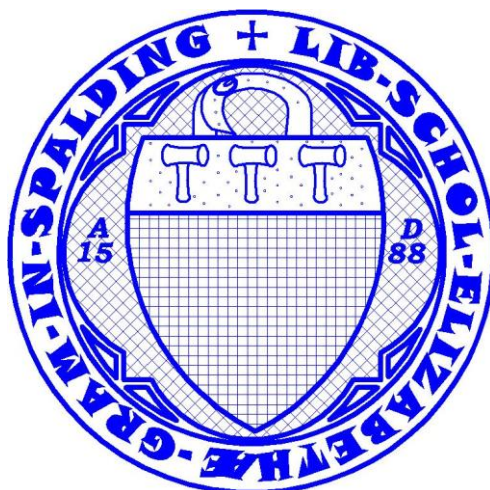


Spalding Grammar School



Non-Examination Assessment (NEA)/Coursework Policy

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|--------------------------|--|
| Author: | Mrs N Franklin – Examinations Officer |
| Approved by: | Mrs E Davison - Assistant Headteacher i/c Assessment, Data and Examinations |
| Review Cycle: | Annually |
| Date of Policy: | January 2026 |
| Next Review Date: | December 2026 |

Key staff involved in the Policy:

| Role | Name(s) |
|---|---|
| Centre Number | 26233 |
| Head of Centre | Mrs M K Anderson |
| Assistant Headteacher i/c Assessment, Data and Examinations | Emma Davison |
| Examinations Officer | Nicola Franklin |
| SENDCo | Amanda Johnson |
| Quality Assurance Lead | Suzanne Ingram |
| Senior Leadership Team | Suzanne Ingram (QA Lead) Anthony Brooks Emma Davison Gareth Baker Alison Harrison Wild |

This policy is reviewed and updated annually to ensure that non-examination assessments (NEAs) at Spalding Grammar School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEAs and ICC refer to the 2025-2026 JCQ documents:

- Instructions for conducting non-examination assessments
- Instructions for conducting coursework.
- Suspected Malpractice: Policies and Procedures
- AI Use in Assessments: Protecting the Integrity of Qualifications

Introduction

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

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

- Task setting
- Task taking
- Task marking

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)
The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions.

The qualifications delivered at Spalding Grammar School containing internally assessed components/units (NEAs) are:

- AQA GCE Art
- AQA GCE Computer Science
- AQA GCE D&T Product Design
- AQA GCE English Language
- AQA GCE English Literature
- AQA Extended Project Qualification (EPQ)
- OCR GCE Geography
- Edexcel GCE History
- AQA GCE PE
- AQA/OCR Science – Chemistry / Biology / Physics (Lab Practical)
- WJEC Level 3 Certificate in Criminology
- AQA GCSE Art
- AQA GCSE D&T
- AQA GCSE Engineering
- AQA GCSE English Language (Speaking Endorsement)
- WJEC Global Business French Level 1/2
- WJEC GCSE Music
- AQA GCSE PE

The centre will refer to the specific awarding body (listed with subject qualification) instructions when required.

Purpose of the Policy

This policy confirms that Spalding Grammar School has in place procedures that are reviewed and updated annually regarding the management of NEAs including controlled assessments and coursework.

Awarding bodies require centres to have a NEA policy in place to:

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

Procedures for planning and managing NEAs identifying staff roles and responsibilities

Where reference is made in these procedures to NEA, this is intended to include GCE and GCSE specifications with one or more NEA component, controlled assessment (where applicable), coursework and, where relevant, vocational qualifications.

Roles and Responsibilities

Head of Centre

Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of 'Instructions for conducting non-examination assessments' and 'Instructions for conducting coursework', and:

- confirms all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement.
- confirms all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities.
- ensures the centre's policy is fit for purpose and covers all types of NEA.
- ensures the centre's internal appeals procedure clearly details the process to be followed by candidates (and/or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Assistant Headteacher i/c Assessment, Data and Examinations

- Ensure the correct conduct of NEAs (including endorsements) which comply with the JCQ documents 'Instructions for Conducting Non-Examination Assessments', 'Instructions for Conducting Coursework' and awarding body subject-specific instructions.
- With the Examinations Officer, will make a presentation at the start of each academic year to all Heads of Subject and teaching staff conducting NEAs outlining any regulation updates and outlining updated information that needs to be shared with candidates together with any additional training required to be completed.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

