



Non-examination assessment policy 2016/17

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by		
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What does this policy affect?

This policy affects the delivery of subjects of reformed 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, 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'."

[Definition taken directly from the JCQ publication <u>Instructions for conducting non-examination assessments</u>—Foreword, page 3]

This publication is further referred to in this policy as NEA

Purpose of the policy

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

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

[NEA - The basic principles, page 4]

What are non-examination assessments?

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking."

[NEA - The basic principles, page 4]

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

The basic principles

Head of centre

- Ensures that the centre's non-examination assessment policy is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with <u>NEA</u> 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 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 Lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures <u>NEA</u> and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in NEA
- 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 subjectspecific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the
 internally assessed component forms part of the overall entry code or is made as a separate unit entry
 code) to the internal deadline for entries

Exams officer

 Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject Lead

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted
 by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

- 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

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents <u>Information for candidates non-examination</u> assessments and <u>Information for candidates Social Media</u>
- 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
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce 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

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

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed
 or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- 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 <u>NEA</u> and informs the exams officer

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in <u>NEA</u> 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 the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- 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
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

Ensures appropriate arrangements are in place to restrict access between sessions to candidates'
work where work is stored electronically

Task marking - externally assessed components

Conduct of externally assessed work

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

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

Submission of work

Subject teacher

Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher 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 enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

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

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated(where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

Non-examination assessment policy template 2016/17 Hyperlinks provided in this document were correct as at October 2016

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

- Arranges completion of form JCQ/CCA Centre consortium arrangements for centre assessed work
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Retains all candidates' work until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject teacher

- Keeps a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- 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 Exams Officer so that it gets to the
 awarding body moderator by the external deadline, keeping a record of the work submitted/Provides
 the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates'
 work, confirmation that internal standardisation has been undertaken and any other subject-specific
 information where this may be required

Storage and retention of work after submission of marks

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

 Ensures any sample returned after moderation is logged and is kept in secure storage until after the deadline date for EARs.

External moderation - feedback

Subject head/lead

 Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

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

Access arrangements

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 <u>Access Arrangements and Reasonable</u> <u>Adjustments</u>
- 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

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer

- Refers to/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

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication <u>Suspected Malpractice in Examinations and Assessments:</u>
 Policies and Procedures

Subject teacher

- Is aware of the JCQ Notice to Centres Teachers sharing assessment material and candidates' work
- Ensures candidates understand the JCQ document <u>Information for candidates non-examination</u> assessments
- Ensures candidates understand the JCQ document <u>Information for candidates Social Media</u>

Exams officer

- Signposts the JCQ publication <u>Suspected Malpractice in Examinations and Assessments: Policies</u> and Procedures to the head of centre
- Signposts the JCQ <u>Notice to Centres Teachers sharing assessment material and candidates' work</u> 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 suspected malpractice

Enquiries about results

Head of centre

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

Subject lead

Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may
 be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

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

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

Provides a signed declaration as part of the National Centre Number Register Annual Update, that all
reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or
will have, the opportunity to undertake the prescribed practical activities

Subject head/lead

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes 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

- Ensures all the requirements in relation to the endorsement are known and understood
- 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

Exams officer

 Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment

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

Head of centre

Provides a signed declaration as part of the National Centre Number Register Annual Update, that all
reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or
will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

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

Subject Lead

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

Subject teacher

Ensures all the requirements in relation to the endorsement are known and understood

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

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT	Awarding body key date for accessing/downloading set task noted	
failure/corruption of task details	prior to start of course	
where set task details accessed	IT systems checked prior to key date	
from the awarding body online	Alternative IT system used to gain access	
Contro ant tooks Subject toocher	Awarding body contacted to request direct email of task details	
Centre set task: Subject teacher fails to meet the assessment	Ensures that subject teachers access awarding body training information, practice materials etc.	
criteria as detailed in the	Records confirmation that subject teachers understand the task	
specification	setting arrangements as defined in the awarding body's	
op comeanon	specification	
	Samples assessment criteria in the centre set task	
Candidates do not understand	A simplified version of the awarding body's marking criteria	
the marking criteria and what	described in the specification that is not specific to the work of an	
they need to do to gain credit	individual candidate or group of candidates is produced for	
	candidates	
	Records confirm all candidates understand the marking criteria	
Subject teacher long term	Candidates confirm/record they understand the marking criteria	
Subject teacher long term absence during the task setting	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
stage	absence at key points in the exam cycle	
Issuing of tasks		
Task for legacy specification	Ensures subject teachers take care to distinguish between	
given to candidates undertaking	requirements/tasks for legacy specifications and	
new specification	requirements/tasks for new specifications	
	Awarding body guidance sought where this issue remains	
	unresolved	
Awarding body set task not	Awarding body key date for accessing set task as detailed in the	
issued to candidates on time	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	Ensures course planning and information taken from the awarding	
candidates	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	See centre's exam contingency plan - Teaching staff extended	
absence during the issuing of tasks stage	absence at key points in the exam cycle	
Task taking		
Supervision		
Planned assessments clash with	Assessment plan identified for the start of the course	
other centre or candidate	Assessment dates/periods included in centre wide calendar	
activities		
Rooms or facilities inadequate	Timetabling organised to allocate appropriate rooms and IT	
for candidates to take tasks	facilities for the start of the course	
under appropriate supervision	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	Confirm subject teachers are aware of and follow the current JCQ	
candidates to enable work to be	publication Instructions for conducting non-examination	
authenticated	assessments and any other specific instructions detailed in the	
	awarding body's specification in relation to the supervision of	
	candidates	

