26/27 NEA Policy

Shenley Brook End School

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Centre name	Shenley Brook End School
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Current policy approved by	Charlotte Lawrence
Current policy reviewed by	Zara Peskett
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Key staff involved in the policy

Role	**Name**
Head of centre	Zara Peskett
Senior leader(s)	Zara Peskett, Sam Southwell, Andy Nash, Claire Wright, Sam Arkison, Amanda Green, Steve Livesey
Charlotte Lawrence	Charlotte Lawrence
SENCo (or equivalent role)	Nicola Partridge
Quality assurance lead/Lead internal verifier (or equivalent role)	Dan Hoskin
Other staff (if applicable)	Libby Booden

This policy is reviewed and updated annually to ensure that non-examination assessment at Shenley Brook End School are planned for and managed in accordance with current requirements and regulations and reflects centre practice.

References in this policy to NEA/NEA VTQ and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE specifications)/(Vocational and Technical Qualifications) and **Instructions for conducting coursework**.

Introduction

(GCE & GCSE) 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 1)

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (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, and
- 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)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centers are classified as 'NEA'. (NEA, Foreword).

(VTQ) 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.

Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation/verification of non-examination assessments for use in the vocational and technical qualifications listed are provided in JCQ's *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications*).

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

Instructions for conducting coursework for use in ELC qualifications, Project qualifications and CCEA GCE unitised AS and A-level qualifications are provided in JCQ's *Instructions for conducting coursework*.

Purpose of the policy

This policy confirms the JCQ requirement that Shenley Brook End 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 how candidates' work will be authenticated with reference to the JCQ documents *Instructions for conducting coursework* and *Instructions for conducting non-examination assessments*.

Awarding bodies require each centre to have a non-examination assessment policy in place 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
- detail how candidates' work will be authenticated

Each year, as part of the annual declaration, the head of centre must confirm that a policy regarding the management of non-examination assessments is in place which is reviewed and updated annually by a member

of the senior leadership team and communicated within the centre.

The JCQ Centre Inspection Service may ask the head of centre to confirm that a policy is in place. The 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)

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

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

1. The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQ) and Instructions for conducting coursework, and confirms (where relevant to the centre):

- 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 (GCSE English Language) Spoken Language endorsement
- 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 (A Level Sciences) prescribed practical activities

Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment.

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

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQ), **Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQ), **Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
- Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQ) and **Instructions for conducting coursework**
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure 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 for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams office role and responsibilities:

- Signpost updated JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQ) and **Instructions for conducting coursework** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

2. Task setting

Subject teacher role and responsibilities:

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

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are always stored securely

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates

Ensures candidates:

- understand that information from all sources must be referenced, including the use of AI and the sources resulting in the AI-generated content
- receive guidance on setting out references and are made aware of the centre's policy on the use of AI
- are aware that they must not plagiarise other material, including AI-generated content

Advice and feedback

Subject teacher role and responsibilities:

As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task.
Will not provide candidates with model answers or writing frames specific to the task

When reviewing candidates' work, unless prohibited by the specification, provide 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

Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

Ensure when work has been assessed, candidates are not allowed to revise it

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Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI tools when planning and researching their tasks
- Refer to the JCQ document **AI Use in Assessments: Your role in protecting the integrity of qualifications** (www.jcq.org.uk/exams-office/malpractice/) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

  By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc. (The record must include all the sources used, including books, websites, audio-visual resources and AI tools)
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged, including where AI is used

Word and time limits

Subject teacher role and responsibilities.

Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and/or word limits

Collaboration and group work

Subject teacher role and responsibilities:

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

Authentication procedures - how candidates' work is authenticated

Subject teacher role and responsibilities:

For all awarding bodies:

- ensure candidates sign a declaration confirming 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
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide 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, follow the authentication procedures and malpractice information in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and/or **Instructions for conducting coursework** and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents **Instructions for conducting non-examination assessments/coursework** unless the awarding body's specification gives different subject-specific instructions

- Instruct 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

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store 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, return 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, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - social media**)
- Where work is stored electronically, liaise with IT 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

IT role and responsibilities:

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

- Consider 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

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office role and responsibilities:

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

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Exams office role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the conflict of interest is declared to the relevant awarding body before the published deadline for entries for each examination series and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body

  Do not use artificial intelligence as the sole means of marking candidates' work, reviews all the work in its entirety and determines the mark it warrants using their own professional judgement, regardless of the outcomes of an AI tool, remaining responsible for the mark/grade awarded
- Annotate 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
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- At SBE the QA lead/Lead internal verifier refers to the team leader or lead teacher responsible for each course.
    - Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure 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
- Retain evidence that internal standardisation has been carried out
- All course leaders should complete the Cohort NEA Form to detail what the process of moderation, authentication and any issues that have been addressed.

