



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

NON-EXAMINATION ASSESSMENT

POLICY

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I. INTRODUCTION – REGULATIONS, SCOPE, DEFINITIONS AND AIMS.

1. **Regulations:** The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's Instructions for Conducting Non-Examination Assessments](#), which teacher must refer to when carrying out non-examination assessments. This Policy also complies with our funding agreement and articles of association.
2. **Scope.** This Policy affects the delivery of subjects of GCE and GCSE qualifications, which contain a component(s) of non-examination assessment.
3. **Definitions:**
 - a. A “non-examination assessment” (NEA) includes any assessment that is not “externally set and taken by candidates at the same time under controlled conditions”.
 - b. NEA therefore includes, but is not limited to, internal assessments.

- c. Externally marked and/or externally set practical examinations taken at different times across centres are classified and NEAs.
 - d. 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. The rules often vary across subjects. The stages are task setting, task taking and task marking.
4. Aims: This Policy aims to :
- a. Cover procedures for planning and managing non-examination assessment.
 - b. Define staff roles and responsibilities with respect to non-examination assessments.
 - c. Manage risks associated with non-examination assessments.

II. ROLES AND RESPONSIBILITIES

5. The Head of Centre is responsible for:

- a. Returning the online 'Head of Centre Declaration' at the time of the National Centre Number Register annual update, to confirm awareness of and that the relevant centre staff are adhering to the latest version of the NEA.
- b. Ensure this Policy is fit for purpose.
- c. Ensuring that the Centre's '*Internal Appeals Procedure*' clearly details the procedure to be followed by candidates (or parents/carers), to appeal or seek a review of internal assessment decisions (Centre assessed marks).

6. Senior Leaders are responsible for ensuring:

- a. The correct conduct of NEAs (including endorsements), in compliance with JCQ guidance and awarding body subject-specific instructions.
- b. The Centre-wide calendar records assessment schedules, by the start of each academic year.

7. The Quality Assurance (QA) Lead/Lead Internal Verifier is responsible for:

- a. Confirming with Heads of Departments that appropriate awarding body forms and templates for NEAs (including endorsements) are used by teachers and candidates.
- b. Ensuring that appropriate procedures are in place to internally standardize or verify the marks awarded by the subject teachers, in line with awarding body criteria.
- c. Ensuring that appropriate centre-devised templates are provided to capture or record relevant information given to candidates by subject teachers.
- d. Ensuring that appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

- e. Where not provided by the awarding body, ensuring that a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

8. Heads of Department (HoDs) are responsible for:

- a. Ensuring that subject teachers understand their role and responsibilities within the NEA process.
- b. Ensuring that NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of NEAs (including endorsements).
- c. Working with the QA Lead/Lead Internal Verifier to ensure that appropriate procedures are followed to internally, to standardize or verify the marks awarded by subject teachers.

9. Subject Teachers are responsible for:

- a. Understanding and complying with JCQ Instructions for Conducting NEAs.
- b. Where these are provided by the awarding body, understanding and complying with the awarding body's specification for conducting NEAs. assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- c. Marking internally assessed work to the criteria provided by the awarding body.
- d. Ensuring that 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.

10. The Exams Officer is responsible for:

- a. Signposts the annually updated JCQ publication Instructions for Conducting Non-Examination Assessments to relevant staff
- b. Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

III. TASK SETTING

11. HoDs and Subject Teachers:

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

- c. Determine when set tasks are issued by the awarding body;
- d. Identify date(s) when tasks should be taken by candidates;
- e. Access set tasks in sufficient time to allow planning, resourcing and teaching;
- f. Ensure that materials are stored securely at all times
- g. Ensure requirements for legacy specification tasks and new specification tasks are distinguishable.

IV. TASK TAKING

12. Supervision – subject teachers:

- a. Check the awarding body's subject-specific requirements to ensure that candidates take tasks under the required conditions and supervision arrangements;
- b. Ensure that there is sufficient supervision to enable the work of a candidate to be authenticated;
- c. Ensure that there is sufficient supervision to ensure the work a candidate submits is their own;
- d. Is confident that, where work may be completed outside of the Centre without direct supervision, the work produced is the candidate's own;
- e. Where candidates may work in groups, keep a record of each candidate's contribution;
- f. Ensure candidates understand and comply with regulations in relevant JCQ documents specific to NEAs, including "[Information for Candidates – Non-Examination Assessments](#)" and "[Information for Candidates – Social Media](#)";
- g. Ensure that candidates understand the need to reference work and how to do so; and
- h. Ensure that candidates are aware that they must not plagiarise other material.

