



# Non-examination Assessment Policy 2024-25

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## Introduction

### 1. Statement of Intent

This policy affects the delivery of GCE and GCSE specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework. In addition, other vocational qualifications which contain a component(s) of Non-Examination Assessment (NEA).

*“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 therefore includes, but is not limited to, internal assessment.*

This publication is further referred to in this policy as NEA

### 2. Introduction and purpose

The purpose of this policy, as defined by the Joint Council for Qualifications (JCQ), is to:

- a. Ensure all students have equal access to assessment across the college
- b. Cover procedures for planning and managing non-examination assessments
- c. Define staff roles and responsibilities with respect to non-examination assessments
- d. Manage risks associated with non-examination assessments

#### 2.1 What are non-examination assessments?

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

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

- a. Task setting
- b. Task taking
- c. Task marking

Coursework components assess candidates’ skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC1 – JCQ Instructions for Conducting Coursework).

### 3. Basic principles – Roles & Responsibilities

#### 3.1 Head of Centre

- a. Ensures that the centre’s non-examination assessment policy is fit for purpose and covers all types of non-examination assessment.
- b. Ensures the centre’s internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers or guardians) appealing against internally assessed marks.
- c. Ensures the declaration (managed as part of the National Centre Number Register annual update) is completed and returned to NCN to confirm awareness of, and adherence to, the latest version of NEA and ICC by centre staff.

### **3.2 Senior Management Team (SMT)**

- a. Ensure the correct conduct of non-examination assessments which comply with NEA, ICC and awarding body subject-specific instructions.
- b. Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

### **3.3 Quality Nominee (QN)**

- a. Monitors and supports Vocational and A Level staff across the centre.
- b. Is the main point of contact for Pearson staff, External Verifiers and Risk Assessors.
- c. Will receive details about the appointment of external verifiers, external examiners and risk assessors and liaise with the appropriate Curriculum Management and Lead Internal Verifiers to ensure that Standards Verifiers and Centre Quality Reviewers are able to carry out their functions.
- d. Liaise with Curriculum Management to ensure college-wide Quality Assurance systems are in place and employed.

### **3.4 Quality Assurance (QA) Lead Internal Verifier**

- a. Confirms with Curriculum Management that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- b. Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by Subject Teachers in line with awarding body criteria.
- c. Ensures appropriate centre devised templates are provided to capture/record relevant information given to candidates by Subject Teacher.
- d. Ensures appropriate centre devised templates are provided to capture/record relevant information is received and understood by candidates.
- e. Where not provided by the awarding body, ensures a centre devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

### **3.5 Curriculum Management**

- a. Ensures Subject Teachers understand their role and responsibilities within the non-examination assessment process.
- b. Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- c. Works with the Quality Team to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by Subject Teachers.
- d. To confirm students who require registration are accurately recorded on Rems.

### **3.6 Subject Teacher**

- a. Understands and complies with the general instructions as detailed in NEA and ICC.
- b. 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.
- c. Marks internally assessed work to the criteria provided by the awarding body.
- d. Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series.

### **3.7 Exams Officer**

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

- b. Is responsible for the registration of all students on a professional course. This involves the Exams Officer confirming with Curriculum Management the list of students to be registered from original Management Information Systems (MIS) data.
- c. To liaise with MIS to ensure all registrations are accurate and up to date.

## 4. Task Setting

### 4.1 Subject Teacher

- a. Selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification.
- b. Makes candidates aware of the criteria used to assess their work.

### 4.2 Lead Internal Verifier

- a. Designs Assessment plan for the year in conjunction with Curriculum Management.
- b. Plans with the course team an annual Internal Verification schedule linked to assessment plans.
- c. Samples Internal Verification of Assessment Briefs.

### 4.3 Internal Verifier

- a. Ensures that all assignment briefs are verified as fit for purpose prior to them being circulated to students. They should enable students to meet the unit grading criteria.
- b. Complete the Internal Verification Sheets and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- c. Make all Internal Verification evidence available to the Quality Nominee.

