



NON-EXAMINATION ASSESSMENTS (NEA) POLICY

Status	Non-Statutory	Date created	November 2020
Any other statutory names for this policy (where applicable)		Date first approved	March 2021
Responsibility for this policy (job title)	Exams Officer and Deputy Headteacher	Date last reviewed	Autumn 2023
Governors' Committee with responsibility for its review	T&L	Frequency of review	Every year
Tick here if Bucks Policy attached in its entirety		To be put on the school website? (Yes/No)	Yes
Approval necessary	Committee		

Centre Details

Centre Name	Aylesbury High School
Centre Number	52105

Key staff involved in the policy

Role	Name(s)
Exams Officer	Mrs Ritu Tripathy
SENDCo	Mrs Miranda Crafts
Deputy Headteacher	Mrs Caroline Wilkes
Head of Centre	Mrs Marieke Forster

Legislation

This policy is reviewed and updated annually to ensure that non-examination assessments at Aylesbury High School¹ are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

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

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'.

Purpose of the policy

The purpose of this policy is to confirm that Aylesbury High School adheres to JCQ (Joint Council for Qualifications) regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments.

This policy covers all types of non-examination assessment.

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

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**, confirming:
 - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
 - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level

¹ On the occasion that an external candidate entering for an examination at Aylesbury High School wishes to re-submit or repeat an NEA component, we will liaise with the Awarding Body in the first instance.

Sciences) prescribed practical activities

- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose
- Ensures the centre's **Internal Appeals Procedures** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

Leadership Team role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year and ensure this is shared with the SENDCo.

Exams Officer role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates provided to capture/record relevant information is received and understood by candidates
- Signpost the annually updated JCQ publication **Instructions for conducting non-examination assessments** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/ management of non-examination assessment.

Head of Department role and responsibilities:

- Be aware of the internal appeals procedure and adhere to the timescales
- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries
- Liaise with other Heads of Department and the Leadership Team if there is a need for a change to assessment schedules once the calendar is set.

Subject Teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply 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

- Mark internally assessed work to the criteria provided by the awarding body.

2. Task Setting

Head of Department role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- 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

Subject Teacher role and responsibilities:

- Make candidates aware of the criteria used to assess their work
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.

3. Task Taking

a. Supervision

Head of Department role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.

Subject Teacher role and responsibilities

- Ensure there is sufficient supervision to ensure the work a candidate submits is their own and can be authenticated
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution
- 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 documents **Information for candidates**.

b. Advice and Feedback

Subject Teacher role and responsibilities

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Not to provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- If allowed, allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed after the final submission, candidates are not allowed to revise it.

c. Resources

Head of Department role and responsibilities:

- Refer 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
- Ensure conditions for any formally supervised sessions are known and put in place.

Subject Teacher role and responsibilities

- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

d. Word and time limits

Head of Department role and responsibilities:

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

e. Collaboration and group work

Subject Teacher role and responsibilities

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

f. Authentication Procedures

Head of Department role and responsibilities:

- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications **Instructions for conducting non-examination assessments** and inform a member of the leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Subject Teacher 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.

g. Presentation of work

Subject Teacher 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 the JCQ publication **Instructions for conducting non-examination assessments** 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.

h. Keeping materials secure

Subject Teacher role and responsibilities

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understand that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required.

IT 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 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 Taking

a. Conduct of externally assessed work

Head of Department role and responsibilities

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

Exams officer role and responsibilities

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

b. Submission of work

Subject Teacher role and responsibilities

- Provide the attendance register to a Visiting Examiner

Exams officer role and responsibilities

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure 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, ensure the completed attendance register accompanies the work
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attach the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work according to the awarding body's instructions by the required deadline

5. Task Marking - internally assessed components

a. Marking and annotation

Head of Centre role and responsibilities

- Ensure where a teacher is teaching/preparing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter), a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Head of Department role and responsibilities

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow at least one week 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

Subject Teacher role and responsibilities

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale set by the Head of Department 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

b. Internal standardisation

Head of Department role and responsibilities

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject Teacher role and responsibilities

