Non-Examination Assessment Policy

Applicable to:	✓	Seaton Valley High School
		Seaton Sluice Middle School
		Whytrig Middle School
Approval body:	Executive Headteacher	

Status:

Statutory policy or document	Yes
Review frequency	School to determine
Approval by	School to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	**Next Review Due**
Annually	Autumn 2027

Version Control:

Author	Creation Date	Version	Status
Data and Curriculum Services Manager (AD)	23 November 2017	0.1	Initial draft based on The Key for School Leaders model policy (September 2017)
Changed by	**Revision Date**		
Business Manager (BW)	13 May 2019	1.0	Final approved version for publication
Business Manager (BW)	21 October 2019	1.1	Annual review, including updating links to latest JCQ guidance
Business Manager (BW)	23 October 2019	2.0	Final approved version for publication
Data and Curriculum Services Manager (AD)	5 November 2020	2.1	Updated in line with The Exams Office template (September 2020)
Business Manager (BW)	18 December 2020	3.0	Final approved version for publication
Data and Examinations Officer (JL)	22 February 2022	3.1	Updated in line with The Exams Office template (September 2021)
Business Manager (BW)	25 February 2022	4.0	Final approved version for publication
Business Manager - Data, Facilities and Curriculum Support (GT)	24 November 2022	4.1	Updated in line with The Exams Office template (September 2022)
Business Director (BW)	30 January 2023	5.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	18 January 2024	5.1	Updated in line with The Key for Leaders template (January 2024)
Business Director (BW)	23 January 2024	6.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	7 November 2024	6.1	Rewritten in line with The Exams Office template (September 2024)
Business Director (BW)	25 November 2024	7.0	Final approved version for publication
Business Director (BW)	13 May 2025	7.1	Added Appendix 4 to reflect revised JCQ rules and guidance on the use of AI in assessments
Business Manager - Data and Curriculum Support (GT)	31 October 2025	7.2	Updated in line with The Exams Office template (September 2025); replaced references to ACHS with SVHS
Business Director (BW)	5 November 2025	8.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	9 November 2026	8.1	Updated in line with The Exams Office template (September 2026)

Business Director (BW)	13 November 2026	9.0	Final approved version for publication

1 Overview

1.1 This policy aims to:

- confirm the Joint Council for Qualifications (JCQ) requirement that Seaton Valley High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how a candidate's work will be authenticated.

1.2 Awarding bodies require each centre to have a non-examination assessment policy in place to:

- cover procedures for the delivery of all specifications with one or more non-examination assessment components, controlled assessments (where applicable) and coursework in line with the JCQ Instructions for conducting coursework (ICC)
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA)

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

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

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

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

1.6 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.

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

1.8 These instructions are for use in CCEA GCE unitised AS and A Level qualifications, ELC and Project qualifications. **(ICC)**

2 Guidance

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

2.2 This policy also takes into account the JCQ's guidance on:

- post-results services
- general regulations for approved centres
- teachers sharing non-examination assessment material and candidates' work
- artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

3 Definitions

3.1 (GCE and GCSE) non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

3.2 There are three assessment stages and rules which apply to each stage:

- task setting
- task taking
- task marking

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

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

4 Roles and responsibilities

4.1 This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

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

Head of Centre

4.3 The Head of Centre is responsible for ensuring that:

- the annual declaration is returned as part of the National Centre Number Register to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA, NEA VTQs and ICC
- the centre's non-examination assessment policy is robust and fit for purpose and covers all types of non-examination assessments
- candidates are clear about the assessment criteria which they are expected to meet in their coursework
- the non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments
- the JCQ's guidance on AI use in assessments is followed, and that candidates do

not submit inauthentic work
- the centre's malpractice policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- teachers and assessors are familiar with AI tools, their risks and AI detection tools
- the JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

Senior Leaders

4.4 Senior leaders are responsible for:

- ensuring that correct conduct of non-examination assessments which comply with NEA, NEA VTQs, ICC and awarding body subject-specific instructions
- ensuring that teaching staff are aware of the potential for malpractice
- ensuring that the centre-wide calendar records assessment schedules by the start of the academic year

Quality Assurance (QA) lead / Lead Internal Verifier (or equivalent role)