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep 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

Consortium arrangements for centre assessed NEA components

(If joint teaching arrangements are applicable to the centre)

Subject lead role and responsibilities:

Ensure a consortium co-ordinator is nominated (where this may be required as the consortium leadIf the consortium lead, liaise with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre assessed work for each exam series affectedEnsure procedures for internal standardisation as a consortium are followed

Subject teacher role and responsibilities:

Provide marks to the exams officer to the internal deadline. Provide the moderation sample to the exams officer to the internal deadline. Retain all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams office role and responsibilities (where the centre is the consortium lead):

Submit an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affectedSubmit marks for home centre candidates to the awarding body deadline(where relevant) Liaise with the other exams of

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit 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, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' 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
- Ensure 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
- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams office role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure 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

Ensure 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/postage 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, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period

- In liaison with IT, take 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, retain some form of evidence such as photos, audio or media recordings

Exams office role and responsibilities:

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

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Subject lead role and responsibilities:

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

Exams office role and responsibilities:

- Access or signpost any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:
SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessment including reference to the document *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, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

7. Special consideration and loss of work

Subject teacher role and responsibilities:

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

Exams office role and responsibilities:

Refer to/direct 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
- (As may be applicable) Refer to/direct relevant staff to **Form 15 – JCQ/LCW** (Notification of lost centre assessed work) and where applicable submits to the relevant awarding body (AQA and Cambridge OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using Centre Services or Interchange SC Online as appropriate)

8. Malpractice

Head of centre role and responsibilities:

- Understand 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**
- Ensure 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 ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents **Information for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document **Information for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office role and responsibilities:

- Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost to relevant staff the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

9. Post-results services

Head of centre role and responsibilities:

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

Subject lead role and responsibilities:

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

Subject teacher role and responsibilities:

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

Exams office role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

10. Endorsements

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

Head of centre role and responsibilities:

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

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

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

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria

Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

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

Additional responsibilities:

Exams office role and responsibilities:

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

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

Head of centre role and responsibilities:

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

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

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

Subject lead role and responsibilities:

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences 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 courseUndertakes 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
- 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 role and responsibilities:

- 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 recordsEnsures candidates provide the required records
  Provides any required information to the subject lead regarding the monitoring visitAssesses 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/provides assessment outcomes to the exams officer to the internal deadline

Exams office role and responsibilities:

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
  Confirm with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline
  Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

11. Private candidates

Subject lead role and responsibilities:

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

12. Candidate declaration

- Shenley Brook End School will ensure that all candidates undertaking non-examination assessments are made aware of the relevant JCQ regulations, including the requirement to submit their own work, acknowledge sources and any permitted use of artificial intelligence (AI), and comply with the conditions of assessment.

- **Where required by the awarding body's specification:**

- Candidates must read and understand the relevant JCQ guidance and candidate declaration before commencing their assessment.
- Candidates must complete and sign the appropriate declaration of authentication when their work is submitted for final assessment.
- Subject teachers are responsible for ensuring that candidate declarations are completed and that work is authenticated in accordance with JCQ and awarding body requirements.
- Signed declarations will be retained securely until the deadline for requesting a review of results has passed, or until any outstanding appeal, malpractice investigation or results enquiry has been completed, whichever is later.
- Any concerns regarding the authenticity of candidates' work will be escalated in accordance with the school's malpractice procedures and relevant JCQ regulations.

13. Qualification/Subject specific additional information

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

Each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate
Candidates may be given general guidance but must not be provided with a choice of titles or tasks from which to choose
JCQ's instructions for conducting examinations are followed for the conduct of externally set components.
For candidates completing project work qualifications, must be made clear what is involved, a free choice of topic, flexible choice of output and the opportunity to show evidence of wide range of capabilities. Projects must be chosen by candidate, in discussion with their teacher and verified as appropriate by the centre and following awarding body specification.

Changes effective from 1 September 2026

(Reworded) Text under heading **Introduction** reworded.

(Updated) Text under heading **Purpose of the policy** updated.

(Updated) Subject teacher role under **Task setting**, **Task taking**, **Resources**, **Authentication procedures**, **Presentation of work**, **Marking and Annotation** updated.

(Added) New section **Candidate declaration** added as point 12. **Qualification/Subject specific additional information** becomes point 13.