- With the support of the Examinations Officer, will confirm with Heads of Subject that appropriate awarding body forms and templates for NEA (including endorsements) 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
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Head of Subject/Subject Lead

- Ensure subject teachers understand their role and responsibilities within the NEA process
- Ensure the JCQ documents 'Instructions for Conducting Non-Examination Assessments', 'Instructions for Conducting Coursework' and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work with the Assistant Headteacher i/c Assessment, Data and Examinations to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject Teacher

- Understand and comply with the general instructions as detailed in the JCQ documents 'Instructions for conducting non-examination assessments' and 'Instructions for Conducting Coursework'.
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, 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 Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant examination series.
- At the start each academic year of course, ensure pupils are provided with the latest regulations and information from JCQ and awarding bodies relating to the NEA, i.e. 'Information for Candidates Coursework Assessments', 'Information for Candidates – Non-examination assessments', 'Information for candidates – AI (Artificial Intelligence and Assessments)' and 'Information for candidates – social media'.
- Ensure candidates are signposted to JCQ policies and school policies on school website relating to NEAs and Coursework and where appropriate information for candidates for on-screen tests and written examinations.

Examinations Officer

- Signpost the annually updated JCQ documents 'Instructions for conducting non-examination assessments' and 'Instructions for conducting coursework' to relevant centre staff through annual presentation with Assistant Headteacher i/c Assessment, Data and Examinations.

- Carry out tasks applicable to the role supporting the administration/management of NEAs and coursework, e.g. entering marks on awarding body portals, communication to parents/carers, sharing updates to teachers and Heads of Subject from awarding bodies.

2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification

Issuing tasks:

- Make candidates aware of the criteria used to assess their work.
- Identify date when tasks should be taken by candidates in line with awarding body requirements.
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are securely stored at all times.

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Candidates do not need to be directly supervised at all times.
- Check the awarding body's subject-specific requirements to ensure 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.
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for Candidates documents.

Subject Teachers will ensure candidates:

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

This should be done through a presentation at the start of each academic year outlining the relevant regulations; restrictions, policies and procedures (if a two year course, the second presentation should be a reminder or to inform candidates of any changes to the regulations).

Advice and Feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, will advise candidates on relevant aspects before candidates begin working on a task:
 - sources of information;
 - relevance of materials and concepts;
 - structure of the response (e.g. chapter titles and content);
 - techniques of data collection;
 - techniques of data presentation;
 - skills of analysis and evaluation;
 - health and safety considerations, including the use of equipment;
 - potential ethical considerations;
 - security of their work storing/updating.
- Will not provide candidates with model answers or writing frames specific to the 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 takes it into account in the marking or submits it to the external examiner
- Ensure that when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks and advise candidates appropriately.

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/examinations-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator.

- By referencing this document and the centre's malpractice policy, subject teachers must make candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment (see JCQ information document – Appendix II)
- Ensure conditions for any formally supervised sessions are known and put in place.
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically.
- Ensure conditions for any formally supervised sessions are understood and followed by candidates.
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensure that, where it is appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc – see Appendix I 'How Sources should be Acknowledged'.

Word and Time Limits

Subject teacher role and responsibilities:

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

Collaboration and Group Work

Subject teacher role and responsibilities:

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

Authentication Procedures

Subject teacher role and responsibilities

Where required by the awarding body's specification the subject teacher will:

- ensure all candidates sign a declaration confirming the work they submit for final assessment is their own unaided work – this must take place as soon as the candidate has completed the assessment.
- sign a teacher declaration of authentication confirming the requirements have been met.
- keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable).
- not accept the candidate's work for assessment and record a mark of zero for internally if they cannot confirm that the work presented is their own and has been completed under the required conditions.
- 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 documents 'Instructions for conducting non-examination assessments' and/or 'Instructions for conducting coursework' and informs a member of the Senior Leadership Team.
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will take steps to determine the appropriate action including potentially setting the mark(s) awarded by the centre to zero.

Presentation of Work

Subject teacher role and responsibilities are to:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

- Instruct candidates to present work as detailed in the JCQ document 'Instructions for conducting non-examination assessments/coursework' (page 8 section 4.7) unless the awarding body's specification gives different subject-specific instructions.
- Instruct candidates to add their candidate number, 5-digit centre number and the component code of the assessment as a header/footer on each page of their work.
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.

