



DISCOVERY
EDUCATIONAL TRUST

Management of GCE and GCSE Non-Examination Assessment Policy 2023/24

Title	Management of GCE and GCSE Non-Examination Assessment Policy 2023/24
Author/Owner	CHS and SMS Examinations Officers
Status	Final
Issue Date	Nov-23
Senior Leadership Team Review by	CHS - Colin Brodigan - Assistant Headteacher - Examinations and Timetable SMS - John Peacock - Assistant Headteacher - Assessment, Recording and Reporting
Review Cycle	Annual
Review Date	Sep-24
Security Classification	OFFICIAL

Contents

1. What Does this Policy Affect?	3
2. Purpose.....	3
3. What are Non-Examination Assessments?	3
4. Procedures for Planning and Managing Non-Examination Assessments Identifying Staff Roles and Responsibilities.....	4
The Basic Principles	4
Task Setting.....	5
Task Taking	5
Task Marking – Externally-Assessed Components	8
Task Marking – Internally-Assessed Components.....	9
Internal Standardisation	10
Consortium Arrangements	10
Submission of Marks and Work for Moderation	11
Storage and Retention of Work after Submission of Marks	12
External Moderation – The Process	12
External Moderation – Feedback	12
Access Arrangements and Reasonable Adjustments	13
Special Consideration and Loss of Work	13
Malpractice	13
Post-Results Services	14
Practical Skills Endorsement for the A Level Sciences Designed for Use in England	15
Spoken Language Endorsement for GCSE English Language Specifications Designed for Use in England	16
Private Candidates.....	17
5. Management of Issues and Potential Risks Associated with Non-Examination Assessments.....	18

1. What Does this Policy Affect?

This Policy affects the delivery of subjects of GCSE and GCE qualifications, which contain a component(s) of Non-Examination Assessment (NEA).

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an Awarding Body;
- designed to be taken simultaneously by all relevant candidates at a time determined by the Awarding Body; and
- taken under conditions specified by the Awarding Body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment);

is classified as a 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 (refer to the Foreword to JCQ's Instructions for conducting non-examination assessments). This publication is further referred to in this Policy as [NEA](#).

2. Purpose

The purpose of this Policy, as defined by JCQ, is to:

- cover procedures for planning and managing NEAs;
- define staff roles and responsibilities for NEAs;
- manage risks associated with NEAs.

The Policy needs to cover all types of NEA ([NEA](#), Section 1).

3. What are Non-Examination Assessments?

NEAs measure subject-specific knowledge and skills that cannot be tested by timed, written papers.

There are three assessment stages and rules, which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking ([NEA](#), Section 1).

4. Procedures for Planning and Managing Non-Examination Assessments Identifying Staff Roles and Responsibilities

The Basic Principles

Head of Centre

- 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 [NEA](#).
- Ensures that the Centre's NEA Policy is fit for purpose and covers all types of NEA;
- Ensures that the Centre's Internal Appeals Procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (Centre- assessed marks), and requesting a review of the Centre's marking.

Senior Leaders

- Ensure the correct conduct of NEAs (including endorsements), which comply with [NEA](#) and Awarding Body subject-specific instructions;
- Ensure that the Centre-wide calendar records assessment schedules by the start of the academic year.

Quality Assurance (QA) Lead/Lead Internal Verifier

- Confirms with subject heads that appropriate Awarding Body forms and templates for NEAs (including endorsements) are used by teachers and candidates;
- Ensures that appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with Awarding Body criteria;
- Ensures that appropriate Centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers;
- Ensures that 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 that a Centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Head/Lead

- Ensures that subject teachers understand their role and responsibilities in the NEA process;
- Ensures that [NEA](#) and relevant Awarding Body subject-specific instructions are followed in relation to the conduct of NEAs (including endorsements);
- Works with the QA Lead/Lead Internal Verifier to ensure that appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

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 NEAs, 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 that the Examinations 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.

Examinations Officer

- Signposts the annually updated JCQ [NEA](#) publication to relevant Centre staff;
- Undertakes tasks where these may be applicable to the role in supporting the administration/management of NEA.