4.5 The QA lead / lead internal verifier is responsible for:

- confirms with Head of Faculties that appropriate awarding body forms and templates for NEA are used by teachers and candidates
- ensuring appropriate procedures are in place to internally standardise and verify the marks awarded by subject teachers in line with awarding body criteria
- ensuring appropriate centre-devised templates are provided to capture and record relevant information given to candidates by subject teachers
- ensuring appropriate centre-devised templates are provided to capture and record relevant information is received and understood by candidates
- where not provided by the awarding body, ensuring a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Head of Faculty

4.6 Each Head of Faculty is responsible for:

- familiarising themselves with JCQ guidance on NEA, NEA VTQs and ICC.
- understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- ensuring that individual teachers understand their responsibilities with regard to non-examination assessment (including endorsements)
- ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- obtaining confidential materials and tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such

materials are stored securely at all times
- working with the QA Lead / Lead Internal Verifier to ensure appropriate procedures are followed to internally standardise and verify the marks awarded by subject teachers

Teachers

4.7 Teachers are responsible for:

- understanding and complying with JCQ instructions for conducting NEA, NEA VTQs and ICCs
- understanding and complying with the awarding body's specification for conducting non-examination assessment, including subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- understanding and complying with JCQ guidance on AI use in assessments
- only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- marking internally-assessed work to the criteria provided by the awarding body
- escalating and reporting any alleged, suspected or actual incidents of malpractice to the Senior Leadership Team or to the awarding body directly
- ensuring the Exams Officer is provided with relevant entry codes for subjects (whether the entry for internal assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams Officer

4.8 The Exams Officer is a distinct role performed by a different individual to the Head of Centre. The Exams Officer is responsible for:

- supporting the administration/management of non-examination assessment
- signposting the annually updated JCQ NEA, NEA VTQs and ICC documents to relevant centre staff

Special Educational Needs and Disability Coordinator (SENDCo)

4.9 The SENDCo is responsible for:

- ensuring that all relevant staff are aware of any access arrangements that need to be applied

Parents/Carers

4.10 Parents/carers:

- should encourage their children to spend time on their coursework and to think about it as early as possible; they should discuss with their children the planning and timing of the work
- may provide their children with access to resource materials and discuss the coursework with their children; however, they must not give direct advice on what should or should not be included

4.11 A child who needs more specific help should be encouraged to speak to their teacher.

5 Task setting

5.1 Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Heads of Faculty will:

- select from non-examination assessment tasks provided by the awarding body
- design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification
- access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

5.2 The centre must ensure that candidates are clear about the assessment criteria which they are expected to meet in their coursework. Specifications explain the criteria in detail. However, candidates may require some further explanation or interpretation before they fully understand the nature of the knowledge, understanding and skills which they are expected to demonstrate. Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

5.3 The centre must ensure that all candidates have read the Information for candidates – coursework assessments (see Appendix 2, page 30) and the candidate declaration prior to beginning their work (see Appendix 1, page 27). Candidates must not sign the declaration until they have completed their work and handed it in for final assessment.

6 Task taking

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

Supervision

Note: Staff are responsible for checking subject-specific supervision requirements set out in the awarding body's specification.

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
    - there is sufficient supervision of every candidate to enable work to be

authenticated
    - the work that an individual candidate submits for assessment is his/her own
- 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
- Where candidates may 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
- The teacher will also:
    - ensure that candidates understand that information from all sources must be referenced
    - give guidance on how to do this; and
    - ensure that candidates are aware that they must not plagiarise other material
    - ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
    - ensures candidates understand and comply with the regulations in relevant JCQ Information for candidates documents

Advice and Feedback

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- 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 taken into account 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

- Teachers will be aware of the awarding body's restrictions with regard to access to resources including the internet and AI when planning and researching their tasks
- Staff should refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator; by referencing this document and the centre's malpractice policy, candidates should be made 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
- 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
- Candidates will not introduce new resources between formally supervised sessions
- 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
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Ensure candidates understand how all sources included in work that is submitted for assessment must be appropriately credited and referenced

Word and Time Limits

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

Collaboration and Group Work

- Unless the specification states 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
- Assess the work of each candidate individually

