



# Trust Non-Exam Assessment Policy

Version 3  
2025-26

This policy applies to all New Collaborative Learning Trust  
Colleges and Secondary Schools.



**Wingfield Academy**



**newcollege**

Bradford



**newcollege**

Pontefract

## **Contents**

1.0	The Purpose of the policy and what it affects .....	3
2.0	Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities .....	4
3.0	Practical Skills Endorsement for the A Level Sciences designed for use in England .....	5
4.0	Spoken Language Endorsement for GCSE English Language specifications designed for use in England.....	6
5.0	Executive Director Post-16 Education / Executive Director Roles and Responsibilities .....	6
6.0	Quality Assurance (QA) lead/Lead internal verifier (or equivalent role) .....	7
7.0	Heads of Faculty/Department Roles and Responsibilities .....	8
8.0	Subject Teacher Roles and Responsibilities .....	10
9.0	Examinations Officer Roles and Responsibilities .....	15
10.0	Trust Director of IT Roles and Responsibilities.....	17
11.0	SENCo or equivalent role Roles and Responsibilities .....	17

## **1.0 The Purpose of the policy and what it affects**

This policy affects the delivery of GCE and GCSE specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework. The JCQ publication is further referred to in this policy as NEA.

The regulator's definition of an examination is very narrow and in effect, 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)

Non-exam Assessment ('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'.

Instructions for conducting coursework for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications are provided in the JCQ document

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

This policy confirms the JCQ requirement that New Collaborative Learning Trust 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.

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.

A JCQ Centre Inspector will ask the examinations officer to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose.

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)

## **2.0 Procedures for planning and managing non-examination assessments 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.

### **Head of Centre**

#### **Basic Principles**

- 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/VTQs) and Instructions for conducting coursework, and confirms:
  - 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
  - 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 that the centre's non-examination assessment policy is fit for purpose and covers all types of non-examination assessment;
  - Ensures the centre's internal appeals procedure clearly details the procedure 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.

### **Task marking – internally assessed components**

#### **Marking and annotation**

- 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

#### **Malpractice**

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff;
- Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures
- 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)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### **Post-results services**

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

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

### **Head of Centre**

- Returns the 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **Quality assurance (QA) lead/Lead internal verifier (or equivalent role)**

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

### **Head of Faculty/Department**

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics in the Autumn Term;
- Undertakes training provided by the awarding body on the implementation of the practical endorsement;
- Disseminates information to subject teachers ensuring the standards can be applied appropriately;
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment;

### **Subject teacher**

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment

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

#### **4.0 Spoken Language Endorsement for GCSE English Language specifications designed for use in England**

##### **Head of centre**

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement
- Quality assurance (QA) lead/Lead internal verifier (or equivalent role)
- Ensures the appropriate arrangements are in place for internal standardisation of assessments

##### **Head of Faculty/Department**

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

##### **Subject Teacher**

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

##### **Exams Officer**

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

#### **5.0 Executive Director Post-16 Education / Executive Director Roles and Responsibilities**

##### **Basic Principles**

- Ensures that the Trust non-examination assessment policy is fit for purpose, working collaboratively with Trust Principals/Secondary Headteachers to ensure appropriate consistency.
- Ensures the centre's internal appeals procedures clearly detail the procedure 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.
- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs), Instructions for conducting coursework awarding body subject-specific instructions;
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year
- Accountable for the safe and secure conduct of non-examination assessments;
- Establishes roles/responsibilities relating to non-examination assessments and provides appropriate support and training;
- Ensures Heads of Faculty/Department have appropriate procedures in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria;
- Updates the Internal Appeals Policy for non-examination assessments

### **Consortium arrangements**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises 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 affected
- Ensures procedures for internal standardisation as a consortium are followed

## **6.0 Quality Assurance (QA) lead/Lead internal verifier (or equivalent role)**

### **Basic Principles**

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.

### **Task marking – internally assessed components**

#### **Internal standardisation**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff, etc.)
- Ensures accurate internal standardisation – for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

## **7.0 Heads of Faculty/Department Roles and Responsibilities**

### **Basic Principles**

- Ensures the Trust Examinations Manager is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series;
- Ensures subject teachers understand their role and responsibilities within the non examination assessment process and provide training if necessary;
- Ensures the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs), Instructions for conducting coursework and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements);
- Works with the QA Lead/Lead Internal Verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

### **Task Setting**

- Selects 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;
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.;
- Confirms when set tasks will be issued by the awarding body;
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times;
- Sets date(s) when tasks should be taken by candidates and communicates this to relevant staff members;

### **Task Taking**

- In the rare occurrence, when non-examination assessment cannot be conducted in the classroom, request the Examinations Officer to arrange suitable accommodation and external invigilation if necessary;
- Ensures the JCQ documents Instructions for conducting non-examination assessments, Instructions for conducting coursework, *AI Use in Assessments: Protecting the Integrity of Qualifications* and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
- Liaises with AV Technician to determine assistance required for any Audio/Visual Recordings.
- Liaises with the Trust Director of IT to ensure any Audio/Visual Recordings are stored electronically in a secure area on the Centre's network in the format stipulated by the exam board prior to being submitted to the moderator/examiner.
- To liaise fully with the SENCo and subject teachers when planning for non-examination assessments to ensure that the needs (e.g. extra time, reader, scribe, etc.) of individual students are met;

- Checks the awarding body's subject-specific requirements and relays this to subject teachers to ensure candidates take tasks under the required conditions and supervision arrangements;
- Refers to the awarding body's specification and/or associated documentation (including video/voice recording of candidate's practical work) to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks and this information is passed onto the relevant staff members;
- Liaises with the Examinations Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification;

### **Task marking – internally assessed components**

#### **Marking and annotation**

- 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
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component;
- Provides the attendance register to a Visiting Examiner;
- Ensures that the externally assessed component is conducted within the window specified by the awarding body;
- Ensures the subject teachers conduct the externally assessed component according to the JCQ publication *Instructions for conducting examinations*;
- Provides the moderation sample (keeping a record of the work submitted) to the Examinations Officer to the internal deadline or submits online by the awarding body deadline (depending upon specific centre arrangements);
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required;

#### **Storage and retention of work after submission of marks**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample;
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period;
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings
- In liaison with the Trust Director of IT, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

#### **External Moderation – the process**

- Ensures that awarding body or its moderator receive the correct samples of 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**

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports/feedback forms and ensures that any remedial action, if necessary, is undertaken before the next examination series;
- To inform students (via subject teachers) to collect non-examination assessments by a specific date or it will be destroyed where allowed by the awarding body regulations.

### **Post-results services**

- Provides relevant support to subject teachers making decisions about reviews of results;
- Provides the Examinations 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 Examinations Officer in collecting candidate consent where required;

## **8.0 Subject Teacher Roles and Responsibilities**

### **Basic Principles**

- Understands and complies with the general instructions as detailed in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs), Instructions for conducting coursework Where instructions may also be provided by the awarding body, understands and complies 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;
- Marks internally assessed work in accordance with the marking criteria provided by the awarding body;

### **Task Setting**

- Makes candidates aware of the criteria used to assess their work;

### **Issuing of Tasks**

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

### **Task Taking**

#### **Supervision**

- Ensures they are aware of and following the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications*
- Checks the awarding body's subject-specific requirements and ensures candidates take tasks under the required conditions and supervision arrangements as outlined by the awarding body;
- Ensures conditions for any formally supervised sessions are known and put in place;
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated;
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own;

#### **Ensures 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
- Ensures 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, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates;
- Ensures candidates are aware of the current JCQ documents *Information for Candidates – Non Examination Assessments*, *Information for Candidates – Coursework* and *Information for Candidates – Social Media*;
- Ensures candidates understand and comply with the regulations in relevant JCQ Information for Candidates' documents;

### **Advice and Feedback**

- As relevant to the subject/component, 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, provides oral and written advice at a general level to candidates;
- Allow candidates to revise and re-draft work after advice has been given at a general level;
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner;
- Ensures when work has been assessed, candidates are not allowed to revise it;

### **Resources**

- Refers 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 when planning and researching their tasks;
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<https://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;
- Ensures 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;
- Ensures conditions for any formally supervised sessions are put in place and are understood and followed by candidates;
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions;
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.;
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged;

### **Word and time limits**

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

### **Collaboration and group work**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work;

- Ensures that it is possible to attribute assessable outcomes to individual candidates;
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment;
- Assesses the work of each candidate individually;

### **Authentication procedures**

- Where required by the awarding body's specification
- ensures candidates sign/date a declaration confirming the work they submit for final assessment is their own unaided work and ensures this takes place as soon as the candidate has completed the assignment;
- signs/dates the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later;
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable);
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and/or Instructions for conducting coursework and informs Head of Faculty/Department and the Examinations Officer;
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero;

### **Presentation of work**

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA or ICC unless the awarding body's specification gives different subject-specific instructions;
- Instructs 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;
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work;
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present/absent and return to the Examinations Officer following completion of assessment;

### **Keeping materials secure**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session);
- When work is submitted by candidates for final assessment, ensures work is securely stored;
- Follows secure storage instructions as defined in the JCQ documents Instructions for conducting non-examination assessments/coursework;
- Takes sensible precautions when work is taken home for marking;
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted;

- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series;
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed;
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means; (Reminds candidates of the contents of the JCQ document *Information for candidates – social media*);
- Liaises with the Trust Director of IT to ensure that appropriate arrangements are in place to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically;
- 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;

### **Task marking – externally assessed components**

#### **Conduct of externally assessed work**

- Liaises 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 JCQ *Instructions for conducting examinations*;
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component;

### **Task marking – internally assessed components**

#### **Marking and annotation**

- Accesses/attends awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process;
- 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 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**

- Indicates on work (or cover sheet) the date of marking;
- Marks to common standards;
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later;

#### **Consortium arrangements for centre assessed NEA components**

- Provides marks to the exams officer to the internal deadline

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

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

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

### **Storage and retention of work after submission of marks**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample;
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period;
- In liaison with IT, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place;
- If retention may be a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

### **Access arrangements and reasonable adjustments**

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments.
- Ensures required evidence is forwarded to the SENCo;

### **Special consideration and loss of work**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work or work;
- Liaises with the Examinations Officer when special consideration may need to be applied for a candidate taking assessments;
- Liaises with the exams officer to report loss of work to the awarding body;

### **Malpractice**

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice;
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework;

- Ensures candidates understand the JCQ documents Information for candidates– non-examination assessments/coursework assessments;
- Ensures candidates understand the JCQ document Information for candidates - social media;
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre and Examinations Officer;

### **Post-results services**

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

## **9.0 Examinations Officer Roles and Responsibilities**

### **Basic Principles**

- Signposts the annually updated JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) 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 assessments and coursework;
- Enter candidates for individual units before the deadline for final entries;
- Ensures copies of all relevant JCQ notices for candidates are made available to all candidates via either email/Teams/SharePoint Student Hub/student exams handbook at the start of the academic year;
- Confirms with Heads of Faculty/Department that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates;

### **Conduct of externally assessed work**

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

### **Submission of work**

- Provides the attendance register to the Head of Faculty/Department where applicable;
- 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 and ensures the completed attendance register accompanies the work;
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series;
- Packages the work as required by the awarding body and attaches the examiner address label;
- Ensures that the package in which the work is despatched is robust and securely fastened;
- Despatches the work to the awarding body's instructions by the required deadline;

### **Consortium arrangements**

- Submits 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 affected;
- Ensures the marks are submitted to the awarding body's deadline;
- Where relevant, liaises with other consortium Examinations Officers to arrange despatch of a single moderation sample to the awarding body deadline;

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

- Confirm with subject teachers that marks have been input and submitted online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the awarding body deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline;
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors;
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline;

Ensures that for postal moderation:

- work is dispatched in packaging provided by the awarding body;
- moderator label(s) provided by the awarding body are affixed to the packaging;
- proof of dispatch is obtained and kept on file until the successful issue of final results;
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required;
- Through the subject teacher, submits any supporting documentation required by the awarding body;

### **Storage and retention of work after submission of marks**

- Ensures any sample returned after moderation is logged and returned to the Head of Faculty/Department for secure storage and required retention;

### **External Moderation – feedback**

- Downloads and saves all moderator reports to Sharepoint;
- Takes remedial action, if necessary, where feedback may relate to centre administration

### **Special consideration and loss of work**

- Refers to/directs relevant staff to the JCQ document A guide to the special consideration process;
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale;
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale;
- Keeps required evidence on file to support the application;
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW (lost work) and where applicable submits to the relevant awarding body;

### **Malpractice**

- Signposts the JCQ document Suspected Malpractice: Policies and Procedures to the Head of Centre;

- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates 'work to Heads of Faculty/Department;
- Signposts candidates to the relevant JCQ information for candidates documents;
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice;

### **Post-results services**

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

## **10.0 Trust Director of IT Roles and Responsibilities**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically;
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software;
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained;
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks;
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable;
- Will ensure that timed secure accounts are available for non-examination assessments using IT facilities;
- To provide technical support as and when required, ensuring that IT support is available on site at all times exams are taking place;

## **11.0 SENCo or equivalent role Roles and Responsibilities**

- Follows the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment;
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place and before awarding body deadlines;
- Informs Exams Officer of any access arrangements for eligible candidates by internal deadlines;
- Makes subject teachers and other relevant staff aware of any access arrangements for eligible candidates which need to be applied to assessments;
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met;
- Applies for an exemption for a practical endorsement where a candidate cannot access it due to a substantial impairment;

- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.