Task Setting

Subject Teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the Awarding Body OR designs tasks where this is permitted by criteria set out within the subject specification;
- Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Subject Teacher

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

Task Taking

Supervision

Subject Teacher

- Checks the Awarding Body's subject-specific requirements, ensuring that candidates take tasks under the required conditions and supervision arrangements;
- Ensures that there is sufficient supervision to enable the work of a candidate to be authenticated;
- Ensures that there is sufficient supervision to ensure that the work submitted by a candidate is their own;
- Is confident, where work may be completed outside of the Centre without direct supervision, that the work produced is the candidate's own;
- Where candidates may work in groups, keeps a record of each candidate's contribution, and it must be possible to attribute assessable outcomes to individual candidates;
- Ensures that candidates are aware of the current JCQ documents - [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#);
- Ensures that candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents.
- Ensures candidates:

- understand that information from all sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

Advice and Feedback

Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task;
- Does not provide candidates with model answers or writing frames specific to the task;
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates;
- Allows candidates to revise and re-draft work after advice has been given at a general level;
- Records any assistance given beyond general advice, and considers it in the marking, or submits it to the external examiner;
- Ensures that, when work has been assessed, candidates are not allowed to revise it.

Resources

Subject Teacher

- Refers to the Awarding Body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks;
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the Awarding Body's specification and/or associated documentation published by the Awarding Bodies and the regulator:
 - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensures that conditions for any formally-supervised sessions are known and implemented;
- Ensures that appropriate arrangements are implemented to keep the work to be assessed, and any preparatory work, secure between any formally-supervised sessions, including work that is stored electronically;
- Ensures that conditions for any formally-supervised sessions are understood and followed by candidates;
- Ensures that candidates understand that they are not allowed to introduce augmented 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.

Word and Time Limits

Subject Teacher

- Refers to the Awarding Body's specification to determine where word and time limits apply/are mandatory.

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.

Authentication Procedures

Subject Teacher

- Where required by the Awarding Body's specification:
 - ensures that candidates sign a declaration confirming that the work they submit for final assessment is their own unaided work;
 - signs the teacher declaration of authentication confirming that the requirements have been met.
- Keeps 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;
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (electronic signatures are acceptable);
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the Senior Leadership Team (SLT);
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the Awarding Body sets the mark(s) awarded by the Centre to zero.

Presentation of Work

Subject Teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates are 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;
- Ensures that, if candidates' work is to be submitted electronically, it meets the Awarding Body's specified requirements.

Keeping Materials Secure

Subject Teacher

- When work is being undertaken by candidates under formal supervision, ensures that work is securely stored between sessions (if more than one session);
- When work is submitted by candidates for final assessment, ensures that work is securely stored;
- Follows secure storage instructions as defined in [NEA](#) Section 4.8;

- Takes sensible precautions when work is taken home for marking;
- Stores internally-assessed work, including the sample returned after Awarding Body moderation, securely, until all possible post-results services have been exhausted;
- If post-results services have not been requested, returns internally-assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series;
- If post-results services have been requested, returns internally-assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed;
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work online on social media or through any other means (reminds candidates of the contents of the JCQ document Information for candidates – Social Media);
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work, and that appropriate arrangements are in place to restrict access to it between sessions;
- Understands that, during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely, as required.

IT Manager

- Ensures that appropriate arrangements are in place to restrict access between sessions to candidates' work, where work is stored electronically;
- Restricts access to this material and utilises appropriate security safeguards, such as, firewall protection and virus scanning software;
- Employs an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained;
- Considers 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.

Task Marking – Externally-Assessed Components

Conduct of Externally-Assessed Work

Subject Teacher

- Liaises with the Examinations Officer regarding the arrangements for any externally-assessed components of a specification, which must be conducted within a window of dates specified by the Awarding Body, and, where applicable, according to JCQ Instructions for conducting examinations;
- Liaises with the Visiting Examiner where this may be applicable to any externally-assessed component.

Examinations Officer

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally- assessed non-examination component of a specification;

- Conducts the externally-assessed component within the window specified by the Awarding Body, and, where applicable, according to JCQ Instructions for conducting examinations.

Submission of Work

Subject Teacher

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

Examinations Officer

- Provides the attendance register to the subject teacher, where applicable;
- Ensures that the Awarding Body's attendance register for any externally-assessed component is completed correctly;
- Where candidates' work must be despatched to an Awarding Body's examiner, or uploaded electronically, ensures that this is completed by the date specified by the Awarding Body;
- Keeps a copy of the attendance register until after the deadline for reviews of results for the examination series;
- Packages the work, as required by the Awarding Body, and attaches the examiner address label;
- Ensures that the package in which the work is despatched is robust and securely fastened;
- Despatches the work to the Awarding Body's instructions by the required deadline.

