NON-EXAMINATION POLICY

Status: Statutory

Member of Staff Responsible: Principal

Related Policies:

Implementation date:

Reviewed date: September 2026

Next review date: September 2027

What does this policy affect?

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

"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, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments– Foreword, page 3*] - 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.*

[*NEA– The basic principles, page 4*]

What are non-examination assessments?

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

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

- task setting
- task taking
- task marking

[*NEA– The basic principles, page 4*]

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of Centre (Principal)

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA
- Ensures that the centre's *non-examination assessment policy* is fit for purpose.
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision.

Senior Leadership Team (SLT)

- Ensure the correct conduct of non-examination assessments 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.

Curriculum Director (CD) or Quality Assurance (QA) lead/Lead internal verifier as appropriate

- Confirms that appropriate Awarding Body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with Awarding Body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.
- 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.
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures NEA and relevant Awarding Body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries.

Subject teacher

- Understands and complies with the general instructions as detailed in NEA.
- 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.
- Marks internally assessed work to the criteria provided by the Awarding Body.

Examinations Officer (EO)

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

Task setting

Curriculum Director

- 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.

Subject teacher

- Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Curriculum Director

- Determines when set tasks are issued by the Awarding Body.
- Identifies date(s) when tasks should be taken by candidates.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

Task taking

Supervision

Subject teacher

- Checks the Awarding Body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits, is their own.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensures candidates are aware of the current JCQ documents *Information for candidates - non*-http://www.jcq.org.uk/exams-office/information-for-candidates-documents*examination assessments* and *Information for candidates - Social Media.*
- Ensure candidates understand and comply with the regulations in relevant JCQ documents, e.g. *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/headings 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.
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner.
- Ensures when work has been assessed, candidates are not allowed to revise it.

Resources

Subject teacher

- Refers 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.
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers 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.
- Ensures that it is possible to attribute assessable outcomes to individual candidates.
- Ensures 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
- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- signs the teacher declaration of authentication confirming the requirements have been met.
- 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.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in *NEA* and informs the Examinations Officer.

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in *NEA* unless the Awarding Body's specification gives different subject-specific instructions.
- 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.

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensures work is securely stored.
- Secure storage instructions are followed as defined in NEA 4.8.
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after Awarding Body moderation, securely until the closing date for Enquiries About Results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- 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.
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Technician

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

Word and time limits

Subject teacher

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

Task marking – externally assessed components

Conduct of externally assessed work

Curriculum Director

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.
- With the help of EO arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.

Subject teacher

- Conducts the externally assessed component within the window specified by the Awarding Body.
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations.*

Submission of work

Curriculum Director

- Provides the attendance register to a Visiting Examiner.
- Ensures 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.

Examinations Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Where candidates' work must be despatched to an Awarding Body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for Enquiries About Results for the exam series.
- Packages the work as required by the Awarding Body and attaches the examiner address label.
- Despatches the work to the Awarding Body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Head of centre

- Ensures 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 submitted for moderation, whether it is part of the moderation sample or not

Curriculum Director

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the Awarding Body.
- 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.
- Informs candidates of their marks which could be subject to change by the Awarding Body moderation process.
- 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.

Internal standardisation

Curriculum Director or Quality assurance (QA) lead/Lead internal verifier as appropriate

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

Subject teacher

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

Consortium arrangements

Curriculum Director

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead).
- Liaises with the EO to ensure form JCQ/CCA is submitted to the Awarding Body for each exam series affected.
- Ensures procedures for internal standardisation as a consortium are followed.

Curriculum Director

- Provides marks to the Examinations Officer to the internal deadline.
- Provides the moderation sample to the Examinations Officer to the internal deadline.

Examinations Officer

- Arranges completion of form JCQ/CCA *Centre consortium arrangements for centre - assessed work .*
- Keeps staff updated about any changes to advice about AI usage and consequences for use
- Submits form JCQ/CCA to the deadline for each exam series affected.
- Submits marks to the Awarding Body deadline.
- Where relevant, liaises with other consortium Examinations Officers to arrange despatch of a single moderation sample to the Awarding Body deadline.
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for Enquiries About Results for the exam series.

Use of AI Warning Procedure

We have added this section to specifically address AI use in coursework subjects.