- Indicate on work (or cover sheet) the date of marking; this could be on a Google Doc
- 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

c. Submission of marks and work for moderation

Head of Department role and responsibilities

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

Exams officer role and responsibilities

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Head of Department 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 Head of Department, 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 Head of Department, submit any supporting documentation required by the awarding body

d. Storage and retention of work after submission of marks

Subject Teacher role and responsibilities

- Keep a record of names and candidate numbers for candidates whose work was included

in the moderation sample

- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exam Officer role and responsibilities

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

e. External moderation - the process

Head of Department role and responsibilities

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

f. External moderation - feedback

Head of Department role and responsibilities

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

Exam Officer role and responsibilities

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

6. AI Use in Assessments

a. What is AI use

AI use refers to the use of AI tools to obtain information and content or to generate or edit pictures and figures which might be used in work produced for assessments which lead towards qualifications. AI chatbots (eg ChatGPT, Google Bard) are AI tools which generate text in response to user prompts and questions. Large language models (LLMs) are natural language processing computer programs that use artificial neural networks to generate text so this phrase also includes ChatGPT.

Head of Department role and responsibilities

- Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them the risks of malpractice
- Ensure students are aware of the significant risks posed by using AI chatbots or LLMs to research information for qualification assessments, such as producing unreliable

responses or content which may seem convincing but contain incorrect, fake or biased information.

- Ensure students understand the limitations of the use of AI for the specification they are completing.

Subject Teacher role and responsibilities

- Be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.
- Be aware that AI chatbots can complete tasks such as the following:
 - Answering questions
 - Analysing, improving, and summarising text
 - Authoring essays, articles, fiction, and non-fiction
 - Writing computer code
 - Translating text from one language to another
 - Generating new ideas, prompts, or suggestions for a given topic or theme
 - Generating text with specific attributes, such as tone, sentiment, or formality
- Be aware that there are also AI tools which can be used to generate images

b. What is AI misuse

The misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Head of Department role and responsibilities

- Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject
- Ensure students are aware that the following would constitute AI misuse and therefore exam malpractice:
 - Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
 - Copying or paraphrasing whole responses of AI-generated content
 - Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
 - Failing to acknowledge use of AI tools when they have been used as a source of information
 - Incomplete or poor acknowledgement of AI tools
 - Submitting work with intentionally incomplete or misleading references or bibliographies.

c. Acknowledging AI use

Head of Department role and responsibilities

- Reinforce to students the need for appropriate referencing the sources that have been used when producing work for an assessment, and show them how to do this
- Ensure students know that sources must be verified by the student and referenced in their work in the normal way when content has been generated from an AI tool which

provides details of the sources it has used

- Make students aware that if content is generated from an AI tool which does not provide sources, they should ensure that they independently verify the AI-generated content - and then reference the sources they have used.

Subject Teacher role and responsibilities

- Ensure students are aware that they must acknowledge the use of AI and show clearly how they have used it
- Inform students that where AI tools have been used as a source of information, their acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023
- Ask students to retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used
- Ensure students submit this with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used
- Remind students that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification
- Remind students that if they use AI so that they have not independently met the marking criteria they will not be rewarded

d. Preventing AI misuse

Head of Department role and responsibilities

- Set reasonable deadlines for submission of work and provide reminders
- Where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence
- Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data

Subject Teacher role and responsibilities

- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work
- Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised

IT Team role and responsibilities

- Restrict access to online AI tools on centre devices and networks
- Ensure that access to online AI tools is restricted on centre devices used for exams

e. Identifying AI misuse

Head of Department role and responsibilities

- Where the misuse of AI is suspected, consider using an automated detection program such as:
 - GPTZero (<https://gptzero.me/>)
 - The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)as part of a holistic approach to considering the authenticity of students' work
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work

