



## Non-Examination Assessment (Including Controlled Assessment and Coursework) Policy

Reviewed: December 2024

Next Review: September 2025

This document will remain valid until the end of the academic year 2024-25

This policy is reviewed and updated annually to ensure that non-examination assessment at Palmers Green High School are planned for and managed in accordance with current requirements and regulations. References in this policy to NEA and ICC refer to the JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework.

### Introduction

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 (NEA1)The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

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

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

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (ICC Introduction, Foreword)This policy affects the delivery of subjects of all IGCSE and GCSE qualifications which contain a component(s) of non-examination assessment, controlled assessments (where applicable) and coursework.





### **Purpose of the policy**

This policy confirms the JCQ requirement that Palmers Green High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres 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 (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 GCSE specifications with one or more non-examination assessment component, 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 version of Instructions for conducting non-examination assessments and Instructions for conducting coursework.
- Ensures that the centre's policy is fit for purpose and covers all types of non-examination assessments.
- Ensures that the Centre's Internal Appeals Procedure clearly details the procedure to be followed by candidates appealing against an internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

Senior Management Team 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, Instructions for conducting coursework
- and awarding body subject-specific instructions
- Ensure the Centre's calendar records assessment schedules by the start of the academic year
- Confirms that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria





- Ensures appropriate centre-devised forms are used to record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised forms are used to record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised form is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### Heads of Department and Subject teacher role and responsibilities

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the Senior Management Team (SMT) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- 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 EO 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 for the relevant exam series.

#### Exams Officer

- Signpost the annually updated JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

## 2. Task setting

#### Subject Teacher and/or Heads of Department role and responsibilities

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





### Issuing of tasks

Subject Teacher and/or Heads of Department role and responsibilities

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Ensures the correct task is issued to candidates.

### 3. Task taking

#### Supervision

Subject Teacher and/or Heads of Department 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
- 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
- Ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social media
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates documents

Ensure candidates:

- Understand that information from all sources must be referenced
- Receive guidance on setting out references
- Are aware that they must not plagiarise other material

#### Advice and feedback

Subject Teacher and/or Heads of Department role and responsibilities

- As relevant to the subject/component, advises 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 take it into account in the marking or submit it to the external examiner





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

### Resources

Subject Teacher and/or Heads of Department role and responsibilities

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications ([www.jcq.org.uk/exams-office/malpractice](http://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 assess, 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.

### Word and time limits

Subject Teacher and/or Heads of Department role and responsibilities

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory.
- Collaboration and group work
- Subject Teacher and/or Heads of Department 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.

### Collaboration and group work

Subject Teacher and/or Heads of Department 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**

Subject Teacher and/or Heads of Department role and responsibilities

- Where required by the awarding body's specification:
- Ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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, follows the authentication procedures and malpractice information in NEA or ICC and informs the EO
- 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 and/or Heads of Department role and responsibilities

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in NEA or ICC 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
- Ensure if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.





### Keeping materials secure

Subject Teacher and/or Heads of Department 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
- Secure storage instructions are followed as defined in NEA4.8
- Take sensible precautions when work is taken home for marking
- Store 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
- 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
- Liaise with the IT Team to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Team 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 / Heads of Department role and responsibilities

- Liaise with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification which must be conducted within a window of dates specified by the awarding body







- Liaise with the Visiting Examiner/Moderator where this may be applicable to any externally assessed component.

#### Exams Officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where 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 the JCQ Instructions for conducting examinations.

#### Submission of work

- Subject Teacher / Heads of Department role and responsibilities
- Provides the attendance register to a Visiting Examiner.
- Exams Officer role and responsibilities
- 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
- 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
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the examination 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

#### 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 possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample.







### Subject Teacher / Heads of Department role and responsibilities

- Sets 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 date.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

### Internal standardisation

#### Heads of Department role and responsibilities

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Retain evidence that internal standardisation has been carried out
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Mark to common standards.
- Ensure accurate internal standardisation by, for example:
  - 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

#### Subject Teacher roles 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.





### **Submission of marks and work for moderation**

Subject Teachers / Heads of Department role and responsibilities

- Inputs and submits marks online with the EO, via the awarding body secure extranet site to the internal deadline.
- Submits 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 EO to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Exams Officer role and responsibilities

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted or confirms with the 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 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 Teachers / Heads of Department role and responsibilities

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results





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

#### Exams Officer role and responsibilities

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

#### External moderation – the process

##### Subject Teachers / Heads of Department role and responsibilities

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

#### External moderation - feedback

##### Subject Teachers / Heads of Department role and responsibilities

- Check the final moderated marks when issued to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

#### Exams Officer role and responsibilities

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

### 6. Access arrangements

##### Subject Teachers / Heads of Department role and responsibilities

- Works with the Head of Learning Support (SENCo) to ensure any access arrangements for eligible candidates are applied to assessments

##### Head of Learning Support (SENCo) role and responsibilities

- 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 candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place





- Makes Heads of Department and 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
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

## 7. Special consideration and loss of work

Subject Teacher / Heads of Department role and responsibilities:

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

Exams Officer role and responsibilities

Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application.