- Teachers are provided with powerpoint information to share with students and the JCQ suggested document is supplied to all students in advance of starting any coursework. There are also posters in every classroom where coursework is produced reminding students of their responsibility with regards to the use of AI.
- The principle sends the following information to all students:

INFORMING CANDIDATES OF THE USE OF AI – 2026-2027

- The Exams Officer updates staff about amendments at the beginning of each year.
- At the UTC, candidates are informed at the start of the course, especially BTEC where a huge amount of coursework is involved, about possible disqualification if the work they submit is not their own. They sign a declaration form agreeing that they have been advised of all information relating to the use of AI.
- In addition, the documents "AI Use in Assessment" and "Information for Candidates Coursework Assessment", have been shared on the Teams App where the candidates are signposted to, to submit work to the teacher. Posters are displayed in classrooms and around the Post 16 work area.
- Candidates will then sign the Exam Board Authentication Declaration Form before their work is submitted to the exam board.

- Any use of AI for research will be included in the submission of coursework including the name of the tool used; the date the content was generated and the sources used in the generation of the work.

Posters are included as appendices at the end of this document

Further information can be found in JCQ Information for candidates coursework assessments document

Submission of marks and work for moderation

Curriculum Director

- Provides marks to the Examinations Officer to the internal deadline.
- Provides the moderation sample to the Examinations Officer to the internal deadline.
- 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.
- Ensures 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

Examinations Officer

- Inputs and submits marks to the Awarding Body, keeping a record of the marks submitted to the external deadline.
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the moderator by the Awarding Body deadline.
- Ensures that for postal moderation work is dispatched in packaging provided by the Awarding Body. Moderator label(s) provided by the Awarding Body are affixed to the packaging. Proof of dispatch is obtained and kept on file until the successful issue of final results.
- Liaises with the IT Technician regarding memory sticks to send off electronic copies of work to the moderator
- Through the Head of Department, 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.

Storage and retention of work after submission of marks

Curriculum Director

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

Examinations Officer

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

External moderation – the process

Curriculum Director

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

External moderation - feedback

Curriculum Director

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

Examinations Officer

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

Access Arrangements

Curriculum Director/teacher

- Works with the SENDCo to ensure any Access Arrangements for eligible candidates are applied to assessments.

Special Educational Needs Co-ordinator (SENDCo)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments.*
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure Access Arrangements are in place and Awarding Body approval, where required, has been obtained prior to assessments taking place.
- Makes 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.
- Ensures that staff acting as an Access Arrangement facilitator are fully trained in their role.

Special Consideration and Loss of Work

Subject teacher

- Understands that a candidate may be eligible for Special Consideration in assessments in certain situations where a candidate
- is absent;
- produces a reduced quantity of work;
- work has been lost.
- Liaises with the Examinations Officer when Special Consideration may need to be applied for a candidate taking assessments.
- Liaises with the exams officer to report loss of work to the awarding body

Examinations Officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process.*
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application
- Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

Malpractice

Head of Centre

- Understands the responsibility to report to the relevant Awarding Body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff.
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work.* *to mitigate against candidate and centre malpractice*
- Ensures candidates understand of the JCQ document *Information for candidates - non-*http://www.jcq.org.uk/exams-office/information-for-candidates-documents*examination assessments.*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media.*

Examinations Officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre.
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to CDs.

- Ensures staff and students are up to date with the consequences of using AI in assessments
- Signposts candidates to the relevant JCQ information for candidates' documents.
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.

Post Results Services

Head of Centre

- Is familiar with the JCQ publication *Post-Results Services*
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre's decision not to support a Review of Results request or not supporting an appeal following the outcome of a Review of Results.

Curriculum Director

- Provides relevant support to subject teachers making decisions about a Review of Results.
- Provides advice and guidance to candidates on their results and the post-results services available.
- Provides the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for a Review of Moderation to the internal deadline.
- Supports the Examinations Officer in collecting candidate consent where required.

Examinations Officer

- 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, Information and guidance for centres.*
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the Awarding Body's secure extranet site to deadlines.
- Collects candidate's consent where required.

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

Head of Centre

- 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.