13. Advice and feedback – subject teachers (failure to follow this procedure constitutes malpractice):

- a. Advise candidates on aspects as relevant to the subject/component, before candidates begin working on a task;
- b. Do not provide candidates with model answers or outlines/headings specific to the task;
- c. When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates;

- d. Allow candidates to revise and re-draft work after advice has been given at a general level;
- e. Record any assistance given beyond general advice and take it into account in the marking, or submits it to the external examiner;
- f. Ensure that when work has been assessed, candidates are not allowed to revise it;

14. Resources – subject teachers:

- a. 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;
- b. Ensure that conditions for any formally supervised sessions are known and put in place;
- c. Ensure that 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;
- d. Ensure that conditions for any formally supervised sessions are understood and followed by candidates;
- e. Ensure that candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions; and
- f. Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

15. Word and time limits – subject teachers refer to the awarding body's specification to determine where word and time limits apply/are mandatory.

16. Collaboration and group work – subject teachers:

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

17. Authentication procedures – subject teachers:

- a. Where required by the awarding body's specification, ensure that candidates sign a declaration confirming the work they submit for final assessment is their own unaided work;

- b. Sign the teacher declaration of authentication, confirming the requirements have been met;
- c. 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;
- d. Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector;
- e. 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's instructions for conducting non-examination assessments](#), and inform a member of the senior leadership team; and
- f. 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.

18. Presentation of work – subject teachers:

- a. 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;
- b. Instruct candidates to present work as detailed in [JCQ's instructions for conducting non-examination assessments](#), unless the awarding body's specification gives different subject-specific instructions; and
- c. 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.

19. Keeping materials secure – subject teachers:

- a. When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session);
- b. When work is submitted by candidates for final assessment, ensure work is securely stored;
- c. Follow secure storage instructions as defined in [JCQ's instructions for conducting non-examination assessments](#), section 4.8;
- d. Take sensible precautions when work is taken home for marking;
- e. Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted;

- f. 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;
- g. 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;
- h. 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. Drawing candidates attention to the JCQ [Information for Candidates – Social Media](#); and
- i. Where work is stored electronically, liaise 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

20. The IT Manager:

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

V. TASK MARKING – EXTERNALLY ASSESSED COMPONENTS

21. Conduct of Externally assessed work – subject teachers

- a. 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 JCQ Instructions for Conducting Examinations; and
- b. Liaise with the Visiting Examiner where this may be applicable to any externally assessed component.

22. Conduct of externally assessed work – exams officer

- a. Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification; and
- b. Conducts the externally assessed component within the window specified by the awarding body and according to [JCQ Instructions for Conducting Examinations](#).

VI. SUBMISSION OF WORK

23. **Subject teachers** provide the attendance register to a Visiting Examiner.

24. The Exams Officer:

- a. Ensures that 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;
 - b. Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work;
 - c. Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series;
 - d. Packages the work as required by the awarding body and attaches the examiner address label;
 - e. Ensures that the package in which the work is despatched is robust and securely fastened; and
25. Despatches the work to the awarding body's instructions by the required deadline.

VII. TASK MARKING – INTERNALLY ASSESSED COMPONENTS

26. **Marking and annotation – Head of Centre** ensures that where a teacher teaches his/her own child, 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.

27. **Marking and annotation – HoDs** set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline.

28. Marking and annotation - subject teachers:

- a. Attend awarding body training as required to ensure familiarity with the mark scheme/marketing process;
- b. Mark candidates' work in accordance with the marking criteria provided by the awarding body;

- c. 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;
- d. Inform candidates of their marks which could be subject to change by the awarding body moderation process; and
- e. Ensure that candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

VIII. INTERNAL STANDARDISATION

29. The QA Lead/Lead Internal Verifier:

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

30. Subject teachers:

- a. Indicate on work (or cover sheet) the date of marking;
- b. Mark to common standards; and
- c. 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.