Keeping Materials Secure

Subject teacher role and responsibilities:

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

Secure storage for non-digital work is defined as a securely locked cupboard. Where candidates producing artefacts/models secure storage may be defined as classroom, studio or workshop which is locked/ supervised from end of one session to start of next.

IT role and responsibilities for

- Provide support to teaching staff and examinations office staff to effectively manage the NEA process particularly relating to storage of digital content, uploading marks and assessments for moderation, where required.
- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software

- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Enable candidates' work to be backed-up on two separate devices, including one off-site back-up and implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Where appropriate, support to enable any sensitive digital media can be encrypted ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

4. Task Marking - externally assessed/moderated components

Conduct of Externally Assessed Work

Subject teacher role and responsibilities:

- Liaise with the Examinations Officer regarding the arrangements for any externally assessed/moderated components of a specification which must be carried out within a window of dates specified by the awarding body and where applicable, according to the JCQ document 'Instructions for conducting examinations'
- Liaise with a visiting examiner where this may be applicable to any externally assessed/moderated component.

Examinations Officer and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification, e.g. Criminology.
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document 'Instructions for conducting examinations'.

Submission of Work

Subject teacher role and responsibilities:

- Ensure correct completion of attendance register where applicable

Examinations Officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable.
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly.
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body.
- Keep a copy of the attendance register until after the deadline for reviews of results for the examination series.
- Package the work as required by the awarding body, ensuring the packaging is robust and securely fastened and attach the examiner address label.
- Despatch the work according to the awarding body's instructions by the required deadline.

5. Task Marking - Internally Assessed Components

Marking and Annotation

Head of Centre role and responsibilities:

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

Head of Subject role and responsibilities:

- 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. Provide these to the Examinations Officer to issue to candidates and parent/carers by email.

Subject Teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process and refer to the JCQ guide for any changes to marking and annotation.
- Mark candidates' work in accordance with the marking criteria provided by the awarding body (must not use artificial intelligence as the sole means of marking candidates' work).
- 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.
- Record the feedback and guidance that has been given.
- Ensure candidates are informed of the timescale set by the Head of Subject 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.

Internal Standardisation

QA lead role and responsibilities:

- Ensure that a Lead Verifier is in place for each qualification (usually the Head of Subject)

Lead Verifier role and responsibilities:

- Ensure internal standardisation of marks across assessors and teaching groups takes place as required.
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

They will ensure accurate internal standardisation, for example by:

- obtaining reference materials at an early stage in the course.
- holding a preliminary trial marking session prior to marking.
- carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments.
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation.
- Retain evidence that internal standardisation has been carried out.

Subject teacher role and responsibilities:

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

Informing Candidates of their Marks

Subject teacher roles and responsibilities:

- Inform candidates of their marks once the assessment including the Spoken English endorsement has been marked and internally moderated with the Head of Subject, to meet the deadline advised to candidates and on the NEA Deadlines document issued to candidates and parents/carers.
- If required, inform and explain the internal review/appeals process (outlined in the Appeals Procedure Policy (NEA Coursework)), costs and deadlines with candidates should they wish to appeal their marks.
- Make copies of the candidate's assessment materials and mark scheme or assessment criteria available to the candidate to help them decide whether they wish to proceed with a request for a review of marks

Consortium Arrangements

Head of Subject role and responsibilities:

- Ensure a consortium co-ordinator is nominated (if required).
- If the consortium lead, liaise with the Examinations Officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA. Centre Consortium Arrangements for centre-assessed work for each examination series affected.
- Ensure procedures for internal standardisation as a consortium are followed.

Subject teacher role and responsibilities:

- Provide marks to the Examinations Officer to the internal deadline
- Provide the moderation sample to the Examinations Officer to the internal deadline.
- Retain all candidates' work in the consortium until after the deadline for reviews of results for the examination series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Examinations Officer role and responsibilities (where the centre is the consortium lead):

- Submit an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each examination series affected.
- Submit marks for home centre candidates to the awarding body deadline (where relevant).
- Liaise with the other examinations officers in the consortium providing marks for submission for their candidates and to arrange despatch of a single moderation sample to the awarding body deadline (or add Consortium arrangements are not applicable to the centre).

Submission of Marks and Work for Moderation

Subject Teacher/Head of Subject role and responsibilities:

- Provides marks to the Examinations Officer to the internal deadline
- Support the Examinations Officer to ensure marks are accurate and verified on submission to avoid transcription errors
- Where sample work is being uploaded through awarding body portal, ensure the files have been saved in the correct format and contain all the right work. Where required ensure that the endorsement form has been completed and signed correctly by the candidate including their candidate number – before issuing it to the Examinations Officer for uploading by the required internal deadline.
- Where being sent by post submit the requested samples of candidates' work together with the supporting documentation to the awarding body moderator by the required deadline, keeping a record of the work submitted.
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested.
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Examinations Officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline. Confirm submission with subject teacher and head of subject.
- 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
- Submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted or confirm the Head of Subject has submitted moderation sample.

Ensure that for postal moderation:

- work is dispatched in robust 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.

- Ensure the subject teacher has included supporting documentation required by awarding body including authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Ensure that for digital uploads through awarding body secure portals:

- Work is saved in the correct format, correctly labelled with candidate details, centre details and component number.
- Ensure supporting documentation is present, e.g. signed authentication of work and, where required, internal standardisation confirmation.
- Work is submitted by the awarding body required deadline.
- Carry out checks to ensure that the submission has completed.
- Keep a record of submission until after the post results review.

Storage and Retention of work after Submission of Marks

Subject teacher role and responsibilities:

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

Examinations Officer role and responsibilities:

- Ensure any samples are returned after moderation is logged and returned to the subject teacher for secure storage and required retention.
- Ensure digitally uploaded samples are securely stored on the school cloud or secure teams folder.

External Moderation - the Process

Subject teacher role and responsibilities:

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

External Moderation – Feedback

Head of Subject role and responsibilities:

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

Examinations Officer role and responsibilities:

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

6. Access Arrangements and Reasonable Adjustments

Subject teacher role and responsibilities:

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

SENDCo role and responsibilities:

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

7. Special Consideration and Loss of Work

Subject teacher role and responsibilities:

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

Examinations Officer role and responsibilities:

Refer to/directs relevant staff to the JCQ document 'A guide to the special consideration process' and:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

8. Malpractice

Head of Centre/Assistant Headteacher i/c Assessment, Data and Examinations role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing NEAs or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ 'Notice to Centre - Sharing NEA material and candidates' work'.
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework.
- Ensure candidates understand the JCQ document 'Information for candidates - non-examination assessments/coursework assessments'.
- Ensure candidates understand the JCQ document 'Information for candidates - social media'.
- Refer to the Spalding Grammar School Malpractice Policy to understand the process to escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Examinations Officer role and responsibilities:

- Signposts the Head of Centre and staff to the relevant JCQ documents and Spalding Grammar School Malpractice Policy.
- Signposts candidates to the relevant JCQ Information for Candidates documents.
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

9. Post-Results Services

Head of Centre role and responsibilities:

- Is familiar with the JCQ document **Post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Head of Subject / Subject Lead role and responsibilities:

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

Subject teacher role and responsibilities:

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

Examinations Officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document 'Post-Results Services (Information and guidance to centres)'.
• Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline.

10. Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Assistant Headteacher i/c Assessment, Data and Examinations (or equivalent) role and responsibilities:

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

Head of Subject /Subject Lead role and responsibilities:

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

Subject teacher role and responsibilities:

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

Examinations Officer role and responsibilities:

- Working with the subject teacher, follow the awarding body's instructions for the submission of grades and recordings.

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

Head of centre role and responsibilities:

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

Head of Subject/Subject Lead role and responsibilities:

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences and ensures any relevant JCQ/Awarding body instructions are followed
- Ensures 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
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately

Subject teacher role and responsibilities:

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

Examinations Officer role and responsibilities:

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- Submits the assessment outcomes to the awarding body by the external deadline

11. Private Candidates

Former pupils would be able to re-sit the examination part of the qualification as a private candidate however they would **not** be able to retake the NEA part of the qualification.

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing NEAs in specific subjects of qualifications.

