

# Non-Examination Assessment Policy (Including VTQs)

Date of Policy	September 2025
Date of Next Review	September 2026
Staff Responsible	Assistant Headteacher
Reference	Staff shared area/staff development/school policies AC
Governor/School Policy	School

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## What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

## Purpose of the policy

The purpose of this policy is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments

## What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

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

- task setting
- task taking
- task marking

## Procedures for planning and managing non-examination assessments

**Assistant Headteacher (responsible for exams) will:**

- ensures that the centre's non-examination assessment policy is fit for purpose
- ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

**Subject leader/Lead internal verifier will:**

- ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject specific instructions
- ensure the examination office is made aware of the assessment schedules so that whole school examination calendar is up to date
- confirm that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- ensures a centre-devised template, where appropriate, is provided for candidates to keep a detailed record of their own research, planning, resources etc.

**Subject leader will:**

- ensure subject teachers understand their role and responsibilities within the non-examination assessment process

- ensure NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

**Subject teacher will:**

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

**Exams officer will:**

- carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## Task setting

**Subject teacher will:**

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

## Issuing of tasks

**Subject teacher will:**

- determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- access set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- ensure requirements for legacy specification tasks and new specification tasks are distinguished between

## Task taking - Supervision

**Subject teacher will:**

- check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- ensure there is sufficient supervision to ensure the work a candidate submits is their own
- where candidates work in groups, keep a record of each candidate's contribution
- ensure candidate understand and comply with the regulations in relevant JCQ documents Information for candidates

## Advice and feedback

### Subject teacher will:

- as relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- when reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- allow candidates to revise and re-draft work after advice has been given at a general level
- record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- ensure when work has been assessed, candidates are not allowed to revise it

## Resources

### Subject teacher will:

- refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- ensure conditions for any formally supervised sessions are known and put in place
- ensure conditions for any formally supervised sessions are understood and followed by candidates
- ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- ensure that candidates use of source material, including the internet and AI, when researching and planning their tasks is correctly referenced. Candidates normally have unrestricted access to resources. Centres must refer 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.

## Word and time limits

### Subject teacher will:

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

## Collaboration and group work

### Subject teacher will:

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

## Authentication procedures

### Subject teacher will:

- where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work. Electronic signatures are acceptable.

- sign the teacher declaration of authentication confirming the requirements have been met
- keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer
- Centres must refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications. <http://www.jcq.org.uk/exams-office/malpractice>

### **Candidates work - authentication:**

- Candidates' informed and warned about plagiarism and use of AI at the start of any NEA/VTQ units
- Candidates are shown and discuss the 'AI and Assessment – A quick guide for students' information including the Do's and Don'ts when completing NEA/VTQ work
- Candidate work is completed in class with supervision and use of Impero to monitor candidate's completion of work. Impero allows teaching staff to watch live screens as work is progressing
- Candidate work monitored and checked regularly
- Where there is suspected use of AI or plagiarism, the elements are run through a Google search/AI checker for confirmation. Candidate made aware and given the opportunity to reference correctly or withdraw element of work
- The only tasks candidates can complete at home are those stated in the specification of the courses
- Where Microsoft Teams is used, the AI function is enabled and used to check candidates work
- Where work is submitted and the candidate has signed their declaration of authentication and AI has been used but not referenced, candidate falls under the 'Malpractice' policy and protocols

### **Presentation of work**

#### **Subject teacher will:**

- instruct candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

### **Keeping materials secure**

#### **Subject teacher will:**

- when work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- when work is submitted by candidates for final assessment, ensures work is securely stored
- follow secure storage instructions are followed as defined in NEA 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 the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- 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
- bring to the attention of all candidates the JCQ document 'Information for candidates – social media'
- liaise with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

- IT support team to protect the network and the security of the hardware and software which is used. Protect the network from **cyber attacks** and inform exams department immediately should there be a compromise to the exams system and security of candidate's data and entries
- Department to store students work in two places securely.