7 Authentication - how candidates' work is authenticated

7.1 Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

7.2 Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

7.3 Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
- 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

7.4 Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

7.5 The subject teacher:

- provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (electronic signatures are acceptable)
- where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and

malpractice information in NEA, NEA VTQs and ICC and informs a member of the Senior Leadership Team
- understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

7.6 If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

8 Presentation of work

8.1 The student ensures that:

- all coursework submitted for assessment must be the candidate's own work; written material should, wherever possible, be word-processed or handwritten using black ink
- candidates' work for assessment must be in English, Irish or Welsh as specified by the awarding body; AI translation tools must not be used to generate work for assessment

8.2 The subject teacher:

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

9 Keeping materials secure

9.1 The 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
- 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 (by reminding candidates of the contents of the JCQ document Information for candidates – social media)
- where work is stored electronically, liaises with the ICT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

9.2 The ICT Manager:

- ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

10 Task marking

Internally Assessed Work

10.1 Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

10.2 We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

10.3 We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

10.4 Teachers will not use AI as the sole means of marking candidates' work.

Externally Assessed Work

10.5 The format of external assessment will depend on the awarding body's specification and the component being assessed.

10.6 Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. This register must be retained until the deadline for requesting a review has passed.

10.7 Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

11 Internal standardisation

11.1 The 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. ECTs, supply staff, etc.)
- ensures accurate internal standardisation - for example by:
    - obtaining reference materials at an early stage in the course
    - holding a preliminary trial marking session prior to marking
    - carrying out further trial marking at appropriate points during the marking period
    - after most marking has been completed, holds a further meeting to make final adjustments
    - making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- retains evidence that internal standardisation has been carried out

11.2 The subject teacher:

- indicates on work (or cover sheet) the date of marking
- marks to common standards
- keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- must always keep 'live' coursework secure and confidential whilst in their possession; the sharing of 'live' coursework with other candidates or sharing or posting candidates' work publicly, including on social media, by teaching staff will constitute malpractice

12 Submission of marks and work for moderation

12.1 The 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, or provides marks to the Exams Officer to the internal deadline
- where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted, or provides the moderation sample to the Exams Officer to the internal deadline
- ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- submits any supporting documentation required by the awarding body, or provides the Exams Officer with any supporting documentation required by the awarding body

12.2 The Exams Officer:

- inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline, or confirms with subject teachers that marks have been submitted to the awarding body 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 moderator by the awarding body deadline, keeping a record of the work submitted, or confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- ensures that for postal moderation:
    - work is dispatched in packaging provided by the awarding body
    - moderator label(s) provided by the awarding body are affixed to the packaging
    - proof of dispatch is obtained and kept on file until the successful issue of final results
- through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- through the subject teacher, submits any supporting documentation required by the awarding body

13 Storage and retention of work after submission of marks

13.1 The 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 ICT 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

13.2 The Exams Officer:

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

14 External moderation – the process

14.1 The subject teacher:

- ensures that awarding body or its moderator receive the correct samples of candidates' work
- where relevant, liaises with the awarding body or 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

15 External moderation – feedback

15.1 The Head of Faculty:

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

15.2 The Exams Officer:

- accesses or signposts any moderator reports or feedback form to relevant staff
- takes remedial action, if necessary, where feedback may relate to centre administration

16 Access arrangements and reasonable adjustments

16.1 The subject teacher:

- works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments

16.2 The SENDCo:

- follows the regulations and guidance in the JCQ document Access arrangements and reasonable adjustments in relation to non-examination assessment 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

17 Special consideration and loss of work

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

17.2 The Exams Officer:

- refers to/directs relevant staff to the JCQ document A guide to the special consideration process
- where a candidate is eligible, submits an application for special consideration

via the awarding body's secure extranet site to the prescribed timescale
- where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- keeps required evidence on file to support the application
- refers to and directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body; N.B. for coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW - applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate

18 Malpractice

18.1 The Head of Centre:

- understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- is familiar with the JCQ document Suspected Malpractice: Policies and Procedures
- ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

18.2 The subject teacher:

- is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- ensures candidates understand the JCQ document Information for candidates - non-examination assessments and (where applicable) Information for candidates - coursework assessments
- ensures candidates understand the JCQ document Information for candidates - social media
- escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre

18.3 Candidates must not:

- submit work which is not their own
- make their work available to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use AI tools, books, the internet or other sources without acknowledgement or attribution
- misuse AI (as defined in the JCQ document AI Use in Assessments: Your role in

protecting the integrity of qualifications)
- submit work that has been word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material
- publicise their work by posting it on social media or by any other electronic means; they must be made aware of the JCQ document Information for candidates – Social Media

18.4 Candidates are allowed to lend books or other resources to one another, provided these are not used as part of their own independently sourced material.

