# Policy Document

**KING EDWARD VI COLLEGE**
**STOURBRIDGE**

## *Non-examination assessment*

## 1 Policy

**1.1** This policy covers the assessment of any work to be submitted to the awarding body which is not externally set or taken by candidates at the same time under controlled conditions. Non-examination assessment (NEA) includes the following:
- Coursework – internally assessed
- Coursework – externally assessed
- Practical examinations
- Practical Skills Endorsement

**1.2** 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 assessment
- Manage risks associated with non-examination assessments

**1.3** Non-examination assessments have three stages, with rules which apply to each stage. These rules often vary across different subjects. The stages are:
- **task setting** (see section 2 below)
- **task taking** (see section 3 below)
- **task marking** (see section 4 below)

**1.4** Guidelines for students requesting a review of centre-assessed coursework marks can be found at the end of this policy.

**1.5** The college has a separate Malpractice policy which should be read in conjunction with this policy.

## 2 Task Setting – roles and responsibilities

**2.1** **Subject teacher:**

2.1.1 Select tasks from a choice provided by the awarding body **OR** where permitted, design tasks according to criteria set out within the subject specification

2.1.2 Access set tasks issued by the awarding body in sufficient time to allow planning, resourcing and teaching

2.1.3 Inform students of the relevant coursework deadlines

2.1.4 Inform students of the criteria used to assess their work

**2.2** A level geography demands that each candidate produces an independent investigation based on a topic of their choosing. 'Centres may give general guidance but they must not provide candidates with a choice of titles or tasks from which candidates then choose' (*Instructions for Conducting Non-Examination Assessments* (p.5))

# 3    Task Taking – roles and responsibilities

## 3.1    Supervision
**Subject teacher:**

3.1.1    Check the awarding body's subject-specific requirements, ensuring candidates complete tasks under the required conditions and supervision arrangements

3.1.2    Ensure there is sufficient supervision to enable the work of a candidate to be authenticated

3.1.3    Ensure there is sufficient supervision to ensure the work a candidate submits is their own

3.1.4    Where candidates can work in groups, keep a record of each candidate's contribution

3.1.5    Ensure that students understand and comply with the plagiarism and referencing regulations set out in the JCQ document *Information for candidates – non-examination assessments*

**Examinations manager:**

3.1.6    Ensure candidates are aware of the JCQ document *Information for candidates – coursework* IFC-Coursework_Assessments_2024_FINAL.pdf

and/or *Information for candidates – non-examination assessments*

IFC-NE_Assessments_2024_FINAL.pdf

## 3.2    Advice and feedback
**Subject teacher:**

3.2.1    According to subject-specific guidelines, provide verbal and written advice to candidates on general aspects of their work

3.2.2    Allow candidates to revise and redraft their work in response to general advice given

3.2.3    Note any assistance given beyond general advice (*this could include detailed specific advice on how to improve work to meet assessment criteria, and feedback which highlights errors or omissions*) and take this into account when marking the work or submitting it to the external examiner

3.2.4    Ensure that, once work has been assessed, candidates are not allowed to revise it

## 3.3    Resources
**Subject leader:**

3.3.1    Check the awarding body's subject-specific requirements to determine the permitted level of student access to resources when planning and researching their tasks

3.3.2    Ensure conditions for any formally supervised sessions are understood and followed by candidates

3.3.3    **Formally supervised sessions:** ensure that sessions comply with subject-specific requirements (*normally internet and electronic devices not permitted*)

## 3.4    Word and time limits
**Subject teacher:**

3.4.1    Ensure that mandatory time limits are strictly observed

3.4.2    Ensure that candidates are aware of subject-specific word limits

## 3.5    Collaboration and group work
**Subject teacher:**

3.5.1    Where permitted, allow students to collaborate when carrying out research and preparatory work

3.5.2    Ensure that it is possible to attribute assessable outcomes to individual candidates

3.5.3    Ensure that, where an assignment requires written work to be produced, each candidate

writes up their own account of the assignment

3.5.4    Assess the work of each candidate individually

## 3.6    Authentication procedures

3.6.1    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

3.6.2    Sign the teacher 'declaration of authentication' confirming the requirements have been met

3.6.3    Keep signed candidate declarations on file until the deadline for enquires about results has passed or until any appeals, malpractice or other results enquiry has been completed, whichever is later

3.6.4    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 document *Instructions for Conducting Non-Examination Assessments* (pg.22) and inform the Head of Centre.

