



NON-EXAMINATION ASSESSMENT POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

DOCUMENT CONTROL	
Responsible position:	Approved by:
Examinations Officer	Senior Deputy Headteacher
Version number:	Date approved:
1.0	September 2018
Review Period:	Next review date:
Annually	September 2019

RELATED POLICIES AND DOCUMENTS	
Policy Name	Date Issued
Behaviour of Learning and Principles Policy	June 2013
Exams policy	September 2018
Exams Booklet 2018	September 2018
Exams Contingency Plans	September 2018

REVISION RECORD		
Date	Version	Revision Description

Contents

1. What does this policy affect?
2. Purpose of the policy
3. What are non-examination assessments?
4. Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities
- 5. Task setting**
6. Issuing of tasks

- 7. Task taking**
 - 7.1 Supervision
 - 7.2 Advice and feedback
 - 7.3 Resources
 - 7.4 Word and time limits
 - 7.5 Collaboration and group work
 - 7.6 Authentication procedures
 - 7.7 Presentation of work
 - 7.8 Keeping materials secure

- 8 Task marking**
 - 8.1 Externally assessed components
 - 8.2 Submission of work
 - 8.3 Internally assessed components
 - 8.4 Marking and annotation
 - 8.5 Internal standardisation
 - 8.6 Storage and retention of work after submission of marks
 - 8.7 External moderation – feedback
 - 8.8 Access arrangements
 - 8.9 Special consideration
 - 8.10 Malpractice
 - 8.11 Enquires about results

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

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

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

1. What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment at The Wellington Academy. “The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.” This publication is further referred to in this policy as NEA

2. Purpose of the policy

The purpose of this policy, as defined by JCQ, is to cover procedures for planning and managing non-examination assessments ☐ define staff roles and responsibilities with respect to non-examination assessments ☐ manage risks associated with non-examination assessments [NEA 1]

3. What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- Task setting
- Task taking
- Task marking

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

Head of centre;

- Ensures that the centre’s non-examination assessment policy is fit for purpose
- Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking

Senior leaders;

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science

Quality assurance (QA) lead/Lead internal verifier;

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (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.

Subject Leader;

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (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
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

Subject teacher;

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams officer;

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

5. Task setting

Subject teacher;

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

6. Issuing of tasks

Subject teacher;

- Determines when set tasks are issued by the awarding body

- Identifies date(s) when tasks should be taken by candidates informing candidates of time limits and dates.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

7. Task taking

7.1 Supervision

Subject teacher;

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

7.2 Advice and feedback

Subject teacher;

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

7.3 Resources

Subject teacher;

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

7.4 Word and time limits

Subject teacher;

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

7.5 Collaboration and group work

Subject teacher;

- 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

7.6 Authentication procedures

Subject teacher;

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

7.7 Presentation of work

Subject teacher;

- 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 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

7.8 Keeping materials secure

Subject teacher;

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Director;

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

8. Task marking

8.1 Externally assessed components

Subject teacher;

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

Exams officer;

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

8.2 Submission of work

Subject teacher;

- Provides the attendance register to a Visiting Examiner

Exams officer

Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner

- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

8.3 Internally assessed components

8.4 Marking and annotation

Subject teacher;

Attends awarding body training 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

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 to the timescale 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

8.5 Internal standardisation

Quality assurance (QA) lead/Lead internal verifier;

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, 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

Subject teacher;

- Indicates on work (or cover sheet) the date of marking

- Marks to common standards

8.6 Storage and retention of work after submission of marks

Subject teacher;

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

Exams officer;

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

8.7 External moderation - feedback

Subject Leader;

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

Exams officer;

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

8.8 Access arrangements

Subject teacher;

- Ensures any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo);

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

8.9 Special consideration

Subject teacher;

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost

Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer;

- Refers to/directs relevant staff to the JCQ publication 'A guide to the special consideration process'
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

8.10 Malpractice

Head of centre;

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- 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 assessment 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

Subject teacher;

- Is 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, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer;

- Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads
- Signposts candidates to the relevant JCQ information for candidate's documents

- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

8.11 Enquiries about results

Head of centre;

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates

Subject Leader;

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

Subject teacher;

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

Exams officer;

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication 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 non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

Head of centre;

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

Subject head/lead;

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Undertakes training provided by the awarding body on the implementation of the practical endorsement

- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher;

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Exams officer;

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

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

Head of centre;

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

Quality assurance (QA) lead/Lead internal verifier;

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

Subject Lead;

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

Subject teacher;

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions

- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades 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

11. Risk Assessment

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

Risk	Actions to manage/mitigate risk	Action by
Task setting		
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	IT team
Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	Subject Leaders
Students 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 student or group of students is produced for students Records confirm all students understand the marking criteria Students confirm/record they understand the marking criteria	Subject teacher
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan	
Issuing of tasks		
Task for legacy specification given to students undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved	Subject Leader
Awarding body set task not issued to students 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 students 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	Subject Leader

The wrong task is given to students	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to students Awarding body guidance sought where this issue remains unresolved	Subject Leader
Subject teacher long term absence during the issuing of tasks stage		
Task taking		
Planned assessments clash with other centre or student activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	SLT
Rooms or facilities inadequate for students to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course	SLT
Insufficient supervision of students 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 students Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	Subject Lead
A student 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 (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	SLT
Access arrangements were not put in place for an assessment where a student is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the student	SENco
Advice and feedback		
Student claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to students before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to students prior to starting on their work as appropriate to the subject and component Student confirms/records advice and feedback given prior to starting on their work	
Student claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to students 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 students during the task-taking stage as appropriate to the subject and component Student confirms/records advice and feedback given during the task-taking stage	
A third party claims that assistance was given to students by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; students 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	
Student does not reference information from published source	Student is advised at a general level to reference information before work is submitted for formal assessment Student is again referred to the JCQ document Information for students: non-examination assessments Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Student does not set out references as required	Student is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Student is again referred to the JCQ document Information for students: non-examination assessments Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Student joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the student to catch up	
Student 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	
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a student outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the student	
Resources		
A student 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 students, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for students is restricted between formally supervised sessions	
A student fails to acknowledge sources on work that is submitted for assessment	Student's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the student should be marked where student's detailed records acknowledges sources appropriately Where confirmation is unavailable from student's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the student	

Word and time limits		
A student 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, students are discouraged from exceeding them Students confirm/record any information provided to them on word or time limits is known and understood	
Collaboration		
Students have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	
Authentication		
A teacher has doubts about the authenticity of the work submitted by a student for internal assessment Student plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and students' work Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments Students confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for students: non-examination assessments The student's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	
Student does not sign their authentication statement/declaration	Records confirm that students have been issued with the current JCQ document Information for students: non-examination assessments Students confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for students: non-examination assessments Declaration is checked for signature before accepting the work of a student for formal assessment	
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking students work as part of the centre's quality assurance procedures	
Presentation of work		
Student does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a student for formal assessment	
Keeping materials secure		
Students work between formal supervised sessions is not securely stored	Records confirm 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	
Task marking - externally assessed components		
A student is absent on the day of the examiner visit for an acceptable reason		
A student is absent on the day of the examiner visit for an unacceptable reason		
Task marking - internally assessed components		
A student submits little or no work	Where a student submits no work, the student is recorded as absent when marks are submitted to the awarding body Where a student submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
A student is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	
The work of a student is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work	
Student malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	
After submission of marks, it is discovered that the wrong task was given to students	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for students	
A student wishes to appeal/request a review of the marks awarded for their work by their teacher	Students are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm students have been informed of their marks Students are informed that these marks are	

	subject to change through the awarding body's moderation process Students are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the student exam handbook, students are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body	
Deadline for submitting work for formal assessment not met by student	Records confirm deadlines given and understood by students at the start of the course Students 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 student	
Deadline for submitting marks and samples of students work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	
Subject teacher long term absence during the marking period	See centre's exam contingency plan	