18.5 The Exams Officer:

- signposts the JCQ document Suspected Malpractice: Policies and Procedures to the Head of Centre
- signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- signposts candidates to the relevant JCQ information for candidates' documents
- where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

19 Enquiries about results

19.1 The Head of Centre:

- is familiar with the JCQ document Post-Results Services
- ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

19.2 The Head of Faculty:

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

19.3 The subject teacher:

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

19.4 The Exams Officer:

- is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ document Post-Results Services
- provides relevant centre staff and candidates with, or signposts to post-results services information
- ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Appendix 1: Practical Skills Endorsement for the A Level Sciences

Head of Centre

- Returns the '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 (or equivalent role)
- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Head of Faculty

- 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 for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the 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 a monitoring visit

Subject Teacher

- 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 lead 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, or provides assessment outcomes to the exams officer to the internal deadline

Exams Officer

- 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, or follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Appendix 2: Spoken Language Endorsement for GCSE English Language specifications

Head of Centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Lead Internal Verifier

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

Head of Faculty

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject Teacher

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

Exams Officer

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

Appendix 3: Management of issues and potential risks associated with non-examination assessments

Reference to non-examination assessment is intended to include any specifications with one or more non-examination assessment component or unit, controlled assessment (where applicable) and coursework.

Issue/Risk	*Centre actions to manage issue/mitigate risk*
Centre staff malpractice	*Records confirm that relevant centre staff are familiar with and follow:* · *the current JCQ documents Instructions for conducting non-examination assessments and (where applicable) Instructions for conducting coursework* · *the JCQ document Notice to Centres - Sharing NEA material and candidates' work -* *www.jcq.org.uk/exams-office/non-examination-assessments*
Candidate malpractice	*Records confirm that candidates are informed and understand they must not:* · *submit work which is not their own* · *make available their work to other candidates through any medium* · *allow other candidates to have access to their own independently sourced material* · *assist other candidates to produce work* · *use books, the internet, AI or other sources without acknowledgement or attribution* · *submit work that has been word processed by a third party without acknowledgement* · *include inappropriate, offensive or obscene material* *Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments, (where applicable) Information for candidates - coursework assessments and Information for candidates - social media -* *www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media*
Task setting	
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	*Awarding body key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding body contacted to request direct email of task details*
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification* *Samples assessment criteria in the centre set task*
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*

Subject teacher long term absence during the task setting stage	*See centre's Examination contingency plan (Teaching staff extended absence...)*
Issuing of tasks	
Awarding body set task not issued to candidates on time	*Awarding body key date for accessing set task as detailed in the specification noted prior to start of course* *Course information issued to candidates contains details when set task will be issued and needs to be completed by* *Set task accessed well in advance to allow time for planning, resourcing and teaching*
The wrong task is given to candidates	*Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates* *Awarding body guidance sought where this issue remains unresolved*
Subject teacher long term absence during the issuing of tasks stage	*See centre's Examination contingency plan (Teaching staff extended absence)*
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	*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*
Task taking	
Supervision	
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in centre wide calendar*
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	*Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course* *Staggered sessions arranged where IT facilities insufficient for number of candidates* *Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)*
Insufficient supervision of candidates to enable work to be authenticated	*Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates* *Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy*
A candidate is suspected of malpractice prior to submitting their work for assessment	*Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*
Access arrangements were not put in place for an assessment where a	*Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine the process to be followed to apply for special consideration for the candidate*

candidate is approved for arrangements	
Advice and feedback	
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component* *Candidate confirms/records advice and feedback given prior to starting on their work*
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	*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* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component* *Candidate confirms/records advice and feedback given during the task-taking stage*
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant* *Records as detailed above are provided to confirm all assistance given* *Where appropriate, a suspected malpractice report is submitted to the awarding body*
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*
Candidate does not set out references as required	*Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*
Candidate moves to another centre during the course	*Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place*