IX. SUBMISSION OF MARKS AND WORK FOR MODERATION

31. Subject teachers:

- a. 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;
- b. 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;
- c. Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/provide the moderation sample to the exams officer to the internal deadline;
- d. 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;
- e. Ensure 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; and
- f. Submit any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body.

32. Exams officer:

- a. 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;
- b. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors;
- c. 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;
- d. Ensures that for postal moderation:
 - i. work is dispatched in packaging provided by the awarding body;
 - ii. moderator label(s) provided by the awarding body are affixed to the packaging; and
 - iii. proof of dispatch is obtained and kept on file until the successful issue of final results.

- e. Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required; and
- f. Through the subject teacher, submits any supporting documentation required by the awarding body.

X. STORAGE AND RETENTION OF WORK AFTER SUBMISSION OF MARKS

33. Subject teachers:

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

34. The Exams Officer ensures that any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

XI. EXTERNAL MODERATION

35. Subject teachers:

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

36. Feedback:

- a. **HoDs** check the final moderated marks when issued to the centre when the results are published, checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series
- b. **The Exams Officer** accesses or signposts moderator reports to relevant staff and takes remedial action, if necessary, where feedback may relate to centre administration.

XII. ACCESS ARRANGEMENTS

37. Subject teachers work with the Special Educational Needs Coordinator (SENCO) to ensure any access arrangements for eligible candidates are applied to assessments

38. SENCOs

- a. Follow the regulations and guidance in the [JCQ Access Arrangements and Reasonable Adjustments](#) in relation to NEAs including "Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills ;
- b. Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place;
- c. Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments;
- d. Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met; and
- e. Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

XIII. SPECIAL CONSIDERATIONS AND LOSS OF WORK

44. Subject teachers:

- a. 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;
- b. Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments; and
- c. Liaise with the exams officer to report loss of work to the awarding body.

45. The Exams Officer:

- a. Refers to/directs relevant staff to the [JCQ A Guide to the Special Consideration Process](#);
- b. Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale;
- c. 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;

- d. Keeps required evidence on file to support the application; and
- e. Refers to/directs relevant staff to JCQ [Form 15: Notification of Lost Centre Assessed Coursework and](#) where applicable submits to the relevant awarding body.

XIV. MALPRACTICE

46. The Head of Centre:

- a. Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff;
- b. Is familiar with the [JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures; and](#)
- c. Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

47. Subject Teachers:

- a. Are aware of the [JCQ Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice;
- b. Ensure that candidates understand what constitutes malpractice in non-examination assessments;
- c. Ensure that candidates understand the [JCQ Information for candidates - non-examination assessments;](#)
- d. Ensure that candidates understand the [JCQ Information for candidates - Social Media;](#) and
- e. Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

48. The Exams Officer:

- a. Signposts the [JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the Head of Centre;
- b. Signposts the [JCQ Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads (HOD);
- c. Signposts candidates to the relevant JCQ information for candidates' documents; and

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

XV. POST RESULTS SERVICES

49. The Head of Centre:

- a. Is familiar with the JCQ publication [Post-Results Services](#); and
- b. Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal.

50. HoDs provide relevant support to subject teachers making decisions about reviews of results.

51. Subject Teachers:

- a. Provide advice and guidance to candidates on their results and the post-results services available;
- b. 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; and
- c. Support the exams officer in collecting candidate consent where required.

52. The Exams Officer:

- a. 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 Post-Results Services](#) (Information and guidance to centres...);
- b. Provides/signposts relevant centre staff and candidates to post-results services information;
- c. Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline; and
- d. Collects candidate consent where required.

XVI. PRACTICAL SKILLS ENDORSEMENT FOR A LEVEL SCIENCES

53. The Head of Centre:

- a. 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;

- b. Ensures that new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement; and
- c. Ensures that relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

54. The Quality Assurance (QA) Lead/Lead Internal Verifier ensures that the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly.