## 5. Issuing of Tasks

### 5.1 Subject Teacher – class specific

- a. Determines when set tasks are issued by the awarding body.
- b. Identifies date(s) when tasks should be taken by candidates.
- c. Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- d. Ensures the correct task is issued to candidates.

## 6. Resources

### 6.1 Subject Teacher

- a. Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and Artificial Intelligence (AI) when planning and researching their tasks.
- b. Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's associated documentation
  - i. By referencing these documents, and the centre's malpractice policy, candidates are made 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
- c. Ensures conditions for any formally supervised sessions are known and put in place.
- d. Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- e. Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.

- f. Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## **7. Task taking**

### **7.1 Subject Teacher**

- a. Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- b. Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- c. Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- d. Keeps a record of each candidate's contribution (where candidates may work in groups), and it must be possible to attribute assessable outcomes to individual candidates
- e. Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*.
- f. Ensures candidates understand and comply with the regulations in relevant JCQ document - *Information for candidates*.
- g. Ensures candidates:
  - a. understand that information from all sources must be referenced
  - b. receive guidance on setting out references
  - c. are aware that they must not plagiarise other material

### **7.2 Advice and feedback – Subject Teacher**

- a. As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- b. Will not provide candidates with model answers or writing frames specific to the task
- c. When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.
- d. Allow candidates to revise and re-draft work after advice has been given at a general level.
- e. Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- f. Ensures when work has been assessed, candidates are not allowed to revise it.

### **7.3 Lead Internal Verifier**

- a. Ensures that internally assessed work consistently meets national standards.
- b. Co-ordinates with the Internal Verifiers to consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
- c. Maintains secure records of all work sampled as part of their verification process using a standard template.

### **7.4 Internal Verifier**

- a. Judges whether the Assessor has assessed accurately against the unit grading criteria.

## **8. Collaboration and Group Work**

### **8.1 Subject Teacher**

- a. Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- b. Ensures that it is possible to attribute assessable outcomes to individual candidates.

- c. Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- d. Assesses the work of each candidate individually.

## **9. Authentication Procedures**

### **9.1 Subject Teacher**

- a. Where required by the awarding body's specification
  - i. ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
  - ii. signs the teacher declaration of authentication confirming the requirements have been met.
- b. Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- c. Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (electronic signatures are acceptable).
- d. 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 or ICC and informs the Exams Officer.
- e. Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

## **10. Presentation of Work**

### **10.1 Subject Teacher**

- a. Instructs candidates to present work as detailed in NEA or ICC unless the awarding body's specification gives different subject-specific instructions.
- b. Instructs 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.
- c. Ensures if candidates' work is to be submitted electronically, it meets the awarding body's specified requirements.

## **11. Keeping Materials Secure**

### **11.1 Subject Teacher**

- a. When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- b. When work is submitted by candidates for final assessment, ensures work is securely stored.
- c. Takes sensible precautions when work is taken home for marking.
- d. Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- e. Reminds 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.
- f. Liaises with the Head of IT to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where it is stored electronically and ensure work is protected and backed up.

## **11.2 Head of IT**

- a. Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- b. Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained.
- c. Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

## **12. Task Marking - Externally Assessed Components**

### **12.1 Subject Teacher**

- a. Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- b. Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

### **12.2 Curriculum Management**

- a. Arranges timetabling, rooming and invigilation, with assistance from the exams office, where this is applicable to any externally assessed non-examination component of a specification.
- b. Conducts the externally assessed component within the window specified by the awarding body.
- c. Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

## **13. Submission of Work**

### **13.1 Exams Officer**

- a. Packages the work as required by the awarding body and attaches the examiner address label.
- b. Despatches the work according to the awarding body's instructions by the required deadline.
- c. Provides the attendance register to the Curriculum Management where applicable.
- d. Ensures the awarding body's attendance register for any externally assessed component is completed correctly.
- e. 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
- f. Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.