A Level Geography

- Ofqual Subject Level Conditions and Requirements stipulate that each candidate must undertake a single independent investigation based on a question or issue that is defined and developed by the candidate. Centres may give general guidance but **must not** provide candidates with a choice of titles or tasks to choose from.

GCSE/A Level Art:

- JCQ's instructions for conducting examinations are followed for the conduct of externally set components.

Appendix I How Should Sources be Acknowledged

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of their own research, planning, resources etc. The record should include all the sources used, including books, websites and 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. 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).

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
downloaded 5 February 2026

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 must be submitted with the candidate's work for final assessment so that 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. Further guidance on how this can be done is set out in the JCQ document Plagiarism in Assessments. The document can be found on the JCQ website: <http://www.jcq.org.uk/exams-office/malpractice>

Centres must also refer to the following JCQ documents which can be found on the JCQ website: <http://www.jcq.org.uk/exams-office/malpractice>

AI Use in Assessments: Your role in protecting the integrity of qualifications
JCQ-AI-information-sheet-for-teachers-1.pdf
JCQ-AI-poster-for-students-2.pdf

Candidates must also be familiar with the JCQ document 'Information for candidates – non-examination assessments':
<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

Appendix II AI – Information for Candidates



Information for candidates AI (Artificial Intelligence and assessments)

What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.



**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>, 25/01/2025).

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK

If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

***Declare – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.

LAST CHECKS



Know the rules



Check with your teachers



ACKNOWLEDGE and DECLARE



EFFECTIVE FROM 1 SEPTEMBER 2025

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

| Issue/Risk | Centre Actions to Manage Issue/Mitigate Risk | Action By |
|--|--|--|
| Centre staff malpractice | Records confirm that relevant centre staff are familiar with and follow the current JCQ publication. Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates' work. | Assistant Headteacher i/c Assessment, Data and Examinations / Examinations Officer |
| Candidate malpractice | Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material. | Head of Subject/ Subject Teacher |
| | Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments/coursework and Information for candidates – social media - and understand they must not post their work on social media | Head of Subject/ Subject Teacher |
| Task Setting | | |
| Awarding body set task: IT failure/ corruption of task details where set task details accessed from the awarding body online | Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details | IT / Head of Subject |
| Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification | Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task | Head of Subject / Senior Leadership Team |
| Candidates do not understand the marking criteria and what they need to do to gain credit | A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual 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 | Subject Teacher |

| | | |
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| Subject teacher long term absence during the task setting stage | See centre's contingency plan (Teaching staff extended absence) | Head of Subject / Senior Leadership Team |
| Issuing of Tasks | | |
| Awarding body set task not issued to candidates on time | Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to 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 | Head of Subject/Subject Teacher |
| The wrong task is given to candidates | Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved | Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Subject teacher long term absence during the issuing of tasks stage | See centre's SGS Examination Contingency Plan (Teaching staff extended absence) | Head of Centre/ Head of Subject |
| A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded | Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample | Examinations Officer/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Task Taking - Supervision | | |
| Planned assessments clash with other centre or candidate activities | Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar | Head of Subject |
| Rooms or facilities inadequate for candidates to take tasks under appropriate supervision | Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large examination venue at the same time (examination conditions do not apply) | Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Insufficient supervision of candidates to enable work to be authenticated | Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy | Assistant Headteacher i/c Assessment, Data and Examinations/ Head of Subject |

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| A candidate is suspected of malpractice prior to submitting their work for assessment | Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed Refer to the SGS Malpractice Policy | Head of Subject / Assistant Headteacher i/c Assessment, Data and Examinations /Head of Centre |
| Access arrangements were not put in place for an assessment where a candidate is approved for arrangements | Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate | SENDCO/Head of Subject |
| Advice and feedback | | |
| Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work | Ensures a centre-wide process is in place for subject teachers to record all information provided to 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 | Head of Subject/Subject Teacher / Assistant Headteacher i/c Assessment, Data and Examinations |
| Candidate claims no advice and feedback given by subject teacher during the task-taking stage | Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure 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 | Assistant Headteacher i/c Assessment, Data and Examinations /Head of Subject/Subject Teacher |
| A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification | 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 | Assistant Headteacher i/c Assessment, Data and Examinations/ Head of Centre |