Subject Teacher role and responsibilities

- When reviewing a given piece of work to ensure its authenticity, staff will compare it against other work created by the student
- Where the work is made up of writing, the following characteristics will be checked:
 - Spelling and punctuation
 - Grammatical usage
 - Writing style and tone
 - Vocabulary
 - Complexity and coherency
 - General understanding and working level
 - The mode of production (i.e. whether handwritten or word-processed)
- Look for potential indicators of AI use:
 - A default use of American spelling, currency, terms and other localisations
 - A default use of language or vocabulary which might not appropriate to the qualification level
 - A lack of direct quotations and/or use of references where these are required/expected
 - Inclusion of references which cannot be found or verified
 - A lack of reference to events occurring after a certain date
 - Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
 - A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
 - A variation in the style of language evidenced in a piece of work
 - A lack of graphs/data tables/visual aids where these would normally be expected
 - A lack of specific local or topical knowledge
 - Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
 - The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
 - The submission of student work in a typed format, where their normal output is handwritten
 - The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay
 - The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
 - Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

f. Reporting AI misuse

Head of Centre role and responsibilities

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication **Suspected Malpractice: Policies and Procedures**

Head of Department role and responsibilities

- Aim to resolve the matter prior to the signing of the declarations
- If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the Head of Centre to pass on to the relevant awarding organisation

Subject Teacher role and responsibilities

- Not to accept work which is not the student's own

Exam Officer role and responsibilities

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

7. Access arrangements

Subject Teacher role and responsibilities

- Work with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments

SENDCo role and responsibilities

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

8. Special consideration and loss of work

Subject Teacher role and responsibilities

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments

- Liaise with the exams officer to report loss of work to the awarding body

Exam Officer role and responsibilities

- Refer to/direct relevant staff to the JCQ publication **A guide to the special consideration process**:
 - where a candidate is eligible, submit 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, submit the required form to the awarding body to the prescribed timescale
 - keep required evidence on file to support the application
- Refer to/direct relevant staff where applicable to **Form 15 - JCQ/LCW (lost work)** and where applicable submits to the relevant awarding body

9. Malpractice

Head of Centre role and responsibilities

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice, including the misuse of AI, and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject Teacher role and responsibilities

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work** to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments, including the misuse of AI
- Ensure candidates understand the JCQ document **Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exam Officer role and responsibilities

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the JCQ **Notice to Centres - Sharing NEA material and candidates' work** to subject heads
- 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

10. Post-results services

Head of Centre role and responsibilities

- Is familiar with the JCQ publication **Post-Results Services**
- Ensure the centre's **Internal Appeals Procedures** clearly detail the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Head of Department role and responsibilities

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

Subject Teacher role and responsibilities

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

Exam Officer role and responsibilities

- 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...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure 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

11. MFL Oral Exams

Head of Department role and responsibilities

- Confirm understanding of the **Spoken Section of the GCSE/A Level exam** and ensures any relevant JCQ/awarding body instructions are followed
- Ensures subject teachers understand procedures and how to record all candidates work
- Liaising with exams officer and invigilators for the preparation part of the oral exams. Students are set tasks in a particular order which has to be followed
- Prepare timetable for all staff, liaising with exams officer and cover
- In the case of A Level exams, liaising with the visiting examiners where appropriate
- In the case of A Level exams, liaising with AGS if AHS does not have enough candidates, to ensure that we get a visiting examiner
- Confirming attendance to exams officer of all candidates
- Liaise with SENDCo to ensure visiting examiners are aware of the needs of individual students, where appropriate

Subject Teacher role and responsibilities

- Follow protocols relating to informing candidates how to do the exam and then following the procedure during the oral exam itself
- Work out, according to exam procedure, which candidates get which parts of the exam and prepare a timetable for all of this for the invigilator.
- Record the oral exam
- Confirm to Head of Department that all candidates have done this section of the exam

12. Endorsements

a. Spoken Language Endorsement for GCSE English Language specifications

Head of Centre role and responsibilities

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

Head of Department role and responsibilities

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided
- Work with SENDCo for those students who are struggling with SLE