55. HoDs:

- a. Understand the [Practical Skills Endorsement for the A Level Sciences](#) designed for use in England and ensures any relevant JCQ/awarding body instructions are followed. See Appendix 1, page 31 of the above link;
- b. Ensure 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 will be contacted at the beginning of the course;
- c. Undertake any training provided by the awarding body on the implementation of the practical endorsement;
- d. Disseminate information to subject teachers ensuring the standards can be applied appropriately; and
- e. Liaise with all relevant parties in relation to arrangements for and conduct of a monitoring visit

56. Subject Teachers:

- a. Ensure that all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed;
- b. Ensure that the required arrangements for practical activities are in place;
- c. Provide all the required centre records;
- d. Ensure that candidates provide the required records;
- e. Provide any required information to the subject lead regarding the monitoring visit'
- f. Assess candidates using Common Practical Assessment Criteria (CPAC) - [OCR CPAC](#);
- g. Apply for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment; and
- h. Follow the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline.

57. The Exams Officer:

- a. Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice; and
- b. 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.

XVII. SPOKEN LANGUAGE ENDORSEMENT FOR ENGLISH LANGUAGE

SPECIFICATIONS

58. The 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.

59. The Quality Assurance (QA) Lead/Lead Internal Verifier ensures that the appropriate arrangements are in place for internal standardisation of assessments.

60. HoDs:

- a. Understand the [Spoken Language Endorsement for GCSE English Language specifications](#) designed for use in England and ensures any relevant JCQ/awarding body instructions are followed. See Appendix 2, page 37 of the above link, in addition to [AQA Non-Examination Assessment Guide – Spoken Language Endorsement](#);
- b. Ensure that the required task setting and task taking instructions are followed by subject teachers;
- c. Ensure that subject teachers assess candidates, either live or from recordings, using the common assessment criteria; and
- d. Ensure that for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

61. Subject Teachers:

- a. Ensure that all the requirements in relation to the endorsement are known and understood;
- b. Follow the required task setting and task taking instructions ;
- c. Assess candidates, either live or from recordings, using the common assessment criteria;

- d. Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes; and
- e. Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.

62. The Exams Officer follows the awarding body's instructions for the submission of grades and recordings.

XVIII. COMPUTER SCIENCE PROGRAMMING PROJECT (GCSE)

63. The 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

64. The Quality Assurance (QA) Lead/Lead Internal Verifier ensures the appropriate arrangements are in place for implementing the requirements of the programming project appropriately and applying the assessment criteria correctly.

65. HoDs:

- a. Understand the [JCQ Delivery of GCSE \(9-1\) Computer Science Programming Project](#) and ensures and relevant awarding body instructions are followed - [OCR Computer Programming Project Guidance](#); and
- b. Ensure that the required task setting and task taking instructions are followed by subject teachers.

66. Subject Teachers:

- a. Ensure that all the JCQ/awarding body requirements/instructions in relation to the programming project are known, understood and followed;
- b. Ensure that candidates have the opportunity to spend 20 hours of timetabled time on the project task;
- c. Ensure that candidates work individually, and write up their account of the assignment, covering each part of the programming project. The work submitted must reference any resources used, or support given, where appropriate; and
- d. Must not restrict candidates to specific solutions, provide partial or entire solutions, or give writing frames and/or templates beyond support supplied by the awarding body.

67. The Exams Officer follows the awarding body's instructions for the submission of grades and recordings.

Management of Issues and Potential Risks Associated with Non-Examinations Assessments

Issue/Risk	Centre Actions to Manage/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 Instructions for Conducting Non-Examination Assessments</i>• <i>the JCQ Notice to Centres - Sharing NEA Material and Candidates' Work</i>	HOD

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 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 Information for Candidates - Non-Examination Assessments and Information for Candidates – Social Media - and understand they must not post their work on social media</i></p>	HOD/Subject Teacher
Task Setting		

<p>Awarding body set task: IT failure/corruption of task details accessed from the awarding body online</p>	<ul style="list-style-type: none"> • <i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> • <i>IT systems checked prior to key date</i> • <i>Alternative IT system used to gain access</i> • <i>Awarding body contacted to request direct email of task details</i> 	<p>Subject Teacher</p>
<p>Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification</p>	<ul style="list-style-type: none"> • <i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> • <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> • <i>Samples assessment criteria in the centre set task</i> 	<p>HOD</p>
<p>Candidates do not understand the marking criteria and what they need to do to gain credit</p>	<ul style="list-style-type: none"> • <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</i> • <i>Records confirm all candidates understand the marking criteria</i> • <i>Candidates confirm/record they understand the marking criteria</i> 	<p>HOD/Subject Teacher</p>
<p>Subject teacher long term absence during the task setting stage</p>	<p>See centre's <u><i>Exam Contingency Plan</i></u> - <i>Teaching staff extended absence at key points in the exam cycle</i></p>	<p>HOD</p>
<p>Issuing Tasks</p>		