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| Candidate does not reference information from published source | Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ documents Information for candidates: non-examination assessments/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion | Subject Teacher /Head of Subject |
| Candidate does not set out references as required | 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/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion | Subject Teacher / Head of Subject |
| Candidate joins the course late after formally supervised task taking has started | A separate supervised session(s) is arranged for the candidate to catch up | Head of Subject / Subject Teacher |
| Candidate moves to another centre during the course | Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place | Examinations Officer |
| An excluded pupil wants to complete his/her non-examination assessment(s) | The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate | Head of Centre / Assistant Headteacher i/c Assessment, Data and Examinations |
| Resources | | |
| A candidate augments notes and resources between formally supervised sessions | Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by 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 | Subject Teacher Subject Teacher IT Support/ Subject Teacher |
| A candidate fails to acknowledge sources on work that is submitted for assessment | 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 | Subject Teacher/ Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations |

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| | 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 | Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Word and time limits | | |
| A candidate is penalised by the awarding body for exceeding word or time limits | Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood | Subject Teacher/ Head of Subject |
| Collaboration and group work | | |
| Candidates have worked in groups where the awarding body specification states this is not permitted | Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved | Subject Teacher / Head of Subject / Examinations Officer |
| Authentication procedures | | |
| A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material | Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments/coursework 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 Refer to SGS Malpractice Policy for procedures | Head of Subject / Assistant Headteacher i/c Assessment, Data and Examinations /Examinations Officer Subject Teacher Subject Teacher/ Examinations Officer/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Candidate does not sign their authentication statement/ declaration | Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments/coursework 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/coursework assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment | Subject Teacher/ Examinations Officer |

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| Subject teacher not available to sign authentication forms | Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures | Head of Subject / SLT |
| Presentation of Work | | |
| Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment | Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment | Subject Teacher/ Head of Subject/ Examinations Officer |
| Keeping Materials Secure | | |
| Candidates work between formal supervised sessions is not securely stored | Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage | Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations |
| Adequate secure storage not available to subject teacher | Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required – Examinations Storage can be used | Subject Teacher / Examinations Officer |
| Candidates work produced electronically is not securely stored | Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it | Subject Teacher/ Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations / IT Team |
| Task marking – externally assessed components | | |
| A candidate is absent on the day of the examiner visit for an acceptable reason | 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 | Subject Teacher/Examinations Officer Head of Subject/ Examinations Officer |
| A candidate is absent on the day of the examiner visit for an unacceptable reason | The candidate is marked absent on the attendance register | Head of Subject/ Subject Teacher Examinations Officer |
| Task marking – internally assessed components | | |
| A candidate submits little or no work | Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria | Subject Teacher/ Head of Subject / Assistant Headteacher i/c |

| | | |
|---|--|--|
| | 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 | Assessment, Data and Examinations / |
| A candidate is unable to finish their work for unforeseen reason | Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work | Subject Teacher/ Head of Subject Examinations Officer/ Assistant Headteacher i/c Assessment, Data and Examinations |
| The work of a candidate is lost or damaged | Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8) / Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work | Subject Teacher/ Head of Subject /Examinations Officer |
| Candidate malpractice is discovered | Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice in coursework) are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed | Head of Subject / Assistant Headteacher i/c Assessment, Data and Examinations/ Head of Centre |
| A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (ie step-family, foster family; similar close relationships) or close friends and their immediate family (e.g. son/ daughter) | A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not | Examinations Officer/ Head of Subject |
| An extension to the deadline for submission of marks is required for a legitimate reason | Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension | Subject Teacher/ Head of Subject/ Examinations Officer |
| After submission of marks, it is discovered that the wrong task was given to candidates | Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates | Head of Subject/ Assistant Headteacher i/c Assessment, Data and Examinations / Quality Lead |
| A candidate wishes to appeal/request a | Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body | Head of Subject/ Assistant |

| | | |
|---|--|--|
| review of the marks awarded for their work by their teacher | <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examinations Officer for the submission of marks</p> <p>Through the candidate examination handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p> | Headteacher i/c Assessment, Data and Examinations / Head of Centre |
| Deadline for submitting work for formal assessment not met by candidate | <p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p> | Subject Teacher / Head of Subject |
| Deadline for submitting marks and samples of candidates work ignored by subject teacher | <p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p> | Subject Teacher/ Head of Subject |
| Subject teacher long term absence during the marking period | See centre's Contingency Plan (Teaching staff extended absence) | Head of Subject/ Senior Leadership Team |