## 3.7    Presentation of work

**Subject teacher:**

3.7.1    Ensure that candidates present work as detailed in the JCQ document *Instructions for Conducting Non-Examination Assessments* (pg.8) and the awarding body's subject-specific instructions (if applicable)

## 3.8    Keeping materials secure

**Subject leader:**

3.8.1    Before submission of work for formal assessment, ensure that students keep their work secure and do not display it, for instance on social media. Students MUST be made aware of the JCQ document https://www.jcq.org.uk/exams-office/information-for-candidates-documents

3.8.2    Ensure that work submitted by candidates for final assessment is securely stored as detailed in the JCQ document *Instructions for Conducting Non-Examination Assessments* (p.13)

3.8.3    Where student work completed under formal supervision takes place over more than one session, ensure work is securely stored between sessions

3.8.3    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, e.g. in a competition, provided that the originals are stored securely by the centre. Subject leaders should refer to the JCQ document https://www.jcq.org.uk/exams-office/non-examination-assessments/ for further details.

## 4    Task Marking – roles and responsibilities

## 4.1    Externally assessed coursework

**Subject leader:**

4.1.1    Agree with the Examinations Manager arrangements for the conduct of any externally assessed non-examination component of a specification

4.1.2    Liaise as appropriate with the visiting examiner (where applicable)

4.1.3    Ensure accurate completion of the awarding body's attendance register

4.1.4    Package the work as required by the awarding body, including the attendance register

**Examinations manager:**

4.1.5    Provide the attendance register to the relevant subject leader

4.1.6    Retain a copy of the attendance register until the end of the examination series

4.1.7    Dispatch the work according to the awarding body's instructions before the required deadline

4.1.8    Obtain proof of posting

### Internally assessed coursework
## 4.2    Marking and annotation
**Subject teacher:**

4.2.1    Mark work in accordance with the marking criteria provided by the awarding body

4.2.2    Annotate work to indicate how and why marks have been awarded, using key phrases from the marking criteria

4.2.3    Inform candidates of their marks and remind that these marks could change during the awarding body's moderation process

4.2.4    Ensure that candidates are informed of their marks at least ten working days before they must be submitted to the awarding body, to enable a review of marking to take place if requested

## 4.3    Internal standardisation
**Subject leader:**

4.3.1    Ensure that internal standardisation of marks takes place following, where appropriate, the suggested sequence in the JCQ document *Instructions for Conducting Non-Examination Assessments* (pg.12)

## 4.4    Submission of marks and work for moderation
**Subject leader:**

4.4.1    Submit marks online according to the external deadline via the awarding body secure site, keeping a record of the marks awarded

4.4.2    Ensure mark input is checked before submission to avoid transcription errors

4.4.3    Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, in a robust, securely fastened package

4.4.4    Where a teacher is teaching, preparing and assessing a candidate with whom he/she has a close relationship, e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) the centre must declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation, whether or not it is part of the moderation sample

4.4.4    Provide a copy of the names on the moderation sample to the Examinations Officer

**Examinations manager:**

4.4.5    Check with subject leaders that marks have been submitted to the awarding body before the deadline

4.4.6    Keep a record of the marks awarded via the awarding body secure site

4.4.7    Establish internal deadlines annually which allow sufficient time for a candidate to request a review of marking before the awarding body's deadline

## 4.5    Storage and retention of work after submission of marks
**Subject Teacher**:

4.5.1    Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample

4.5.2    Retain all marked work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results

4.5.3    Where work is stored electronically, take steps to protect it from corruption and have a backup or encryption procedure in place

4.5.4    Where retention may be a problem due to the nature of the work, retain evidence of work such as photos, audio or media recordings

**Examinations Manager:**
4.5.5    Ensure any sample returned after moderation is logged and returned to the subject leader after the external date for enquiries about results

## 4.6    Other issues
Please refer to *Instructions for Conducting Non-Examination Assessments* for matters relating to:
- Access arrangements
- Special consideration
- Enquiries about results

# 5    Practical Skills Endorsement for A level science subjects

## 5.1    Roles and responsibilities
**Head of Centre**:
5.1.1    When asked, provide a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.