<p>Task for legacy specification given to candidates undertaking new specification</p>	<ul style="list-style-type: none"> • <i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i> • <i>Awarding body guidance sought where this issue remains unresolved</i> 	<p>HOD</p>
<p>Awarding body set task not issued to candidates on time</p>	<ul style="list-style-type: none"> • <i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> • <i>Course information issued to candidates contains details when set task will be issued and deadline for submission</i> • <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i> 	<p>Subject Teacher</p>
<p>The wrong task is given to candidates</p>	<ul style="list-style-type: none"> • <i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> • <i>Awarding body guidance sought where this issue remains unresolved</i> 	<p>Subject Teacher</p>
<p>Subject teacher long term absence during the issuing of tasks stage</p>	<p>See centre's <u><i>Exam Contingency Plan</i></u> - <i>Teaching staff extended absence at key points in the exam cycle</i></p>	<p>HOD</p>

<p>A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded</p>	<ul style="list-style-type: none"> • 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 	<p>Subject Teacher</p>
<p>Task Taking</p>		
<p>Supervision</p>		
<p>Planned assessments clash with other centre or candidate activities</p>	<ul style="list-style-type: none"> • Assessment plan identified for the start of the course • Assessment dates/periods included in centre wide calendar 	<p>Subject Teacher</p>
<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<ul style="list-style-type: none"> • Instructions and processes in the current JCQ Instructions for Conducting Non-Examination Assessments (section 9 Malpractice) are followed • An internal investigation and where appropriate internal disciplinary procedures are followed 	<p>HOD/Subject Teacher/Exams Officer</p>
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p>Relevant staff are signposted to the JCQ 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>	<p>Exams Officer</p>
<p>Advice and Feedback</p>		

<p>Candidate claims appropriate advice and feedback not given by subject teacher <u>prior</u> to starting the task</p>	<ul style="list-style-type: none"> • <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</i> • <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> • <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> • <i>Candidate confirms/records advice and feedback given prior to starting on their work</i> 	<p>HOD/Quality Assurance Lead (QA)/Lead Verifier/Subject Teacher</p>
<p>Candidate claims no advice and feedback given by subject teacher <u>during</u> the task-taking stage</p>	<ul style="list-style-type: none"> • <i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i> • <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> • <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> • <i>Candidate confirms/records advice and feedback given during the task-taking stage</i> 	<p>HOD/Quality Assurance Lead (QA)/Lead Verifier/Subject Teacher</p>

<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<ul style="list-style-type: none"> • <i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> • <i>Records as detailed above are provided to confirm all assistance given</i> • <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i> 	<p>Senior Leader/HOD/Exams Officer</p>
<p>Candidate does not reference information from published source</p>	<ul style="list-style-type: none"> • <i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i> • <i>Candidate is again referred to the JCQ Information for Candidates: Non-Examination Assessments</i> • <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i> 	<p>Subject Teacher</p>
<p>Candidate does not set out references as required</p>	<ul style="list-style-type: none"> • <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</i> • <i>Candidate is again referred to the JCQ Information for Candidates: Non-Examination Assessments</i> • <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i> 	<p>Subject Teacher</p>

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>	HOD/Subject Teacher
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>	Subject Teacher
An excluded pupil wants to complete his/her non-examination assessment(s)	<ul style="list-style-type: none"> <i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i> 	HOD/Subject Teacher
Resources		
A candidate augments notes and resources between formally supervised sessions	<ul style="list-style-type: none"> <i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i> 	Subject Teacher

<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<ul style="list-style-type: none"> • <i>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</i> • <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i> • <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> 	<p>Subject Teacher</p>
<p>Word and Time Limits</p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<ul style="list-style-type: none"> • <i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> • <i>Where limits are for guidance only, candidates are discouraged from exceeding them</i> • <i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i> 	<p>Subject Teacher</p>
<p>Collaboration and Group Work</p>		
<p>Candidates have worked in groups where the awarding body specification states this is not permitted</p>	<ul style="list-style-type: none"> • <i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> • <i>Awarding body guidance sought where this issue remains unresolved</i> 	<p>Subject Teacher</p>