Task Marking – Internally-Assessed Components

Marking and Annotation

Head of Centre

- Makes every effort to avoid situations where a candidate is assessed by a person, who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family, for example, son/daughter;
- Where this cannot be avoided, ensures that the possible conflict of interest is declared to the relevant Awarding Body, and the marked work is submitted for moderation whether or not it is part of the moderation sample.

Subject Head/Lead

- Sets timescales for teachers to inform candidates of their Centre-assessed marks that allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the Centre's marking, prior to the marks being submitted to the Awarding Body external deadline.

Subject Teacher

- Accesses Awarding Body training/updates, as required, to ensure familiarity with the mark scheme/marketing process;
- Marks candidates' work in accordance with the marking criteria provided by the Awarding Body;

- Annotates candidates' work, as required, to facilitate internal standardisation of marking and to 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 that candidates are informed of the timescale set by the subject lead, or as indicated in the Centre's Internal Appeals Procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate, and the outcome to be known before final marks are submitted to the Awarding Body.

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, who are unfamiliar with the mark scheme, for example, Early Career Teachers (ECTs), supply staff etc.;
- Ensures accurate internal standardisation, for example, by:
 - obtaining reference materials at an early stage in the course;
 - holding a preliminary trial marking session prior to marking;
 - undertaking further trial marking at appropriate points during the marking period;
 - after most marking has been completed, holds a further meeting to make final adjustments;
 - making final adjustments to marks prior to submission, retaining work and evidence of standardisation.
- Retains evidence that internal standardisation has been undertaken.

Subject Teacher

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

Consortium Arrangements

Subject Head/Lead

- Ensures that a Consortium Coordinator is nominated (where this may be required as the Consortium Lead);
- If the Consortium Lead, liaises with the Examinations Officer to ensure that the relevant Awarding Body is informed that the Centre is part of a Consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work, for each examination series affected;
- Ensures that procedures for internal standardisation as a Consortium are followed.

Subject Teacher

- Provides marks to the Examinations Officer to the internal deadline;
- Provides the moderation sample to the Examinations Officer to the internal deadline;

- Retains all candidates' work in the Consortium until after the deadline for reviews of results for the examination series concerned, or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Examinations Officer

- Where the Centre is the Consortium Lead:
 - submits an online notification of Centre consortium arrangements for centre-assessed work to the relevant Awarding Body through the Centre Administration Portal (CAP) by no later than the published deadline for each examination series affected;
 - submits marks for Home Centre candidates to the Awarding Body deadline;
 - where relevant, liaises with the other Examinations Officers in the Consortium to arrange despatch of a single moderation sample to the Awarding Body deadline.

Submission of Marks and Work for Moderation

Subject Teacher

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

Examinations Officer

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

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

Storage and Retention of Work after Submission of Marks

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

Examinations Officer

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

External Moderation – The Process

Subject Teacher

- Ensures that the Awarding Body, or its moderator, receives the correct samples of candidates' work;
- Where relevant, liaises with the Awarding Body/moderator where the moderator visits the Centre to mark the sample of work;
- Complies with any request from the moderator for remaining work or further evidence of the Centre's marking.

External Moderation – Feedback

Subject Head/Lead

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

Examinations Officer

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

Access Arrangements and Reasonable Adjustments

Subject Teacher

- Works with the Special Educational Needs and Disabilities Coordinator (SENDCo) to ensure that any access arrangements for eligible candidates are applied to assessments.

Special Educational Needs and Disabilities Coordinator

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#) in relation to NEAs including [Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills](#);
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensures that 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 that 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.

Special Consideration and Loss of Work

Subject Teacher

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

Examinations Officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#):
 - Where a candidate is eligible, applies for special consideration via the Awarding Body's secure extranet site to the prescribed timescale;
 - Where application for special consideration via the Awarding Body's secure extranet site is not applicable, submits the required form to the Awarding Body to the prescribed timescale;
 - Keeps required evidence on file to support the application.
- Refers to/directs relevant staff, where applicable, to [Form 15 – JCQ/LCW](#), and, where applicable, submits to the relevant Awarding Body.

