

Maplewell Hall School



Non-Examination Assessment Policy

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1. 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 students 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 [*Instructions for conducting non-examination assessments– Foreword, page 3*](#)]

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

2. 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](#)]

3. 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](#)]

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 students (or their parents/carers) appealing against an internal assessment decision

Senior leaders

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

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and students
- 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 students by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by students
- Where not provided by the awarding body, ensures a centre-devised template is provided for students to keep a detailed record of their own research, planning, resources etc.

Subject lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) 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 [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams 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 component/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 teacher

- 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 students aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by students
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure 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 students take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a student to be authenticated
- Ensures there is sufficient supervision to ensure the work a student submits is their own
- Where students may work in groups, keeps a record of each student's contribution
- Ensures students are aware of the JCQ documents [Information for students - non-examination assessments](#) and [Information for students - Social Media](#)
- Ensure students understand and comply with the regulations in relevant JCQ documents *Information for students*

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises students on relevant aspects before students begin working on a task
- When reviewing students' work, unless prohibited by the specification, provides oral and written advice at a general level to students
- Allow students to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, students are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if students 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 students
- Ensures students understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, students keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

- Assesses the work of each student individually

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures students 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 student 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 student declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a student or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

Presentation of work

Subject teacher

- Instructs students to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs students to add their student 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 students under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by students for final assessment, ensures work is securely stored
- Secure storage instructions are followed 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 students 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 technician to ensure that appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically

IT Technician

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the EO 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

Exams officer

- 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 students who are present and any who may be absent
- Where students' 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 students' work in accordance with the marking criteria provided by the awarding body
- Annotates students' 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 students of their marks which could be subject to change by the awarding body moderation process
- Ensures students are informed in a timely manner to enable an internal appeal to be submitted by a student 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 EO 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

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

Exams officer

- 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
- Where relevant (as the consortium lead), retains all students' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject teacher or Exams Officer by arrangement

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional students are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of students' work 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 students' 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
- Where responsible for marks input, ensures checks are made that marks for any additional students are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of students' 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 students' 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

Subject teacher

- Keeps a record of names and student numbers for students whose work was included in the moderation sample
- Retains all marked students' 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.)

Exams officer

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

External moderation - feedback

Subject 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 Exams Officer to ensure any access arrangements for eligible students are applied to assessments

Additional & Exceptional Needs Co-ordinator

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualifications and is the student'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 students which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement students 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 student may be eligible for special consideration in assessments in certain situations where a student
 - 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 student taking assessments

Exams officer

- Refers to/directs relevant staff to the JCQ publication [*A guide to the special consideration process*](#)
- Where a student 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 students, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*](#)

Subject teacher

- Is aware of the JCQ [*Notice to Centres - Teachers sharing assessment material and students' work*](#)
- Ensures students understand of the JCQ document [*Information for students - non-examination assessments*](#)

- Ensures students understand the JCQ document [Information for students - Social Media](#)

Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and students' work](#) to subject heads
- Signposts students to the relevant JCQ information for students 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 students (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 students on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of students' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting student 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 [Post Results Services, Information and guidance for centres](#)
- Provides/signposts relevant centre staff and students 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 student consent where required

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 students 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 students, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of students 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 students, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of students 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 the storage and submission of recordings

5. 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 failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Business Manager/IT Technician
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Line Manager/SLT
Students do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual student or group of students is produced for students</i> <i>Records confirm all students understand the marking criteria</i> <i>Students confirm/record they understand the marking criteria</i>	Additional & Exceptional Needs/Subject teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SLT
Issuing of tasks		
Task for legacy specification given to students undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Subject Teachers/SLT
Awarding body set task not issued to students on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> <i>Course information issued to students contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Subject Teacher/Exams Officer
The wrong task is given to students	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to students</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Subject Teacher/Exams Officer

Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SLT
Task taking		
Supervision		
Planned assessments clash with other centre or student activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Assistant Head/Exams Officer
Rooms or facilities inadequate for students to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of students Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Assistant Head/Exams Officer/Premises Officer
Insufficient supervision of students to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of students Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Assistant Head/Exams Officer
A student is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Headteacher
Access arrangements were not put in place for an assessment where a student is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the student</i>	Assistant Head/Head of Additional & Exceptional needs
Advice and feedback		
Student claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to students 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 students prior to starting on their work as appropriate to the subject and component Student confirms/records advice and feedback given prior to starting on their work</i>	Line manager in SLT/Headteacher

Student claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to students during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to students during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Student confirms/records advice and feedback given during the task-taking stage</i></p>	Line manager in SLT/ Headteacher
A third party claims that assistance was given to students by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; students and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Headteacher
Student does not reference information from published source	<p><i>Student is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Student is again referred to the JCQ document Information for students: non-examination assessments</i></p> <p><i>Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Teacher
Student does not set out references as required	<p><i>Student is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Student is again referred to the JCQ document Information for students: non-examination assessments</i></p> <p><i>Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Teacher
Student joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the student to catch up</i>	Assistant Head/Exams Officer
Student moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Assistant Head/Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a student outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the student</i></p>	Assistant Head/Exams Officer

Resources		
A student augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by students, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for students is restricted between formally supervised sessions</i>	Exams officer
A student fails to acknowledge sources on work that is submitted for assessment	<i>Student's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the student should be marked where student's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from student's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the student</i>	Subject Teacher
Word and time limits		
A student is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> <i>Where limits are for guidance only, students are discouraged from exceeding them</i> <i>Students confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teacher
Collaboration and group work		
Students have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Subject Teacher/ Assistant Head
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a student for internal assessment</p> <p>Student plagiarises other material</p>	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and students' work</i> <i>Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments</i> <i>Students 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 students: non-examination assessments</i> <i>The student's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	Subject Teacher/Assistant Head/Head teacher

Student does not sign their authentication statement/declaration	<i>Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments</i> <i>Students confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for students: non-examination assessments</i> <i>Declaration is checked for signature before accepting the work of a student for formal assessment</i>	Assistant Head/Subject Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking students work as part of the centre's quality assurance procedures</i>	Head teacher
Presentation of work		
Student does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a student for formal assessment</i>	Subject teacher
Keeping materials secure		
Students work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Exams officer/Subject teacher
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	Exams officer/Subject teacher
Task marking – externally assessed components		
A student is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the student</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams officer/Subject teacher
A student is absent on the day of the examiner visit for an unacceptable reason	<i>The student is marked absent on the attendance register</i>	Subject teacher/Invigilator or
Task marking – internally assessed components		
A student submits little or no work	<i>Where a student submits no work, the student is recorded as absent when marks are submitted to the awarding body</i> <i>Where a student submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher

A student is unable to finish their work for unforeseen reason	<i>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</i>	Subject Teacher
The work of a student is lost or damaged	<i>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</i>	Subject Teacher
Student malpractice is discovered	<i>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</i>	Subject Teacher/Assistant Head
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Head teacher
An extension to the deadline for submission of marks is required for a legitimate reason	<i>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</i>	Subject teacher/Exams officer
After submission of marks, it is discovered that the wrong task was given to students	<i>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 students</i>	Subject teacher/Exams officer
A student wishes to appeal the marks awarded for their work by their teacher	<i>Students are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm students have been informed of their marks Students are informed that these marks are subject to change through the awarding body's moderation process Students 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 student exam handbook, students 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</i>	Subject Teacher/Exams officer/Assistant Head

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