## 8. Malpractice

Head of Centre role and responsibilities

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





#### Subject Teacher / Heads of Department role and responsibilities

- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework:
- Are aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensures candidates understand the JCQ document Information for candidates - Social Media
- Escalates and reports any alleged, suspect or actual incidents of malpractice involving candidates to the head of centre.

#### Exams Officer 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
- Ensures the Centre's *Internal Appeals Procedure* clearly details the procedure to be followed by candidates 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 Teacher / Heads of Department role and responsibilities

- Provide relevant support to subject teachers making decisions about reviews of results
- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the Exams Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the Exams Officer in collecting candidate consent where required.

#### Exams Officer role and responsibilities

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ publication Post Results Services, Information and guidance for centres





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- Provides teachers and candidates with post-results services information
- Ensures any requests for post-results services that are available to centre assessed work are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required.





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

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

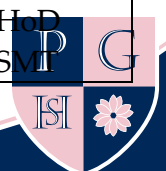
Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details	Heads of Dept. (HoD) Exams Officer (EO)
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.	HoD
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	Subject Teacher (ST) HoD
Subject teacher long term absence during the task setting stage	See Centre's contingency plan - Teaching staff extended absence at key points in the exam cycle	Head of Centre (HoC), SMT, HoD
<b>Issuing of tasks</b>		
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	HoD







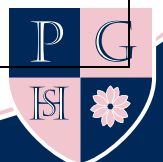
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	HoD EO
Subject teacher long term absence during the issuing of tasks stage	See Centre's contingency plan - Teaching staff extended absence at key points in the exam cycle	HoC SMT HoD
<b>Task taking</b>		
<b>Supervision</b>		
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)	SMT HoD
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the Centre's non-examination assessment policy	SMT HoD
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 are followed An internal investigation and where appropriate internal disciplinary procedures are followed	HoC SMT HoD EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine the process to be followed to apply for special consideration for the candidate	HoD SENCo EO
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not	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	HoD SMT





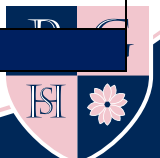
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<p>given by subject teacher prior to starting on their work</p>	<p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior 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</p>	
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p>Ensures a Centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the Centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</p>	<p>HoD SMT</p>
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>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</p>	<p>HoD SMT</p>
<p>Candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	<p>Subject Teacher HoD</p>
<p>Candidate does not set out references as required</p>	<p>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 (where applicable) Information for candidates – coursework assessments</p>	<p>Subject Teacher HoD</p>





	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Subject Teacher HoD
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	HoD EO
An excluded pupil wants to complete their 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	HoD EO
<b>Resources</b>		
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	Subject Teacher HoD
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	Subject Teacher HoD
<b>Word and time limits</b>		
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	Subject Teacher HoD
<b>Collaboration and group work</b>		



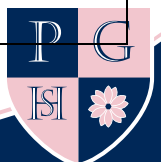


Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	HoD EO
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Subject staff should familiarise themselves with the content of the JCQ document Teachers sharing assessment material and candidates' work. All candidates have been issued with the current JCQ document Information for candidates: non-examination assessments  The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	HoC SMT HoD EO
Candidate does not sign their authentication statement/declaration	Declaration is checked for signature before accepting the work of a candidate for formal assessment	HoD EO
Subject teacher not available to sign authentication forms	Ensures a Centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the Centre's quality assurance procedures	HoD
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	HoD EO
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	HoD





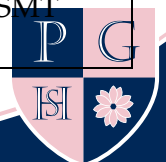
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	HoD EO
<b>Task marking – externally assessed components</b>		
A candidate is absent 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	HoD EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	HoD EO
<b>Task marking – internally assessed components</b>		
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	HoD
A candidate is unable to finish their work for unforeseen reason	Relevant staff seek advice from EO - the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for shortfall in work	HoD SMT EO
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ documents Instructions for conducting non examination assessments (8) and where applicable Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work.	HoD EO
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) and where applicable Instructions for conduction coursework (6.Malpractice in coursework) 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	HoC SMT HoD EO





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<p>A teacher marks the work of his/her own child</p>	<p>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</p>	<p>HoC SMT HoD EO</p>
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p>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, to determine eligibility and the process to be followed for non-examination assessment extension</p>	<p>HoD EO</p>
<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p>Awarding body is contacted for guidance Relevant staff seek advice from EO - the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	<p>HoD EO</p>
<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p>Candidates are informed (individually, orally) of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. The teacher giving the marks will keep a written record of the time and date when marks were given (orally) to pupils. Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the Exams Officer for the submission of marks The candidates are made aware of the Centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</p>	<p>HoC SMT HoD EO</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>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</p>	<p>Subject Teacher HoD EO</p>
<p>Deadline for submitting marks and samples of candidates work</p>	<p>Internal/external deadlines are published at the start of each academic year Reminders are issued through Heads of Department as deadlines approach</p>	<p>HoD SMT</p>





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ignored by subject teacher	Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	
Subject teacher long term absence during the marking period	See Centre's contingency plan (Teaching staff extended absence at key points in the exam cycle)	SMT HoD EO