### IT Manager

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

## Task marking – externally assessed components

### Conduct of externally assessed work

#### Subject teacher will:

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

#### Exams officer/Assistant Headteacher (responsible for exams) will:

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

### Submission of work

#### Subject teacher will:

- provide the attendance register to a Visiting Examiner
- declare the possible conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample

#### Exams officer will:

- provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- keep a copy of the attendance register until after the deadline for enquiries about results for the exam series
- package the work as required by the awarding body and attaches the examiner address label
- despatch the work to the awarding body's instructions by the required deadline

## Task marking – internally assessed components

### Marking and annotation

#### Subject teacher will:

- mark candidates' work in accordance with the marking criteria provided by the awarding body
- annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- inform candidates of their marks which could be subject to change by the awarding body moderation process
- ensure candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

### Internal standardisation

#### Quality assurance (QA) lead/Lead internal verifier will:

- ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

#### Subject teacher will:

- indicate on work (or cover sheet) the date of marking
- mark to common standards

### Consortium arrangements

#### Subject leader/lead teacher:

- ensure a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- liaise with the EO to ensure form JCQ/CCA is submitted on line using the Centre Admin Portal (CAP) to the awarding body for each exam series affected.
- ensure procedures for internal standardisation as a consortium are followed

#### Subject teacher will:

- provide marks to the exams officer to the internal deadline
- provide the moderation sample to the exams officer to the internal deadline
- declare the possible conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample

#### Exams officer will:

- arrange completion of form JCQ/CCA Centre consortium arrangements for centre - assessed work
- submit form JCQ/CCA to the deadline for each exam series affected
- submit marks to the awarding body deadline
- where relevant, liaise with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- where relevant (as the consortium lead), retain all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

### Submission of marks and work for moderation

#### Subject teacher will:

- input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline

- provide marks to the exams officer to the internal deadline
- where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- ensure 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
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it. Centres **must** refer to awarding body guidance to ensure that the method of encryption is suitable.

**Exams officer will:**

- input and submit marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/
- confirm with subject teachers that marks have been submitted to the awarding body deadline
- where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- submit the requested samples of candidates' work to the 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
- ensure that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- through the 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

<b>Storage and retention of work after submission of marks</b>
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**Subject teacher will:**

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

**Exams officer will:**

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

<b>External moderation - feedback</b>
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**Subject leader/lead teacher will:**

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

**Exams officer/Assistant Headteacher (responsible for exams) will:**

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

**Access arrangements****Subject leader/Subject teacher will:**

- work with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

**Special educational needs coordinator(SENCo) will:**

- follow the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- where arrangements do not undermine the integrity of the qualifications 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
- make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- ensure that staff acting as an access arrangement facilitator are fully trained in their role

**Special consideration****Subject teacher will;**

- understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - is absent
  - produces a reduced quantity of work
  - work has been lost
- liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments

**Exams officer will:**

- refer to/direct relevant staff to the JCQ publication A guide to the special consideration process
- where a candidate is eligible, submit an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- where application for special consideration via the awarding body's secure extranet site is not applicable, submit the required form to the awarding body to the prescribed timescale
- keep required evidence on file to support the application

**Malpractice****Head of centre/Assistant Headteacher (responsible for exams) will:**

understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff

- is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

**Subject teacher will:**

- be aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- ensure candidates understand of the JCQ document *Information for candidates - non-examination assessments*
- ensure candidates understand the JCQ document *Information for candidates - Social Media*

**Exams officer will:**

- signpost the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre/Assistant Headteacher (responsible for exams)
- signpost the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject leaders
- signpost candidates to the relevant JCQ information for candidates documents
- where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

## Enquiries about results

**Head of centre/Assistant Headteacher (responsible for exams) will:**

- ensure 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 an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

**Subject Leader/lead teacher will:**

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

**Subject teacher will:**

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

- be aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*
- provide/signpost relevant centre staff and candidates to post-results services information
- ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- collect candidate consent where required

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

### Head of centre/EO/Assistant Headteacher (responsible for exams) will:

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

### Quality assurance (QA) lead/Lead internal verifier will:

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

### Subject leader/lead teacher will:

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

### Subject teacher will:

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

### Exams officer will:

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

## Management of issues and potential risks associated with non-examination assessments – Appendix 1

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	EO/IT manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	SL/Class teacher
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 all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	SL/Class teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SL
<b>Issuing of tasks</b>		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	SL/Class teacher
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>	SL/Class teacher
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	SL/Class teacher
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SL/Class teacher
<b>Task taking</b>		
<b>Supervision</b>		
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>	EO/SL
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 exam venue at the same time (exam conditions do not apply)</i>	EO/Assistant Head AC
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</i>	EO/Assistant Head AC