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 or Centre staff;

- Ensures that any irregularity identified by the Centre before the candidate has signed the authentication statement (where required) is dealt with under its own internal procedures, with no requirement to report the irregularity to the Awarding Body, the only exception being where the Awarding Body’s confidential assessment materials have been breached, the breach must be report to the Awarding Body;
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#);
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing NEAs 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 - Sharing NEA material and candidates' work](#) to mitigate against candidate and Centre malpractice;
- Ensures that candidates understand what constitutes malpractice in NEAs;
- Ensures that candidates understand the JCQ document [Information for candidates - non-examination assessments](#);
- Ensures that 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.

Examinations Officer

- Signposts the JCQ publication [Suspected Malpractice: Policies and Procedures](#) to the Head of Centre;
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads;
- Signposts candidates to the relevant JCQ information for candidates’ documents;
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

Post-Results Services

Head of Centre

- Is familiar with the JCQ publication [Post-Results Services](#);
- Ensures that the Centre’s Internal Appeals Procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a Centre decision not to support an application for a review of results or an appeal.

Subject Head/Lead

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

Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available;

- Provides the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline.

Examinations Officer

- Is aware of the individual post-results services available for externally-assessed and internally-assessed components of NEAs 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 that any requests for post-results services that are available to NEAs are submitted online via the Awarding Body secure extranet site to deadline.

Practical Skills Endorsement for the A Level Sciences Designed for Use in England

Head of Centre

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

Quality Assurance (QA) Lead/Lead Internal Verifier

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

Subject Head/Lead

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England, and ensures that any relevant JCQ/Awarding Body instructions are followed;
- Ensures that, where the Centre intends to enter candidates for the first time for one or more of the A-level subjects, the relevant Awarding Body is contacted at the beginning of the course;
- Undertakes any training provided by the Awarding Body on the implementation of the practical endorsement;
- Disseminates information to subject teachers ensuring that the standards can be applied appropriately;
- Liaises with all relevant parties in relation to arrangements for, and conduct of, a monitoring visit.

Subject Teacher

- Ensures that all JCQ/Awarding Body requirements/instructions in relation to the endorsement are known, understood and followed;
- Ensures that the required arrangements for practical activities are in place;
- Provides all the required Centre records;

- Ensures that 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/provides assessment outcomes to the Examinations Officer to the internal deadline.

Examinations Officer

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

Spoken Language Endorsement for GCSE English Language Specifications Designed for Use in England

Head of Centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the Centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Quality Assurance (QA) Lead/Lead Internal Verifier

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

Subject Head/Lead

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

Subject Teacher

- Ensures that all requirements in relation to the endorsement are known and understood;
- Follows the required task setting and task taking instructions;
- Assesses candidates, either live or from recordings, using the common assessment criteria;

- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes;
- Follows the Awarding Body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.

Examinations Officer

- Follows the Awarding Body's instructions for the submission of grades and recordings.

Private Candidates

Subject Head/Lead

- According to Centre policy, confirms if private candidates (including distance learners and home- educated candidates) are accepted by the Centre for entry for subjects containing components of NEA (where the specification may be made available to private candidates by the Awarding Body);
- Ensures that relevant staff in the Centre administer all aspects of the NEA process for a private candidate, according to the Awarding Body's specification.

5. Management of Issues and Potential Risks Associated with Non-Examination Assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p><i>Records confirm that relevant Centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> • <i>the current JCQ publication, Instructions for conducting non-examination assessments;</i> • <i>the JCQ document, Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments.</i> 	Relevant member of SLT
Candidate malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> • <i>submit work, which is not their own;</i> • <i>make available their work to other candidates through any medium;</i> • <i>allow other candidates to have access to their own independently-sourced material;</i> • <i>assist other candidates to produce work;</i> • <i>use books, the internet, AI or other sources without acknowledgement or attribution;</i> • <i>submit work that has been word processed by a third party without acknowledgement;</i> • <i>include inappropriate, offensive or obscene material.</i> <p><i>Records confirm that candidates have been made aware of the JCQ documents, Information for candidates - non-examination assessments, and, Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and that they understand that they must not post their work on social media.</i></p> 	Examinations Officer
Task Setting		
Awarding Body set task: IT failure/corruption of task details where set task details accessed from the Awarding Body online	<p><i>Awarding Body key date for accessing/downloading set task noted prior to start of course;</i></p> <p><i>IT systems checked prior to key date;</i></p> <p><i>Alternative IT system used to gain access;</i></p> <p><i>Awarding Body contacted to request direct email of task details.</i></p>	Examinations Officer/IT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access Awarding Body training information, practice materials etc.;</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the Awarding Body's specification;</i></p> <p><i>Samples assessment criteria in the Centre set task.</i></p>	Examinations Officer