	Confirm outlined to cohore understand their released manage (1.197)	
	Confirm subject teachers understand their role and responsibilities	
A condidate is supported of	as detailed in the centre's non-examination assessment policy	
A candidate is suspected of	Instructions and processes in the current JCQ publication	
malpractice prior to submitting	Instructions for conducting non-examination assessments	
their work for assessment	(chapter 9 Malpractice) are followed	
	An internal investigation and where appropriate internal	
A	disciplinary procedures are followed	
Access arrangements were not	Relevant staff are signposted to the JCQ publication A guide to	
put in place for an assessment	the special consideration process (chapter 2), to determine the	
where a candidate is approved	process to be followed to apply for special consideration for the	
for arrangements	candidate	
Advice and feedback		
Candidate claims appropriate	Ensures a centre-wide process is in place for subject teachers to	
advice and feedback not given	record all information provided to candidates before work begins	
by subject teacher prior to	as part of the centre's quality assurance procedures	
starting on their work	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	Ensures a centre-wide process is in place for subject teachers to	
feedback given by subject	record all advice and feedback provided to candidates during the	
teacher during the task-taking	task-taking stage as part of the centre's quality assurance	
stage	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	An investigation is conducted; candidates and subject teacher are	
assistance was given to	interviewed and statements recorded where relevant	
candidates by the subject	Records as detailed above are provided to confirm all assistance	
teacher over and above that	given	
allowed in the regulations and	Where appropriate, a suspected malpractice report is submitted to	
specification	the awarding body Condidate is advised at a general level to reference information	
Candidate does not reference	Candidate is advised at a general level to reference information	
information from published	before work is submitted for formal assessment	
source	Candidate is again referred to the JCQ document Information for	
	candidates: non-examination 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	Candidate is advised at a general level to review and re-draft the	
references as required	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	
	Candidate's detailed record of his/her own research, planning,	
	resources etc. is regularly checked to ensure continued	
	completion	
Candidate joins the course late	A separate supervised session(s) is arranged for the candidate to	
after formally supervised task	catch up	
taking has started		
Candidate moves to another	Awarding body guidance is sought to determine what can be done	
centre during the course	depending on the stage at which the move takes place	
An excluded pupil wants to	The awarding body specification is checked to determine if the	
complete his/her non-	specification is available to a candidate outside mainstream	
examination assessment(s)	education	
	If so, arrangements for supervision, authentication and marking	
	are made separately for the candidate	
<u> </u>	etion assessment policy template 2016/17 Hyperlinks provided in this document were	

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	<u> </u>	
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 Teachers sharing assessment 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 The candidate's work is not accepted for assessment	
Candidate does not sign their authentication statement/declaration	A mark of zero is recorded and submitted to the awarding body Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination 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 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 Keeping materials secure	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	
Candidates work between	Records confirm subject teachers are aware of and follow current	
formal supervised sessions is not securely stored	JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	
Non accessing	ation assessment policy template 2016/17 Hyperlinks provided in this document were	correct as at October 2016

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	
Task marking – externally asses		
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 asses	sed 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 publication A guide to the special consideration process (chapter 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 publication A guide to the special consideration process (chapter 5), 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 publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	
A teacher marks the work of his/her own child	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 Marked work of said child 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 publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment 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 publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	
A candidate wishes to appeal the marks awarded for their work by their teacher Deadline for submitting work for	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 at least two weeks 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 prior to the submission of marks to the awarding body Records confirm deadlines given and understood by candidates at	
formal assessment not met by candidate	the start of the course Candidates confirm/record deadlines known and understood ation assessment policy template 2016/17 Hyperlinks provided in this document were	

	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 exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	