	<i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
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 (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	SL/Class teacher/ Assistant Head AC
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 (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	EO/SENCo
<b>Advice and feedback</b>		
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>	SL/Assistant Head AC
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<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 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>	SL/Assistant Head AC
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 Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	SL/Assistant Head AC
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 his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Class teacher
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 his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Class teacher
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>	Class teacher/SL/Assistant Head AC
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>	EO
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	EO/Head of Centre

<b>Resources</b>		
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>	Class teacher
A candidate fails to acknowledge sources on work that is submitted for assessment (See <b>How should sources be acknowledged?</b> below)	<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 Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately 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>	Class teacher
<b>Word and time limits</b>		
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>	Class teacher
<b>Collaboration and group work</b>		
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>	Class teacher/SL
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work including the use of AI submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Assistant Head AC
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 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>	Class teacher/SL/ Assistant Head AC
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>	Assistant Head AC
<b>Presentation of work</b>		
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>	Class teacher/SL
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i>	Class teacher/SL

	<i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	
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>	Assistant Head AC
<b>Task marking – externally assessed components</b>		
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>	Class teacher /SL/ Assistant Head AC
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>	Class teacher /SL/ Assistant Head AC
<b>Task marking – internally assessed components</b>		
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 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>	Class teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Class teacher
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Class teacher /SL/ Assistant Head AC
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Assistant Head AC
A teacher marks the work of his/her own child	<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 Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Assistant Head AC
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 (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Class teacher/SL/ Assistant Head AC
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 (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Class teacher/SL/LM
A candidate wishes to appeal 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 Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	Assistant Head AC

Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	Class teacher/Subject Leader
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	SL/Line Manager/Assistant Head AC
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	

### How should sources be acknowledged?

The work submitted by a candidate for assessment must include references where appropriate. Staff will inform candidates to highlight and reference any information which is taken from a source other than themselves. Candidates will record this in their work appropriately.

The record should include:

- all the sources used
- books used
- websites
- audio-visual resources.

If candidates use material from a source, or generated from a source which is not their own work, they must indicate the particular part, element or phrase and state where it came from.

#### Details of how to acknowledge a source/s:

**Paraphrase:** Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number.

**For example:** (Morrison, 2000 p 29).

**Internet:** For material taken from the internet, the reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line.

**For example:** [http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm) downloaded 5 February 2026

**AI generated:** Where computer-generated content has been used (such as an AI chatbot), the reference must show the name of the AI tool used and should show the date the content was generated.

**For example:** ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026.

Candidates should also reference the sources used by the AI tool in generating the content. Candidates must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This will be submitted with the candidate's work for final assessment so the teacher can review the work, the AI-generated content and how it has been used.

If this is not submitted and the teacher suspects the candidate has used AI tools, they will need to consult the centre's malpractice policy for the next steps and assure themselves that the work is the candidate's own.

## Candidates Right to Appeal Non-Examination Assessments Decisions Policy – Appendix 2

### Purpose

It is a JCQ requirement that students have the right to appeal against non-examination assessment decisions if they feel there are reasons to question an outcome. This policy ensures that:

- there are clear procedures for students to enable them to enquire about, question or appeal an assessment decision.
- that any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal.
- that the Head of Centre facilitates the student's right of appeal.

### Aim

- To enable any student to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the students and the class teacher at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To protect the interests of all students and the integrity of the qualification.

### Actions

In order to do this, the school will:

- ensure all students are aware of their right to appeal non-examination assessment decisions and the procedures for doing so
- record, track and validate any appeal
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure
- take appropriate action to protect the interests of other students and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- monitor appeals to inform quality improvement.

### Responsibilities

#### School:

The school will inform students that they may request copies of materials to assist them in considering whether to request a review of the marking of their work. These materials must be made available to students in a prompt and accessible manner.