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the Awarding Body's marking criteria, described in the specification that is not specific to the work of an individual candidate or group of candidates, is produced for candidates. Records confirm that all candidates understand the marking criteria; Candidates confirm/record they understand the marking criteria.</i>	Teaching Staff
Subject teacher long-term absence during the task setting stage	<i>Refer Centre's Examination Contingency Plan (Teaching staff extended absence).</i>	
Issuing of Tasks		
Awarding Body set task not issued to candidates on time	<i>Awarding Body key date for accessing set task as detailed in the specification noted prior to start of course; Course information issued to candidates contains details when set task will be issued and needs to be completed by; Set task accessed well in advance to allow time for planning, resourcing and teaching.</i>	
The wrong task is given to candidates	<i>Ensures that course planning and information taken from the Awarding Body's specification confirms the correct task is issued to candidates; Awarding Body guidance sought where this issue remains unresolved.</i>	Examinations Officer
Subject teacher long-term absence during the issuing of tasks stage	<i>Refer Centre's Examination Contingency Plan (Teaching staff extended absence).</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task, such as a presentation that may be recorded	<i>Ensures that the candidate's presentation does not form part of the sample, which is recorded; Contacts the Awarding Body, at the earliest opportunity, where unable to record the required number of candidates for the monitoring sample.</i>	Examinations Officer
Task Taking		
Supervision		
Planned assessments clash with other Centre or candidate activities	<i>Assessment plan identified for the start of the course; Assessment dates/periods included in Centre-wide calendar.</i>	Examinations Officer
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>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 examination venue at the same time (examination conditions do not apply)</i>	Examinations Officer

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of, and follow, the current JCQ publication, Instructions for conducting non-examination assessments, and any other specific instructions detailed in the Awarding Body's specification in relation to the supervision of candidates; Confirm subject teachers understand their role and responsibilities as detailed in the Centre's NEA Policy.</i>	Examinations Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>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.</i>	Examinations Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>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.</i>	Examinations Officer
Advice and Feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a Centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the Centre's quality assurance procedures; Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity; Full records kept detailing all information and advice given to candidates prior to starting on their work, as appropriate to the subject and component; Candidate confirms/records advice and feedback given prior to starting on their work.</i>	Examinations Officer
Candidate claims no advice and feedback given by subject teacher during the task taking stage	<i>Ensures that a Centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task taking stage, as part of the Centre's quality assurance procedures; Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity; Full records kept detailing all advice and feedback given to candidates during the task taking stage, as appropriate to the subject and component; Candidate confirms/records advice and feedback given during the task taking stage.</i>	Examinations Officer
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded, where relevant; Records, as detailed above, are provided to confirm all assistance given;</i>	Relevant member of SLT

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Where appropriate, a suspected malpractice report is submitted to the Awarding Body.</i>	
Candidate does not reference information from published source	<i>Candidate is advised, at a general level, to reference information before work is submitted for formal assessment; Candidate is again referred to the JCQ document Information for candidates: non-examination assessments; Candidate's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion.</i>	Teaching Staff
Candidate does not set out references as required	<i>Candidate is advised, at a general level, to review and re-draft the set out of references before work is submitted for formal assessment; Candidate is again referred to the JCQ document Information for candidates: non-examination assessments; Candidate's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion.</i>	Teaching Staff
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up.</i>	Teaching Staff
Candidate moves to another Centre during the course	<i>Awarding Body guidance is sought to determine what can be done depending on the stage at which the move takes place.</i>	Examinations Officer
An excluded student wants to complete a NEA(s)	<i>The Awarding Body specification is checked to determine if the specification is available to a candidate outside of mainstream education; If so, arrangements for supervision, authentication and marking are made separately for the candidate.</i>	Relevant member of SLT
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions; Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions; Where work is stored on the Centre's network, access for candidates is restricted between formally supervised sessions.</i>	Examinations Officer/ Teaching Staff
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of their own research, planning, resources etc. is checked to confirm all sources used, including books, websites and audio/visual resources; Awarding Body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately;</i>	Examinations Officer/ Relevant member of SLT/ Teaching Staff

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>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.</i>	
Word and Time Limits		
A candidate is penalised by the Awarding Body for exceeding word or time limits	<i>Records confirm the Awarding Body specification has been checked to determine if word or time limits are mandatory; Where limits are for guidance only, candidates are discouraged from exceeding them; Candidates confirm/record any information provided to them on word or time limits is known and understood.</i>	Teaching Staff
Collaboration and Group Work		
Candidates have worked in groups where the Awarding Body specification states this is not permitted	<i>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.</i>	Teaching Staff
Authentication Procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment. Candidate plagiarises other material.	<i>Records confirm that 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 NEAs 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.</i>	Relevant member of SLT
Candidate does not sign their authentication statement/declaration	<i>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 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.</i>	Examinations Officer/ Teaching Staff
Subject teacher not available to sign authentication forms	<i>Ensures that a Centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the Centre's quality assurance procedures.</i>	Head of Department
Presentation of Work		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate does not fully complete the Awarding Body's cover sheet that is attached to their work submitted for formal assessment	<i>Cover sheet is checked to ensure that it is fully completed before accepting the work of a candidate for formal assessment.</i>	Teaching Staff
Keeping Materials Secure		
Candidates' work, between formal supervised sessions, is not securely stored	<i>Records confirm that 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.</i>	Teaching Staff
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course; Alternative secure storage sourced, where required.</i>	Examinations Officer
Candidates work, produced electronically, is not securely stored	<i>Records confirm that subject teachers are aware of, and follow, current JCQ publication Instructions for conducting non-examination assessments; Internal processes and regular monitoring/internal audit by IT Manager ensures that:</i> <ul style="list-style-type: none"> • <i>access to this material is restricted to examination accounts;</i> • <i>appropriate security safeguards are in place – anti-virus, firewalls etc.;</i> • <i>an effective back-up strategy is employed to ensure that that an up-to-date archive of candidates' evidence is maintained (back-ups kept on disc);</i> • <i>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 (password protected)</i> 	Examinations Officer/ IT/ Teaching Staff
Task Marking – Externally-Assessed Components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding Body guidance is sought to determine if alternative assessment arrangements can be made for the candidate; If not, eligibility for special consideration is explored and a request submitted to the Awarding Body, where appropriate.</i>	Examinations Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register.</i>	Examinations Officer
Task Marking – Internally-Assessed Components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the Awarding Body;</i>	Examinations Officer/ Teaching Staff

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>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.</i>	
A candidate is unable to finish their work for unforeseen reasons	<i>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.</i>	Examinations Officer
The work of a candidate is lost or damaged	<i>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.</i>	Examinations Officer/ Teaching Staff
Candidate malpractice is discovered	<i>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.</i>	Examinations Officer/ Relevant member of SLT/ Teaching Staff
A teacher assesses the work of a candidate with whom they have a close personal relationship, e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family, e.g. son/daughter	<i>A possible conflict of interest is declared by informing the Awarding Body before the published deadline for entries for each examination series; Marked work of said candidate is submitted for moderation, whether part of the sample requested or not.</i>	Examinations Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<i>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 NEA extension.</i>	Examinations Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding Body is contacted for guidance; Relevant staff are signposted to the JCQ publication, A guide to the special consideration process (Section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates.</i>	Examinations Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the Awarding Body;</i>	Examinations Officer/

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>Records confirm candidates have been informed of their marks;</i></p> <p><i>Candidates are informed that these marks are subject to change through the Awarding Body's moderation process;</i></p> <p><i>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 Examinations Officer for the submission of marks;</i></p> <p><i>Through the candidate examination handbook, candidates are made aware of the Centre's Internal Appeals Procedure and timescale for submitting an appeal/request for a review of the Centre's marking prior to the submission of marks to the Awarding Body.</i></p>	<p>Relevant member of SLT/ Teaching Staff</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course;</i></p> <p><i>Candidates confirm/record deadlines known and understood;</i></p> <p><i>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;</i></p> <p><i>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.</i></p>	<p>Examinations Officer/ Teaching Staff</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year;</i></p> <p><i>Reminders are issued through senior leaders/subject heads, as deadlines approach;</i></p> <p><i>Records confirm deadlines known and understood by subject teachers;</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed.</i></p>	<p>Examinations Officer/ Relevant member of SLT</p>
<p>Subject teacher long-term absence during the marking period</p>	<p><i>Refer Centre's Examination Contingency Plan (Teaching staff extended absence.</i></p>	