**Subject Leader:**
5.1.2     Undertake training provided by the awarding body on the implementation of the practical endorsement
5.1.3    Ensure that all teachers in their subject area can apply the standards appropriately
5.1.4    Liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

**Subject Teacher:**
5.1.5    Ensure that all the requirements in relation to the endorsement are known and understood
5.1.6    Ensure the required arrangements for practical activities are in place
5.1.7    Ensure candidates provide the required records
5.1.8    Provide any information as required to the subject leader regarding the monitoring visit
5.1.9    Assess candidates using Common Practical Assessment Criteria (CPAC)
5.1.10   Apply for an exemption where a candidate cannot access the practical endorsement due to substantial impairment
5.1.11   Follow the awarding body's instructions for the submission of candidates' Pass or Not Classified assessment outcome

**Examinations Manager**:
5.1.12   Follow the awarding body's instructions for the submission of candidates' Pass or Not Classified assessment

# 6    Management of risks associated with non-examination assessments

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|---|---|---|
| **1.  Task setting** | | |
| Externally-set task: IT failure/corruption of task details where set task details accessed from the awarding body online | *Set task accessed/downloaded as soon as released by awarding body to allow time for any problems;*<br>*IT systems checked prior to start date;*<br>*Awarding body contacted to request direct email of task detail* | IT Manager; Subject leader |
| Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification | *Ensure that subject teachers access awarding body training information, practice materials and in-house subject-area training in advance;*<br>*Provide sample assessment criteria in the centre task* | Subject leader; Faculty Director |
| Candidates do not understand the marking criteria and what they need to do to gain credit | *Provide simplified version of the awarding body's marking criteria to all candidates;*<br>*Gather confirmation that candidates understand the marking criteria* | Subject leader; Faculty Director |
| Subject teacher long term absence during the task setting stage | *Provide appropriate training for cover teacher;*<br>*Rearrange subject timetabling to enable shared set teaching* | Faculty Director |
| **Issuing of tasks** | | |
| Awarding body set task not issued to candidates on time | *Access set task well in advance to allow time for planning, resourcing and teaching;*<br>*Issue course information to candidates with details of when set task will be released and date for completion* | Subject leader; Faculty Director |
| The wrong task is given to candidates | *Provide extra workshop sessions for students to make up any time lost on incorrect task;*<br>*Contact awarding body for guidance where the issue remains unresolved* | Subject leader; Faculty Director; Examinations manager |
| **2.  Task taking** | | |
| **Supervision** | | |
| Insufficient supervision of candidates to enable work to be authenticated | *Confirm subject teachers are aware of and follow:*<br>*the JCQ document **Instructions for Conducting Non-Examination Assessments;***<br>*any specific instructions detailed in the awarding body's specification*<br><br>*Inform the awarding body according to the authentication procedures and malpractice information in the JCQ document **Instructions for Conducting Non-Examination Assessments*** | Subject leader<br>Faculty Director<br><br><br>Examinations manager |
| A candidate is suspected of malpractice prior to submitting their work for assessment | *Conduct internal investigation and, where appropriate, instigate disciplinary procedures;*<br>*Ensure that instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are correctly followed* | Faculty Director; Subject leader; Examinations manager |
| Access Arrangements were not actioned for an assessment where a | *Relevant staff to refer to the JCQ publication JCQ - A Guide to the Special Considerations Process to determine the process to be followed to apply for special consideration for the candidate* | ALS manager; Examinations manager; Subject leader |

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|---|---|---|
| candidate is entitled to access arrangements | | |
| **Advice and feedback** | | |
| Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work | *Put in place a centre-wide process for subject teachers to record all information provided to candidates before work begins;*<br>*Conduct regular monitoring of subject teacher records and sign-off to confirm monitoring activity;*<br>*Keep detailed records of all information and advice given to candidates prior to starting on their work as appropriate to the subject and component* | Faculty Director;<br>Subject leader |
| Candidate claims no advice and feedback given by subject teacher during the task-taking stage | *Ensure a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage;*<br>*Conduct regular monitoring of subject teacher records and sign-off to confirm monitoring activity;*<br>*Keep detailed records of all information and advice given to candidates during the task-taking stage as appropriate to the subject and component* | Faculty Director;<br>Subject leader |
| A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification | *Conduct investigation according to college policy; interview and collect statements for candidates and subject teacher/s as appropriate;*<br>*Where appropriate, submit a suspected malpractice report to the awarding body* | Executive leadership team;<br>Faculty Director |
| Candidate does not correctly reference information from a published source | *Provide advice to candidate at a general level to reference information before work is submitted for formal;*<br>*Refer candidate to the JCQ document **Information for candidates: non-examination assessments*** | Subject leader |
| Candidate joins the course late, after formally supervised task-taking has started | *Arrange separate supervised session(s) for the candidate to catch up* | Subject leader |
| **Resources** | | |
| A candidate augments notes and resources between formally supervised sessions | *Keep preparatory notes and the work to be assessed secure between formally supervised sessions;*<br>*Where work is stored on memory sticks or college network, ensure access is restricted between supervised sessions* | Subject teacher/s |
| **Word and time limit** | | |
| A candidate is penalised by the awarding body for exceeding word or time limits | *Ensure that candidates confirm/record that information provided to them on word or time limits is known and understood* | Subject teacher/s |
| **Collaboration and group work** | | |
| Candidates have worked in groups where the awarding body specification states this is not | *Refer to JCQ document* Malpractice_Sep24_FINAL.pdf*; seek guidance from awarding body as appropriate* | Faculty Director;<br>Examinations manager |