Authentication Procedures

<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<ul style="list-style-type: none"> Records confirm subject staff have been made aware of the JCQ Teachers Sharing Assessment Material and Candidates' Work Records confirm that candidates have been issued with the current JCQ Information for Candidates: Non-Examination Assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for NEA as outlined in the JCQ Information for Candidates: Non-Examination Assessments The candidate's work is <u>not</u> accepted for assessment A mark of zero is recorded and submitted to the awarding body 	<p>HOD/Subject Teacher</p>
<p>Candidate does not sign their authentication statement/declaration</p>	<ul style="list-style-type: none"> Records confirm that candidates have been issued with the current JCQ 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 Information for Candidates: Non-Examination Assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment 	<p>Subject Teacher</p>

Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	HOD/Quality Assurance Lead (QA)/Lead Verifier
Presentation of Work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Keeping Materials Secure		
Candidates work between formal supervised sessions is not securely stored	<ul style="list-style-type: none"> • <i>Records confirm subject teachers are aware of and follow current JCQ Instructions for Conducting Non-Examination Assessments</i> • <i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i> 	HOD
Adequate secure storage not available to subject teacher	<ul style="list-style-type: none"> • <i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> • <i>Alternative secure storage sourced where required</i> 	HOD/Subject Teacher

<p>Candidates work produced electronically is not securely stored</p>	<p><i>Records confirm subject teachers are aware of and follow current JCQ Instructions for Conducting Non-Examination Assessments</i></p> <p><i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i></p> <ul style="list-style-type: none"> • <i>access to this material is restricted (insert how)</i> • <i>appropriate security safeguards are in place (insert names/types of protection)</i> • <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</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 (insert relevant details of how)</i> 	<p>HOD/IT Manager/Subject Teacher</p>
<p>Task Marking – Externally Assessed Components</p>		
<p>A candidate is absent on the day of the examiner visit for an <u>acceptable</u> reason</p>	<p><i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i></p> <p><i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i></p>	<p>HOD/Exams Officer</p>

A candidate is absent on the day of the examiner visit for an <u>unacceptable</u> reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task Marking – Internally Assessed Components		
A candidate submits little or no work	<ul style="list-style-type: none"> • <i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> • <i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately</i> • <i>Where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i> 	Subject Teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ A Guide to the Special Consideration Process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Subject Teacher/Exams Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ Instructions for Conducting Non-Examination Assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Teacher/Exams Officer

Candidate malpractice is discovered	<ul style="list-style-type: none"> • <i>Instructions and processes in the current JCQ Instructions for Conducting Non-Examination Assessments (section 9 Malpractice) are followed</i> • <i>Investigation and reporting procedures in the current JCQ Suspected Malpractice: Policies and Procedures in Examinations and Assessments are followed</i> • <i>Appropriate internal disciplinary procedures are also followed</i> 	Senior Leader/HOD/Exams Officer
A teacher marks the work of his/her own child	<ul style="list-style-type: none"> • <i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i> • <i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i> 	Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<ul style="list-style-type: none"> • <i>Awarding body is contacted to determine if an extension can be granted</i> • <i>Relevant staff are signposted to the JCQ A Guide to the Special Consideration Process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i> 	HOD/Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<ul style="list-style-type: none"> • <i>Awarding body is contacted for guidance</i> • <i>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> 	HOD/Exams Officer

<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<ul style="list-style-type: none"> • <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> • <i>Records confirm candidates have been informed of their marks</i> • <i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i> • <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 exams officer for the submission of marks</i> • <i>Through the candidate exam handbook, 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</i> 	<p>Subject Teacher/Exams Officer</p>
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<p>Deadline for submitting work for formal assessment not met by candidate</p>	<ul style="list-style-type: none"> • <i>Records confirm deadlines given and understood by candidates at the start of the course</i> • <i>Candidates confirm/record deadlines known and understood</i> • <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> • <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>HOD/Subject Teacher/Exams Officer</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>Senior Leader/HOD/Exams Officer</p>