## **14. Task Marking - Internally Assessed Components**

### **14.1 Marking and Annotation**

#### **Head of Centre**

- a. 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 or close friends and their immediate family
- b. 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.

#### **Subject Teacher**

- a. Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- b. Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process.
- c. Does not use artificial intelligence as the sole means of marking candidates' work.
- d. Annotates 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.
- e. Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- f. Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

## **15. Internal Standardisation**

### **15.1 Quality Nominee**

- a. Provides guidance to Verifiers and Assessors on College policy.

### **15.2 Quality Assurance (QA) Lead/Lead internal verifier**

- a. Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- b. Retains evidence that internal standardisation has been carried out.

### **15.3 Subject Teacher**

- a. Indicates on work (or cover sheet) the date of marking.
- b. Marks to common standards.
- c. Keeps 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.



## **16. Submission of Marks and Work for Moderation**

### **16.1 Subject Teacher**

- a. Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the Exams Officer to the internal deadline.
- b. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- c. Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted.
- d. Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

### **16.2 Exams Officer/Lead Internal Verifier/Curriculum Management**

- a. Ensures that for postal moderation
  - i. work is dispatched in packaging provided by the awarding body
  - ii. moderator label(s) provided by the awarding body are affixed to the packaging
  - iii. proof of dispatch is obtained and kept on file until the successful issue of final results.
- b. Through the Subject Teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

## **17. Storage and Retention of Work after Submission of Marks**

### **17.1 Subject Teacher**

- a. Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- b. Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results. (Sample is retained by Exams and kept in secure storage).
- c. Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- d. Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

### **17.2 Exams Officer**

- a. Ensures any sample returned after moderation is logged and returned to the Subject Teacher for secure storage and required retention after Enquiries about Results (EAR) deadline has passed.

## **18. External Moderation – Feedback**

### **18.1 Quality Nominee**

- a. To provide details of external moderator to Curriculum Management.
- b. To monitor external moderation process.
- c. To disseminate reports to appropriate staff.
- d. To record and monitor actions from reports.

### **18.2 Curriculum Management**

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

### **18.3 Exams Officer**

- a. Accesses or signposts moderator reports to relevant staff.
- b. Takes remedial action, if necessary, where feedback may relate to centre administration.

## **19. Access Arrangements and Reasonable Adjustments**

### **19.1 Subject Teacher**

- a. Works with the Special Educational Needs Coordinator to ensure any access arrangements for eligible candidates are applied to assessments.

### **19.2 Special Educational Needs Coordinator (SENCo) (or equivalent role)**

- a. Follows the regulations and guidance in the JCQ document *Access Arrangements and Reasonable Adjustments*.
- b. Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- c. Makes Subject Teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- d. Works with Subject Teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- e. Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

## 20. Special Consideration and Loss of Work

### 20.1 Subject Teacher

- a. Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - i. is absent
  - ii. produces a reduced quantity of work
  - iii. work has been lost
- b. Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

### 20.2 Exams Officer

- a. Refers to/directs relevant staff to the JCQ document *A guide to the special consideration process.*
- b. Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- c. Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale.
- d. Keeps required evidence on file to support the application.
- e. Refers to/directs relevant staff where applicable to *Form 15 – JCQ/LCW* and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate).

## 21. Malpractice

### 21.1 Head of Centre

- a. Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff.
- b. Is familiar with the JCQ document *Suspected Malpractice: Policies and Procedures*
- c. Ensures members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice of suspected malpractice constitutes malpractice in itself.

### 21.2 Subject Teacher

- a. Is aware of the JCQ *Notice to Centres – Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice.
- b. Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments* and (where applicable) *Information for candidates – coursework assessments.*
- c. Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- d. Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre and Exams Officer.

### 21.3 Exams Officer

- a. Signposts the JCQ document *Suspected Malpractice: Policies and Procedures* to the Head of Centre.

