NEA: Component 2 - External Examination</b>	<b>96</b> <b>96</b>		31/05/2020	N/A - VISITING MODERATOR
AL Textile Design	AQA	NEA	14/05/2020	<b>NEA: Component 1 - Personal Investigation</b> <b>NEA: Component 2 - External Examination</b>	<b>96</b> <b>96</b>		31/05/2020	N/A - VISITING MODERATOR
AL Fine Art	EDEXCEL	NEA	TBC	<b>NEA: Component 1 - Personal Investigation</b> <b>NEA: Component 2 - External Examination</b>	<b>90</b>	<b>72</b>	TBC - DEPENDS ON DATE OF MODERATOR VISIT	N/A - VISITING MODERATOR
AL Photography	EDEXCEL	NEA	TBC	<b>NEA: Component 1 - Personal Investigation</b> <b>NEA: Component 2 - External Examination</b>	<b>90</b>	<b>72</b>	TBC - DEPENDS ON DATE OF MODERATOR VISIT	N/A - VISITING MODERATOR
AL Sport and PE	AQA	NEA	TBC	<b>NEA: Practical Performance in Physical Activity and Sport</b>	<b>90</b>		2 WEEKS BEFORE MODERATION VISIT (TBC, GENERALLY BETWEEN 1ST MARCH AND 31ST MAY)	N/A - VISITING MODERATOR

<u>Subject</u>	<u>Awarding Body</u>	<u>Type</u>	<u>Visible to students</u>
GCSE English	AQA	ENDORSEMENT	24/04/2018
A level Sport and PE	AQA	NEA	TBC
A level Biology	AQA	ENDORSEMENT	07/05/2019
A level Chemistry	AQA	ENDORSEMENT	07/05/2019
A level Film Studies	OCR	NEA	07/05/2019
A level Media Studies	EDUQAS (WJEC)	NEA	07/05/2019
A level Physics	AQA	ENDORSEMENT	07/05/2019
A level Drama and Theatre Studies	EDUQAS (WJEC)	NEA	07/05/2019
A level English Combined	AQA	NEA	07/05/2019
A level English Language	EDEXCEL	NEA	26/04/2019
A level English Literature	AQA	NEA	07/05/2019
A level Geography	AQA	NEA	07/05/2019
A level History	AQA	NEA	07/05/2019
Extended Project	AQA	COURSEWORK	07/05/2019
WJEC L3 Applied Certificate Criminology 1st year	WJEC	COURSEWORK	26/04/2019
WJEC L3 Diploma Criminology 2nd year	WJEC	COURSEWORK	26/04/2019
A level Fine Art	EDEXCEL	NEA	TBC
A level Graphic Communication	AQA	NEA	20/05/19 (8am)
A level Photography	EDEXCEL	NEA	TBC
A level Textile Design	AQA	NEA	20/05/19 (8am)
A level 3D Design	AQA	NEA	20/05/19 (8am)