An excluded pupil wants to complete a non-examination assessment(s)	*The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education* *If so, arrangements for supervision, authentication and marking are made separately for the candidate*
Resources	
A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions* *Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions* *Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions*
A candidate fails to acknowledge sources on work that is submitted for assessment	*Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources* *Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately* *Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate*
Word and time limits	
A candidate is penalised by the awarding body for exceeding word or time limits	*Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory* *Where limits are for guidance only, candidates are discouraged from exceeding them* *Candidates confirm/record any information provided to them on word or time limits is known and understood*
Collaboration and group work	
Candidates have worked in groups where the awarding body specification states this is not permitted	*Records confirm the awarding body specification has been checked to determine if group work is permitted* *Awarding body guidance sought where this issue remains unresolved*
Authentication procedures	
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment *Candidate plagiarises other material*	*Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work* *Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments* *Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates: coursework assessments* *The candidate's work is not accepted for assessment* *A mark of zero is recorded and submitted to the awarding body*
Candidate does not sign their authentication statement/declaration	*Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates - coursework assessments* *Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments and*

	(where applicable) Information for candidates – coursework assessments *Declaration is checked for signature before accepting the work of a candidate for formal assessment*
Subject teacher not available to sign authentication forms	*Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures*
Presentation of work	
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*
Keeping materials secure	
Candidates work between formal supervised sessions is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments* *Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage*
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course* *Alternative secure storage sourced where required*
Candidates work produced electronically is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments* *Internal processes and regular monitoring/internal audit by IT Manager ensures:* · *access to this material is restricted (insert how)* · *appropriate security safeguards are in place (insert names/types of protection)* · *an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)* · *any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)*
Task marking – externally assessed components	
A candidate is absent on the day of the examiner visit for an acceptable reason	*Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate* *If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate*
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*
Task marking – internally assessed components	
A candidate submits little or no work	*Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body* *Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated*

	appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work*
The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8)/VTQs (15) and (where applicable) Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work*
Candidate malpractice is discovered	*Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9/ VTQS 5) and (where applicable) Instructions for conducting coursework (6) are followed* *Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed* *Appropriate internal disciplinary procedures are also followed*
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	*A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series* *Marked work of said candidate is submitted for moderation whether part of the sample requested or not*
An extension to the deadline for submission of marks is required for a legitimate reason	*Awarding body is contacted to determine if an extension can be granted* *Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension*
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding body is contacted for guidance* *Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine eligibility and the process to be followed to apply for special consideration for candidates*
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body* *Records confirm candidates have been informed of their marks* *Candidates are informed that these marks are subject to change through the awarding body's moderation process* *Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks* *Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body*

Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course* *Candidates confirm/record deadlines known and understood* *Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met* *Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate*
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/subject heads as deadlines approach* *Records confirm deadlines known and understood by subject teachers* *Where appropriate, internal disciplinary procedures are followed*
Subject teacher long term absence during the marking period	*See centre's Examination contingency plan (Teaching staff extended absence)*

Appendix 4: Suspected malpractice - use of AI in assessment prior to declaration of authentication being signed

Candidate Name	
Candidate Number	
Has the Declaration been signed?	YES NO
Qualification	
Component / Unit Number	
Suspected Use of AI	
Teacher	
Date	
SLT	
Outcome	

Notes for Form

How is candidates' work authenticated?

Teachers must 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 specification, the following procedures apply:

- All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers must 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.

Electronic signatures are acceptable. Typed names will be taken as being as binding as a handwritten signature.

What if the teacher has doubts about the authenticity of the work?

If teachers are unable to confirm that the work presented by a candidate is their own and has been completed under the required conditions:

- Do not accept the candidate's work for assessment.
- Record a mark of '0' (zero) for internally assessed work.

If teachers are concerned that malpractice may have occurred or are unable to authenticate the work for any other reason, they must inform a member of the Senior Leadership Team.

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 '0' (zero).