- b. Signposts the JCQ Notice to Centres - sharing NEA material and candidates' work to subject heads.
- c. Signposts candidates to the relevant JCQ information for candidate's documents.
- d. Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.

## **22. Enquiries about Results**

### **22.1 Head of Centre**

- a. Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

### **22.2 Curriculum Management**

- a. Provides relevant support to Subject Teachers making decisions about enquiries about results.

### **22.3 Subject Teacher**

- a. Provides advice and guidance to candidates on their results and the post-results services available.
- b. Provides the Exams Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline (if applicable).
- c. Supports the Exams Officer in collecting candidate consent where required.

### **22.4 Exams Officer**

- a. Is aware of the individual post-results services available for externally assessed and internally assessed components of ~~non-examination assessments~~ as detailed in the JCQ document Post Results Services, Information and guidance for centres.
- b. Provides/signposts relevant centre staff and candidates to post-results services information.
- c. Ensures any requests for post-results services that are available to ~~non-examination assessments~~ centre-assessed work are submitted online via the awarding body secure extranet site to deadline.
- d. Collects candidate consent where required.

## **23. Practical Skills Endorsement for the A Level Sciences designed for use in England**

### **23.1 Head of Centre**

- a. Provides 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.

### **23.2 Curriculum Management**

- a. Confirms 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.
- b. Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A Level Biology, Chemistry and Physics.

- c. Undertakes training provided by the awarding body on the implementation of the practical endorsement
- d. Disseminates information to Subject Teachers ensuring the standards can be applied appropriately.
- e. Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

### **23.3 Subject Teacher**

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

### **23.4 Exams Officer**

- a. Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

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

### **24.1 Head of Centre**

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

### **24.2 Quality Assurance (QA) Lead/Lead Internal Verifier**

- a. Ensures the appropriate arrangements are in place for internal standardisation of assessments.

### **24.3 Curriculum Management**

- a. Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*.
- b. Ensures the required task setting and task taking instructions are followed by Subject Teachers.
- c. Ensures Subject Teachers assess candidates, either live or from recordings, using the common assessment criteria.
- d. Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

### **24.4 Subject Teacher**

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

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

#### **24.5 Exams Officer**

- a. Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course                      IT systems checked prior to key date                      Alternative IT system used to gain access                      Awarding body contacted to request direct email of task details</i>	Exams Officer  Head of IT
Centre set task: Subject Teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that Subject Teachers access awarding body training information, practice materials etc.                      Records confirmation that Subject Teachers understand the task setting arrangements as defined in the awarding body's specification                      Samples assessment criteria in the centre set task</i>	Curriculum Management
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates                      Records confirm all candidates understand the marking criteria                      Candidates confirm/record they understand the marking criteria</i>	Curriculum Management
Subject Teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence.</i>	
<b>Issuing of tasks</b>		
Incorrect specification given to candidates	<i>Ensures Subject Teachers take care to distinguish between requirements/tasks for previous and new specifications                      Awarding body guidance sought where this issue remains unresolved</i>	Curriculum Management

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>	Exams Officer Curriculum Management
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>	Curriculum Management Director of Quality, Teaching & Learning
Subject Teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence.</i>	
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Exams Officer Curriculum Management
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Exams Officer MIS IT Curriculum Management