The school will ensure that the review is carried out by a teacher who has the appropriate competence and has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

The outcome of the review of the assessment decision must be made known to the head of centre and logged as a complaint. A written record must be kept and made available to the relevant awarding body upon request. Awarding body moderation is not covered in this procedure.

### **Subject Leaders responsibilities:**

All Subject Leaders must implement a robust system of monitoring the marking of non-examination assessments. This should include all teachers:

- annotating work – to provide evidence to support their marks, using key phrases from the mark scheme, clearly showing how credit has been awarded.
- completing documentation – recording the feedback and guidance that has been given, follow awarding body guidance in entering marks.

In departments where there are several teachers undertaking the marking, the following process serves as good practice:

- Obtain reference material at an early stage in the course – In the first year of a new specification, participate in awarding body training.
- Hold a preliminary trial marking session prior to marking - compare standards through cross-marking a small sample of work, agree a common understanding of the assessment criteria
- Carry out further trial marking at appropriate points during the marking period
- After most marking has been completed hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation
- Make final adjustments to marks prior to submission - If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marks and the teacher responsible for internal standardisation checks the new marks
- Retain evidence that internal standardisation has been carried out
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

### **Class Teacher:**

Responsible for providing clear achievement feedback to students. If assessment decisions are questioned, the class teacher is responsible for processing the student's appeal within the agreed time.

Where there is an informal request for a consultation over the marks awarded the class teacher should communicate this to their SL and SLT Line Manager.

### **Students:**

Responsible for completing the NEA on time and ensuring the work is handed in by the due date.

Responsible for initiating the appeals procedure, in the required format and within the defined time frame when s/he has reason to question an assessment decision.

### **Head of Centre/Assistant Headteacher (responsible for exams):**

Responsible for judging whether assessment decisions are valid, fair and unbiased.

## Appeals procedure stages:

This appeals process is contingent upon the students completing and handing in their work for assessment by the agreed deadlines. When these deadlines are missed it may not be possible to run the full appeals process to be followed.

- **Stage 1 (informal) – Student review of mark:** Students will be given **5 days** to review copies of assessment materials and to reach a decision over whether to request a consultation with their class teacher.
- **Stage 2 (informal) – Student requests a consultation with class teacher:** If the student has issues with the way the application of the exam boards marking criteria, the student can request a consultation with their class teacher to discuss their concerns. This must take place within **2 school days** of the receipt of request. This discussion does not form part of the formal appeals procedure
- **Stage 3 – Request for review of marking:** If following the consultation, the matter is unresolved, then the student must make a formal request for a review of marking within **2 school days of the consultation**. The request for a review must be in writing to the Examinations Officer outlining the concerns regarding the assessment decision and must identify at least one of the following issues:
  - Specific concerns in the application of the mark scheme
  - Specific concerns in the wider teaching and learning such as appropriate teacher knowledge, training, understanding and skill in centre assessed marking.
  - Specific concerns in the co-ordination and standardisation of marking.
- **Stage 4 – Review:** The review of assessment decision will be undertaken by the subject leader (unless the concerns relate to their assessment judgement. If this is the case then a suitably qualified member of the department will carry out the review). The review will be completed within **5 days**. The student will be notified of the findings of the review in writing. Should the student be dissatisfied with this written response, the student may then request an Appeal hearing
- **Stage 5– Appeal:** The panel for appeal will comprise of the school’s lead for Exams and the Examinations Officer (assuming none of whom have previously been involved with the student’s appeal). The student will be informed of the date of the hearing and be given at least 3 days notice. The student will be provided with a copy of all relevant documentation eg the marks given, the assessment marking criteria. The student will be allowed to be accompanied by a parent/carer or friend and can present their own case. The subject teacher and student will have the opportunity to hear each other’s submission to the panel at the hearing. The decision from the hearing will be made in writing to the candidate within 2 days of the date of the hearing. **This decision is final.**

A written record of all appeals will be kept by the school and maintained by the Examinations Office. The Examinations Officer will inform the Awarding Examination Body should there be any change to an internally assessed mark, as a result of any appeal.

## Monitoring of appeals

This will be undertaken by a senior leader and will be used to inform development and quality improvement.