Subject Teacher role and responsibilities

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

Exam Officer role and responsibilities

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

b. Practical Skills Endorsement for the A Level Science

Head of Centre role and responsibilities

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

Head of Department role and responsibilities

- Confirm understanding of the **Practical Skills Endorsement for A Level Science guidelines** and ensures any relevant JCQ/awarding body instructions are followed. Complete the relevant exam board training if new to the role.
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates have demonstrated the required skills
- Ensure the recording, tracking and monitoring of completed PAGs is consistent across the department

	understand they must not post their work on social media	
Task Setting		
Awarding body set task: IT failure/ corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	Heads of Department and IT Team
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	Heads of Department
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>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</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	Heads of Department/ Subject Teachers
Subject teacher long term absence during the task setting stage	See centre's Exam Contingency Plan which is kept in the exams office (Teaching staff extended absence at key points in the exam cycle)	Heads of Department/ Leadership Team
Issuing of Tasks		
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p>	Heads of Department

	Set task accessed well in advance to allow time for planning, resourcing and teaching	
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	Heads of Department/ Exams Officer
Subject teacher long term absence during the issuing of tasks stage	See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)	Heads of Department/ Leadership Team
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Leadership Team/Head of Department
Task Taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	Leadership Team
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)	Leadership Team
Insufficient	Confirm subject teachers are aware of and follow the	Exams Officer

supervision of candidates to enable work to be authenticated	<p>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</p> <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's Non-examination Assessment Policy</p>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (Malpractice section) are followed</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed</p>	Leadership Team
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p>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 candidate</p>	Exams Officer/ Leadership Team
Advice and Feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensures a 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 - usually by sharing on a cohort Google Classroom.</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p>	Heads of Department
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p>Ensures a process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure - usually by sharing on a cohort Google Classroom.</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p>	Heads of Department

	Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component	
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>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	Leadership Team
Candidate does not reference information from published source	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Subject Teachers
Candidate does not set out references as required	<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</p> <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Subject Teachers
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 Teachers
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	Exams Officer

<p>An excluded pupil wants to complete his/her non- examination assessment(s)</p>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	<p>Leadership Team</p>
<p>Resources</p>		
<p>A candidate augments notes and resources between formally supervised sessions</p>	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre’s network, access for candidates is restricted between formally supervised sessions</p>	<p>Subject Teachers</p>
<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p>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</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate’s detailed records acknowledges sources appropriately</p> <p>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</p>	<p>Subject Teacher/ Exams Officer</p>
<p>A candidate misuses AI in the production of work that is submitted for assessment</p>	<p>The use and misuse of AI is addressed by the Head of Department (possibly delegated to subject teachers) ahead of the NEA process</p> <p>It is made clear to students that the misuse of AI constitutes exam malpractice</p>	
<p>Word and time limits</p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p>	<p>Heads of Department/ Subject Teachers</p>

	Candidates confirm/record any information provided to them on word or time limits is known and understood	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	Exams Officer
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document 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	Heads of Department/ Subject Teachers
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	Subject Teachers
Subject teacher not available to sign authentication forms	Ensures a 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	Heads of Department

Presentation of work		
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	Heads of Department
Keeping materials secure		
Candidates 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/internal audit ensures subject teacher use of appropriate secure storage	Exams Officer
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	Exams Officer
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Team ensures: <ul style="list-style-type: none"> • access to this material is restricted • appropriate security safeguards are in place • an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained • any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it 	Heads of Department/ IT Team
Task marking - externally assessed components		
A candidate is absent on the day of the	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate	Exams Officer

examiner visit for an acceptable reason	If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Exams Officer
Task marking - internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	Heads of Department
A candidate 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	Heads of Department/ Exams Officer
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	Heads of Department/ Exams Officer
Candidate 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: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	Leadership Team/ Heads of Department
A teacher marks the work of a candidate with whom they have	A conflict of interest is declared by informing the awarding body that a teacher is teaching/preparing said student at the start of the course	Exams Officer

<p>a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)</p>	<p>Marked work of said student is submitted for moderation whether part of the sample requested or not</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</p> <p>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</p>	<p>Exams Officer</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</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	<p>Exams Officer</p>
<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the exam page of the school website, candidates 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</p>	<p>Heads of Department/ Exams Officer</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</p> <p>Candidates confirm/record deadlines known and understood</p> <p>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</p> <p>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>Heads of Department/ Exams Officer</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through leadership team/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	<p>Leadership Team/ Heads of Department</p>
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</p>	<p>Heads of Department</p>