Centre-specific changes

Not applicable.

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

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**	**Action by**
Centre staff malpractice	· Records confirm that relevant centre staff are familiar with and follow the current JCQ documents **Instructions for conducting non-examination assessments**, (where applicable) **Instructions for conducting coursework** and **Notice to Centres - Sharing NEA material and candidates' work**	Zara Peskett
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/coursework** and **Information for candidates – social media** - and understand they must not post their work on social media	Charlotte Lawrence
Task setting		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Zara Peskett
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	Zara Peskett
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	Charlotte Lawrence
Subject teacher long term absence during the task setting stage	· See centre's **contingency plan** (Teaching staff extended absence)	Not Applicable
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Charlotte Lawrence
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	Charlotte Lawrence
Subject teacher long term absence during the issuing of tasks stage	· See centre's **examination contingency plan** (Teaching staff extended absence)	Not Applicable
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	Charlotte Lawrence / Holly White
Task taking		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Charlotte Lawrence
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)	Charlotte Lawrence
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 (including controlled assessment and coursework) policy	Charlotte Lawrence
A candidate is suspected of malpractice prior to submitting their work for assessment	· Instructions and processes in the current JCQ publication **Instructions for conducting non-examination assessments** (9. Malpractice) / **Instructions for conducting coursework** (6. Malpractiice in coursework) are followed	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	· An internal investigation and where appropriate internal disciplinary procedures are followed	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	· Relevant staff are signposted to the JCQ document **A guide to the special consideration process** (section 2), to determine the process to be followed to apply for special consideration for the candidate	
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	Charlotte Lawrence
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 procedure · 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	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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	Charlotte Lawrence
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 documents **Information for candidates: non-examination assessments/coursework assessments** · Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Charlotte Lawrence
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/coursework assessments** · Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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	Charlotte Lawrence
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	Charlotte Lawrence
An excluded pupil wants to complete his/her 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	Charlotte Lawrence
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	Charlotte Lawrence/ Libby Booden

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Charlotte Lawrence
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	Charlotte Lawrence
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	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	· 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** · Records confirm that candidates have been issued with the current JCQ document **Information for candidates: non-examination assessments/coursework 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 I**nformation for candidates: non-examination assessments**, and (where applicable) I**nformation for candidates: coursework assessments** and the **Candidate declaration** form · The candidate's work is not accepted for assessment · A mark of zero is recorded and submitted to the awarding body	Charlotte Lawrence
Candidate does not sign their *Candidate declaration*	· Records confirm that candidates have been issued with the current JCQ document **Information for candidates: non-examination assessments/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/coursework assessments** · Declaration is checked for signature before accepting	Charlotte Lawrence /Form Tutour

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	the work of a candidate for formal assessment	
Subject teacher not available to sign authentication/declaration forms	· Ensures a centre-wide process is in place for subject teachers to sign authentication/declaration forms at the point of marking candidates work as part of the centre's quality assurance procedures	Zara Peskett
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	Charlotte Lawrence/ Zara Peskett
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	Charlotte Lawrence
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	Zara Peskett

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidates work produced electronically is not securely stored	· Records confirm subject teachers are aware of and follow current JCQ publication **Instructions for conducting non-examination assessments** · Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; 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 Additional details:	Charlotte Lawrence
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	Charlotte Lawrence
A candidate is absent on the day of the examiner visit for an unacceptable reason	· The candidate is marked absent on the attendance register	Invijulators

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Charlotte Lawrence
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	Charlotte Lawrence
The work of a candidate is lost or damaged	· Relevant staff are signposted to the JCQ documents I**nstructions for conducting non-examination assessments** (8) (VTQs 15) / **Instructions for conducting coursework** (16), to determine eligibility and the process to be followed for lost or damaged work	Not Applicable
Candidate malpractice is discovered	· Instructions and processes in the current JCQ documents **Instructions for conducting non-examination assessments** (9) (VTQs 5) / **Instructions for conducting coursework** (6) are followed · Investigation and reporting procedures in the current JCQ document **Suspected Malpractice: Policies and**	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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 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	Charlotte Lawrence
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	Charlotte Lawrence
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** (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Charlotte Lawrence
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	Charlotte Lawrence

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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 procedure 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	Charlotte Lawrence/Head of Year 11
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	Charlotte Lawrence / Head of YR11

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	· Where appropriate, internal disciplinary procedures are followed	
Subject teacher long term absence during the marking period	· See centre's **contingency plan** (Teaching staff extended absence)	Not Applicable