<p>Insufficient supervision of candidates to enable work to be authenticated</p>	<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>  <i>Confirm Subject Teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i></p>	<p>Exams Officer Curriculum Management</p>
<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i>  <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	<p>Director of Quality, Teaching &amp; Learning Curriculum Management</p>
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i></p>	<p>Exams Officer Additional Learning Support Manager</p>
<p><b>Advice and feedback</b></p>		
<p>Candidate claims appropriate advice and feedback not given by Subject Teacher prior to starting on their work</p>	<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>  <i>Regular monitoring of Subject Teacher completed records and sign-off to confirm monitoring activity</i>  <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i>  <i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	<p>Curriculum Management (at Informal Stage) Director of Quality, Teaching &amp; Learning (Formal Stage)</p>
<p>Candidate claims no advice and feedback given by Subject Teacher during the task-taking stage</p>	<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>Curriculum Management (at Informal Stage) Director of Quality, Teaching &amp; Learning (Formal Stage)</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>	
<p>A third party claims that assistance was given to candidates by the Subject Teacher over and above that allowed in the regulations and specification</p>	<p><i>An investigation is conducted; candidates and Subject Teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	<p>Director of Quality, Teaching &amp; Learning</p>
<p>Candidate does not reference information from published source</p>	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	<p>Curriculum Management</p>
<p>Candidate does not set out references as required</p>	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	<p>Curriculum Management</p>
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	<p>Exams Officer</p> <p>Curriculum Management</p>

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 Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Exams Officer Curriculum Management
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Exams Officer Curriculum Management Head of IT
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites, Artificial Intelligence and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Curriculum Management Exams Officer
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Curriculum Management

<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Curriculum Management
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Curriculum Management
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Curriculum Management
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>	Curriculum Management
<b>Presentation of work</b>		

Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Curriculum Management
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm Subject Teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures Subject Teacher use of appropriate secure storage</i>	Exams Officer Curriculum Management
Adequate secure storage not available to Subject Teacher	<i>Records confirm adequate/sufficient secure storage is available to Subject Teacher prior to the start of the course Alternative secure storage sourced where required</i>	Curriculum Management
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams officer
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>	Exams Officer
<b>Task marking – internally assessed components</b>		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the</i>	Curriculum Management

	<i>assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Exams Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Exams Officer Curriculum Management
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Curriculum Management (at Informal Stage) Director of Quality, Teaching & Learning (at Formal Stage)
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Curriculum Management
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine</i>	Curriculum Management Exams Officer

	<i>eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal 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 at least two weeks 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 prior to the submission of marks to the awarding body</i></p>	<p>Curriculum Management</p> <p>Director of Quality, Teaching &amp; Learning</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>Curriculum Management</p> <p>Exams Officer</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 senior leaders/subject heads 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>Curriculum Management</p> <p>Director of Quality, Teaching &amp; Learning</p>

Subject Teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence)</i>	
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## Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

### 1. Name of Policy

Non-examination Assessment Policy

### 2. Which of the following groups could be affected by this policy?

*(Tick all that apply)*

<b>Students</b>	√
<b>Staff</b>	√
<b>Wider Community</b>	

### 3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

NA

### 4. The Impact

Four possible impacts should be considered as part of the assessment:

- a. **Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- b. **None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- c. **Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- d. **Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- e. Does policy outcomes and service take up differ between people with different protected characteristics?
- f. What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- g. If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h. Will the policy deliver practical benefits for certain groups?
- i. Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?

- j. Do other policies need to change to make this policy more effective?
- k. Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

<b>Gender/Age</b>	<b>Positive Impact</b>	<b>No or Little Impact</b>	<b>Some Adverse Impact</b>	<b>Substantial Adverse Impact</b>
Gender		✓		
Age		✓		
<b>Disability</b>	<b>Positive Impact</b>	<b>No or Little Impact</b>	<b>Some Adverse Impact</b>	<b>Substantial Adverse Impact</b>
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		
Any other disability – Various		✓		
<b>Other Factors</b>	<b>Positive Impact</b>	<b>No or Little Impact</b>	<b>Some Adverse Impact</b>	<b>Substantial Adverse Impact</b>
Race		✓		
Culture		✓		
Religious Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Marriage/Civil Partnership		✓		
Pregnancy /Maternity /Paternity		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

**5. Is there anything that cannot be changed?**

<b>What cannot be changed?</b>	<b>Can this be justified?</b>	<b>If so, how?</b>
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

<b>Action Plan:</b>
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