| Authentication procedures | | |
|---|---|---|
| A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment | *Confirm that subject staff have been made aware of the JCQ document **Instructions for Conducting Non-Examination Assessments;*** *Confirm that candidates have been issued with the current 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* | Curriculum leader; Examinations manager |
| Candidate does not fully complete the awarding body's cover sheet that is attached to their work to be submitted for formal assessment | *Check cover sheet to ensure it is fully completed before accepting the work of a candidate for formal assessment* | Subject leader; Subject teacher/s |
| **Keeping materials secure** | | |
| Candidates work between formal supervised sessions is not securely stored | *Confirm that subject teachers are aware of and follow current JCQ publication **Instructions for conducting non-examination assessments*** *Monitor subject teacher's practice to ensure use of appropriate secure storage;* *Ensure that secure storage facilities are available and source alternative facilities where necessary* | Subject leader; Subject teacher/s |
| **3. Task marking – externally assessed components** | | |
| A candidate is absent on the day of the examiner visit for an acceptable reason | *Seek guidance from awarding body to determine if alternative assessment arrangements can be made for the candidate;* *If not, explore eligibility for special considerations and submit a request to the awarding body where appropriate* | Examinations Manager |
| **4. Task marking – internally assessed components** | | |
| A candidate submits little or no work | *Where a candidate submits no work, recorded the candidate as absent when marks are submitted to the awarding body;* *Where a candidate submits little work, assess the work produced against the assessment criteria allocate a mark appropriately; where the work does not meet any of the assessment criteria submit a mark of zero to the awarding body* | Subject leader; Subject teacher/s |
| A candidate is unable to finish their work for unforeseen reason | *Refer to the JCQ publication **A guide to the special consideration process**, to determine eligibility and the process to be followed for shortfall in work* | Subject leader; Examinations manager |
| The work of a candidate is lost or damaged | *Refer to the JCQ publication **A guide to the special consideration process** to determine eligibility and the process to be followed for lost or damaged work* | Subject leader; Examinations manager |
| Suspected candidate malpractice is discovered | *Follow Instructions and processes in the current JCQ publication **Instructions for conducting non-examination assessments;*** *Follow investigation and reporting procedures in the current JCQ publication **Suspected Malpractice in Examinations and Assessments;*** *Apply college disciplinary procedures as appropriate* | Subject leader; Curriculum leader; Examinations manager; Executive leadership team |

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|---|---|---|
| A teacher marks the work of his/her own child | *Ensure that the marked work of the child is submitted for moderation whether part of the sample requested or not* | Subject teacher; Examinations manager |
| After submission of marks, it is discovered that the wrong task was given to candidates | *Contact awarding body s for guidance;*<br>*Refer to the JCQ publication **A guide to the special consideration process** to determine eligibility and the process to be followed to apply for special considerations for candidates* | Subject leader; Examinations manager |
| A candidate wishes to appeal the marks awarded for their work by their teacher | *Refer to and follow the college's guidelines* | Examinations manager |
| Deadline for submitting work for formal assessment not met by the candidate | *Confirm that deadlines have been read and understood by candidates at the start of the course*<br>*If appropriate, seek awarding body guidance to determine if the work can be accepted late for marking* | Subject leader Examinations Manager |
| Deadline for submitting marks and samples of candidates work ignored by subject teacher | *Internal/external deadlines are published at the start of each academic year*<br>*Reminders are issued through senior leaders/subject heads as deadlines approach*<br>*Records confirm deadlines known and understood by subject teachers*<br>*Where appropriate, internal disciplinary procedures are followed* | Executive leadership team; Subject leader |
| Subject teacher long term absence during the marking period | *Ensure that specialist cover is in place; provide appropriate training to ensure the cover teacher has read and understood all necessary guidance from JCQ, the awarding body, and college policy.* | Curriculum leader; Examinations manager |

## 7. Equality Impact

The College's equality, diversity and inclusion policy has been taken into account when considering this policy.

| Date of review | Date agreed | JCC | Governors | Review date | Comments |
|---|---|---|---|---|---|
| May 2025 | May 2025 | N/A | N/A | November 2026 | Change of review date cycle to fall more in line with JCQ updates |