

HNC Policies, Protocols and Procedures

Non-examination assessment policy for staff 2023/24



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Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Marcus Smith-Connor
Quality assurance lead/ Lead internal verifier	Kam Rogerson
SLT member(s)	Kam Rogerson
SENCo	Chris Madej Head of Faculty Learning Support
Exams Manager	Liam Harrison
Exams Data and Planning Officers	Michael Bradbury Aminah Rehman

Appendix – deadlines for the submission of marks

Notice to Centres - produced by JCQ on behalf of: AQA, OCR, Pearson and WJEC

Informing candidates of their centre assessed marks

Centres have for many years been required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be told the mark given by their centre for a centre assessed component/unit. This applies to legacy and new GCE and GCSE qualifications, and Project qualifications.

This requirement is to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. It is reflected in the regulators' Qualification Level Conditions and Requirements.

Centres should use the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body should be used. This should help to prevent marking errors and avoid candidates requesting a review of the mark awarded by the centre.

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Although many consortia, multi-academy trusts etc. are likely to follow common procedures, it is for each centre to determine how a request for a review of marking is managed. The internal deadlines set for marking, internal standardisation arrangements, staffing arrangements and resources will all be influencing factors. Each Curriculum Faculty may be given discretion to apply the requirements in the most practical way.

What does this policy affect?

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

The regulator's definition of an examination is very narrow and 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 internal assessment and externally marked and/or externally set practical examinations taken at different times across centres.

This publication is further referred to in this policy as NEA.

Purpose of the policy

The purpose of this policy, as defined by JCQ, 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

The policy covers all types of non-examination assessment.

What are non-examination assessments?

This is explained in [NEA](#).

"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 identifying staff roles and responsibilities.

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The basic principles:

Head of Centre

- Return an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update to confirm awareness of and that relevant staff are adhering to the latest version of [NEA](#)
- Sign the NEA, fieldwork and live performance declaration form
- Ensure that the centre's *non-examination assessment policy* is fit for purpose
- Ensure the centre's *internal procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior Leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality Assurance (QA) Undertaken by HoFs and Subject Teachers

- Confirm that appropriate awarding body forms and templates for non examination assessments (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 Faculty

- 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 (including endorsements)
- Ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understand the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

Subject Teacher

- Understand and comply with the general instructions as detailed in [NEA](#)

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- Where these may also be provided by the awarding body, understands and complies 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 Manager 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

Exams Manager

- Signpost the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject Teacher

- 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
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject Teacher

- 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 ensures that materials are stored securely at all times
- Ensure requirements for legacy specification tasks and new specification tasks are distinguished between.

Supervision

Subject Teacher

- 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
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own

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- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensure candidates are aware of the current JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensure candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or outlines/heading specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides 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 when work has been assessed, candidates are not allowed to revise it
- Ensure that marks are published on Cedar and communicated to the student as per appendix 1.

Resources

Subject Teacher

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

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Word and time limits

Subject Teacher

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

Collaboration and group work

Subject Teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- 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
- Assesses the work of each candidate individually

Authentication procedures

Subject Teacher

- Where required by the awarding body's specification:
- Ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- Sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and inform the Head of Faculty, followed by the Exams Manager and a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject Teacher

- Consent for the use of videos or photographs/images of candidates is obtained from students as part of the enrolment process before the beginning of the course

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- 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

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in NEA 4.8
- 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 and AI*)
- Where work is stored electronically, liaise with the IT Services Team to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

IT Services Team

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

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Task marking – externally assessed components

Conduct of externally assessed work

Subject Teacher

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

Exams Data and Planning Officer/Exams Manager

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series

Submission of work

Subject Teacher

- Provide the attendance register where the component may be assessed by a Visiting Examiner
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensure the completed attendance register accompanies the work
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline
- Inform the Exams department and HoF that the NEA has been sent/uploaded with relevant proof

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Task marking – internally assessed components

Marking and annotation

Head of Centre

- Ensure where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child is submitted for moderation, whether it is part of the moderation sample or not

Subject Teacher

- Attend awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks (via Cedar Markbook) which could be subject to change by the awarding body through their own moderation/standardisation process
- Ensure candidates are informed to the timescale indicated in the centre's *internal appeals procedures* 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

Quality assurance (QA) Undertaken by HoFs and Subject Teachers

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

Subject Teacher

- Retain evidence that internal standardisation has been carried out
- Indicate on work (or cover sheet) the date of marking

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- Mark to common/national standards in accordance with awarding body regulations
- 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

Submission of marks and work for moderation

Subject Teacher

- Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external 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 sample of candidates' work to the awarding body moderator by the external 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
- Ensure that for postal moderation work is dispatched in packaging provided by the awarding body and the moderator label(s) provided by the awarding body are affixed to the packaging
- Ensure proof of dispatch is obtained and kept on file until the successful issue of final results
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body
- Provide the Exams Manager with any supporting documentation required by the awarding body

Exams Manager

- Confirm with subject teachers that marks have been submitted by the awarding body deadline
- Confirm with subject teacher that the moderation sample has been submitted to the awarding body deadline

Storage and retention of work after submission of marks

Subject Teacher

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Services Team, 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

Exams Manager

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

External moderation – the process

Subject Teacher

- 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

HoF and Subject Teacher

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

Exams Manager

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

Access arrangements

Subject Teacher

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

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Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including *Reasonable Adjustments for GCE A-Level sciences – Endorsement of practical skills*
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, 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 and loss of work

Subject Teacher

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

Exams Manager

- 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

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff

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- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject Teacher

- Is aware of the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document *Information for candidates - non examination assessments*
- Ensure candidates understand the JCQ document *Information for candidates - Social Media*
- Escalates and report any alleged, suspected or actual incidents of malpractice involving candidates to the Exams manager who will liaise with the Head of Centre

Exams manager

- Signpost the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signpost the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to Curriculum Faculties
- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of Centre

- Is familiar with the JCQ publication *Post Results Services*
- Ensure the centre's *internal appeals procedures* (available on Moodle) clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Head of Faculty

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

Subject Teacher

- Provide advice and guidance to candidates on their results and the post-results services (including review of moderation) available

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Provide the Exams manager with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

- Collect candidate consent where required

Exams Manager

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services
- 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

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

Head of Centre

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

Quality assurance (QA) Undertaken by HoFs and subject teachers

- Ensure the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

Head of Faculty

- Confirm understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensure where the centre intends to enter candidates with a new awarding body for one or more of the A level subjects, the relevant awarding body will be contacted before the commencement of the new course
- Undertake any training provided by the awarding body on the implementation of the practical endorsement

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- Disseminate information to subject teachers ensuring the standards can be applied appropriately
- Liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject Teacher

- Ensure all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensure the required arrangements for practical activities are in place
- Provide all the required centre records
- Ensure candidates provide the required records
- Provide any required information to the subject head/leader regarding the monitoring visit
- Assess candidates using Common Practical Assessment Criteria (CPAC)
- Apply for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follow the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Exams Manager

- Accept contact with the visiting moderator and pass information to the subject teacher for a visit to be arranged with at least two weeks' notice
- Confirm with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline

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

England

Head of Centre

- Return an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

Quality assurance (QA) Undertaken by HoFs and subject teachers

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

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Head of Faculty

- Confirm understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant awarding body/JCQ 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

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assesses 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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
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</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Exams Manager and IT Services Team
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensure that subject teachers access awarding body training information, practice materials etc.</i> <i>Record confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Quality assurance HoF/SLT Lead

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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. Record confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Subject 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>	Head of Centre/SLT Lead & HoF
Issuing of tasks		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Subject 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>	Subject 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>	Head of Centre/SLT Lead/HoF
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures 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.</i>	Subject Teacher/HoF
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Quality assurance – HoF and Subject Teacher Exams Manager

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Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	Exams Manager IT and MIS
Insufficient supervision of candidates to enable work to be authenticated	<p><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></p> <p><i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i></p>	Exams Manager HoF/Subject Teacher
A candidate is suspected of malpractice prior to submitting their work for assessment	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i></p> <p><i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	Subject Teacher/HOF/SLT Lead/Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i></p>	Subject Teacher SENCo Exams Manager
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	Quality assurance HoF/Subject Teacher/SLT Lead
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task taking stage</i></p>	Quality assurance Subject Teacher/ HoF

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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>	Head of Centre Exams Manager HoF SLT Lead
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>	Subject Teacher HoF Exams Manager SLT Lead
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>	Subject Teacher HoF
Candidate joins the course late after formally supervised task has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher HoF
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>	Exams Manager
An excluded candidate 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>	Subject Teacher HoF Exams Manager SLT Lead
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions If in the unlikely event memory sticks are to be 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>	Subject Teacher/ IT Services Team

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A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	<p>Quality Assurance</p> <p>Subject Teacher</p> <p>HoF</p> <p>SLT Lead</p>
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Subject Teacher
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Quality assurance</p> <p>Subject Teacher</p> <p>HoF</p> <p>Exams Manager</p> <p>SLT Lead</p>
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	Subject Teacher

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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>	Quality Assurance HoF
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Quality Assurance Subject Teacher
Keeping materials secure		
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 Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>	Subject Teacher HoF
Task marking externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Subject Teacher HoF Exams Manager
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>	Subject Teacher HoF Exams Manager
Task marking internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body 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 Concerns on Cedar, tracking and monitoring</i>	Subject Teacher

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A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for shortfall in work	Subject Teacher HoF Exams Manager SLT Lead
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work	Subject Teacher HoF Exams Manager SLT Lead
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed <u>Instructions NEA 23-24 Dec23revision Final.pdf (jcq.org.uk)</u> Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	Subject Teacher HoF Exams Manager SLT Lead Head of Centre
A teacher marks the work of his/her own child	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	HoF Exams Manager
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 publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	HoF Exams Manager SLT Lead
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	HoF SLT Lead Exams Manager Head of Centre

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A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i></p>	<p>Quality Assurance</p> <p>Subject Teacher</p> <p>HoF</p> <p>Exams Manager</p>
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Quality Assurance</p> <p>Subject Teacher</p> <p>HoF</p> <p>Exams Manager</p> <p>SLT Lead</p>
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through subject teachers as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>Quality Assurance</p> <p>HoF</p> <p>SLT Lead</p> <p>Exams Manager</p>
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>HoF</p> <p>SLT Lead</p> <p>Head of Centre</p>

Policy Review

The Exams Manager will recommend the policy for approval by the Senior Leadership Team. This policy will be reviewed annually before it is published to staff and students.

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v	Date	Author(s)	Comments	Authorised by	Date
1	December 2017	Matt Darlington, Julie Pryce	New Policy	Curriculum Management Group	9 th February 2018
2	6 th November 2018	Matt Darlington	Slight update of dates and responsibilities	Julie Pryce	14 th January 2019
3	4 th November 2019	Matt Darlington	Slight update of dates and responsibilities	Julie Thomas Marcus Smith- Connor	18 th November 2019
4	14 th April 2021	Rachel Armitage	Slight update of dates	Julie Thomas Marcus Smith- Connor	April 2021
5	25 th March 2022	Liam Harrison	Slight update of dates and responsibilities	Julie Thomas	25 th March 2022
6	29th March 2023	Liam Harrison Kam Rogerson Chris Madej	Slight update of dates and responsibilities	SLT	31/3/2023
7	8 th March 2024	Liam Harrison Kam Rogerson Chris Madej	Slight update of dates and responsibilities	Lee Goddard	11 th March 2024