Curriculum Director or Quality assurance (QA) lead/Lead internal verifier as appropriate

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly
- 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.
- 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.
- Undertakes training provided by the Awarding Body on the implementation of the practical endorsement.
- Disseminates information to subject teachers ensuring the standards can be applied appropriately.
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit.

Subject teacher

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

Examinations Officer

- Follows the Awarding Body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

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

Head of Centre

- 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.

Curriculum Director or Quality Assurance (QA) lead/Lead internal verifier as appropriate

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

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria and have extra training if the criteria is not being met.
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.
- Provides the grades (*Pass, Merit, Distinction* or *Not Classified*) to an EO for submission and follows the Awarding Body's instructions for the storage and submission of recordings.

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses candidates, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.

Examinations Officer

- Follows the Awarding Body's instructions for the submission of grades and 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	Awarding Body key date for accessing/downloading set task noted prior to start of course Alternative IT system used to gain access Awarding Body contacted to request direct email of task details	CD Network manager EO
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access Awarding Body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the Awarding Body's specification Samples assessment criteria in the centre set task	CD
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the Awarding Body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates	Teachers
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements / tasks for new specifications Awarding Body guidance sought where this issue remains unresolved	CD EO
Awarding Body set task not issued to candidates on time	Awarding Body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	CD Teachers

The wrong task is given to candidates	Ensures course planning and information taken from the Awarding Body's specification confirms the correct task will be issued to candidates Awarding Body guidance sought where this issue remains unresolved	CD Teachers
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	CD
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	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)	CD
Issue/Risk	**Centre actions to manage issue/mitigate risk**	**Action by**
Insufficient supervision of candidates to enable work to be authenticated	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 Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	CD
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Principal CD EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	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	EO

Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	QA or CD CD
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	QA or CD CD
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the Awarding Body	Principal CD EO
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments	Teachers

	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Issue/Risk	**Centre actions to manage issue/mitigate risk**	**Action by**
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Teachers
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	CD
Candidate moves to another centre during the course	Awarding Body guidance is sought to determine what can be done depending on the stage at which the move takes place	CD EO
An excluded pupil wants to complete his/her non-examination assessment(s)	The Awarding Body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate	CD EO
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	CD Teachers Network manager

A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources 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	CD Teachers
Word and time limits		
A candidate is penalised by the Awarding Body for exceeding word or time limits	Records confirm the Awarding Body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	CD Teachers
Collaboration and group work		
Candidates have worked in groups where the Awarding Body specification states this is not permitted	Records confirm the Awarding Body specification has been checked to determine if group work is permitted Awarding Body guidance sought where this issue remains unresolved	CD Teachers
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: nonexamination 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.	CD Teachers

	Particular attention is drawn to the candidate's understanding of AI use in assessments. Teachers are made aware of the document, AI Use in Assessments: Protecting the Integrity of Qualifications The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the Awarding Body	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: nonexamination 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	CD Teachers
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	CD
Presentation of work		
Candidate does not fully	Cover sheet is checked to ensure it is fully completed before	CD
complete the Awarding Body's cover sheet that is attached to their worked submitted for formal assessment	accepting the work of a candidate for formal assessment	Teachers
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	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	CD
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of	CD

	the course Alternative secure storage sourced where required	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding Body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the Awarding Body where appropriate	CD EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	CD Teachers
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the Awarding Body Where a candidate submits little work, the work produced is assessed against the assessment criteria 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	CD Teachers
A candidate is unable to finish their work for unforeseen reason	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	CD Teachers EO
The work of a candidate is lost or damaged	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 lost or damaged work	CD Teachers EO
Candidate malpractice is discovered	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	Principal CD Teachers EO

	Assessments are followed Appropriate internal disciplinary procedures are also followed	
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	CD Teachers
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 (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	CD EO
After submission of marks, it is	Awarding Body is contacted for guidance	CD
discovered that the wrong task was given to candidates	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	EO
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the Awarding Body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the Awarding Body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the Examinations Officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the Awarding Body	CD Teachers

Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, Awarding Body guidance sought to determine if the work can be accepted late for marking providing the Awarding Body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the Awarding Body for the candidate	CD EO
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 Reminders are issued through SLT/HODs as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	SLT CD EO

JCQ CIC

AI and Assessments
A quick guide for students

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?

Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

Reference reference reference! If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

Declare it's all your own work – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!

REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly