



**Non-examination Assessment
Procedure
2025/26**

A) What does this procedure affect?

This procedure affects the delivery of subjects of GCSE and Cambridge Nationals qualifications which contain a component(s) of non-examination assessment / coursework.

Line Manager of Exams (Deputy Headteacher)

- Ensures non-examination assessments including endorsements comply with the JCQ publication Instructions for conducting non-examination assessments and awarding body subject-specific instructions.
- Ensures an assessment schedule is in place for the start of the academic year.
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.
- Ensures teachers and students are aware of the potential for malpractice in NEAs.
- Ensures conflicts of interest with NEAs are declared where applicable to awarding bodies.

Subject/Curriculum Leaders

- Ensure they and their teams are familiar and comply with JCQ publication Instructions for conducting non-examination assessments and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments and endorsements.
- Ensure the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.
- Ensure correct tasks and assessment criteria within subject specification are used.
- Ensure that internal standardisation of marks across teaching groups takes place as required and within time scales.
- Ensures teachers and students are aware of the potential for malpractice in NEAs and reports any concerns or misuse to them and the Line Manager (DH) of Examinations.
- Keep 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.
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline.
- Ensure 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 awarding body moderator by the external deadline whilst liaising with the Examinations Officer and keeping a record of the work submitted.
- 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.
- 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.
- Acts upon moderator feedback.

Teachers

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting non-examination assessments.

- Understand and comply 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.
- Ensure correct tasks and assessment criteria within subject specification are used.
- Ensures feedback is at a general level and in line with the subject specification.
- Ensures supervision is in line with the subject specification.
- Ensure any access arrangements for eligible candidates are applied to assessments.
- Ensure candidates understand and comply with the regulations in relevant JCQ documents for candidates, and those of the awarding body.
- 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, ensure work is securely stored.
- Reminds candidates to keep their own work secure and not share work on-line, on social media or through any other means.
- Ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and retains these until after the review of results, appeals and any malpractice enquiries are completed.
- Signs the teacher declaration of authentication confirming the requirements have been met.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Marks internally assessed work to the 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.
- Inform candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensure 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.
- Informs their Subject/Curriculum Leader and Line Manager of Exams (DH) of any malpractice concerns.

Examinations Officer

- Enters students for the non-examination assessment.
- Ensures that for postal moderation is sent on time, work is dispatched in packaging provided by the awarding body, moderator label(s) provided by the awarding body are affixed to the packaging and proof of dispatch is obtained and kept on file until the successful issue of final results.
- Forwards moderator reports to relevant staff and supports Curriculum/Subject Leaders with special consideration process if applicable.

SENCO

Ensures teachers are aware of any access arrangements that need to be applied for candidates.

GCSE Art & Design

- JCQ's *Instructions for conducting examinations* are followed for the conduct of externally set components

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p>Relevant centre staff are familiar with and follow:</p> <ul style="list-style-type: none"> the current JCQ publication Instructions for conducting non-examination assessments the JCQ document Notice to Centres - Sharing NEA material and candidates' work Awarding Body Specifications 	DH Exams SL/CL
Candidate malpractice	<p>Candidates are informed they must not:</p> <ul style="list-style-type: none"> submit work which is not their own make available their work to other candidates through any medium allow other candidates to have access to their own independently sourced material assist other candidates to produce work use books, the internet or other sources without acknowledgement or attribution Misuse AI submit work that has been word processed by a third party without acknowledgement include inappropriate, offensive or obscene material <p>Candidates are made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - and told they must not post their work on social media</p>	DH Exams SL/CL
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task are noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	SL/CL IT Network Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensure subject teachers access awarding body training information, practice materials etc.</p> <p>Ensures subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	SL/CL
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>Produces simplified version of the awarding body's marking criteria from the specification (not specific to the work of an individual candidate or group of candidates) for candidates</p> <p>Ensures candidates understand the marking criteria</p>	SL/CL
Subject teacher long term absence during the task setting stage	<p>See centre's Exam Contingency Plan - Teaching staff extended absence at key points in the exam cycle</p>	SL/CL DH
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p>Notes awarding body key date for accessing set task as detailed in the specification</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	SL/CL

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	SL/CL
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	SL/CL DH
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	SL/CL DH
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	SL/CL DH
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	SL/CL
Insufficient supervision of candidates to enable work to be authenticated	Ensure 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 Ensure teachers understand their role and responsibilities as detailed in the Centre's NEA procedure	SL/CL DH
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 (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	SL/CL DH
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 (section 2), to determine the process to be followed to apply for special consideration for the candidate Access Arrangement lists made available to all teachers	SL/CL DH EO SENCO
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures clear written information and guidance is given to students before work begins Regular monitoring of subject teacher records Records kept detailing information and advice given to candidates prior to starting on their work as appropriate to the subject and component	SL/CL
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures advice and feedback provided to candidates during the task-taking stage is recorded Records kept detailing advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component	SL/CL

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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 teacher are interviewed and statements recorded where relevant Records are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	SL/CL DH
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 referred to the JCQ document Information for candidates: non-examination assessments Candidate's record of own research, planning, resources etc. is regularly checked	SL/CL
Candidate does not set out references as required or reference at all	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	SL/CL
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	T SL/CL
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	SL/CL EO
Use of Artificial Intelligence in Assessments	The school recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism. Students must not use AI Tools: <ul style="list-style-type: none"> • During assessments, include internal and external assessments and coursework • To write assignments where AI-generated text is presented as their own work. See JCQ's AI Use in Assessments: Protecting the Integrity of Qualifications. Any misuse of AI tools may be treated as malpractice. See Malpractice Procedure	T SL/CLs DH
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 work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	SL/CL
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's 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 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	SL/CL
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Awarding body specification checked to determine if word or time limits are mandatory	SL/CL

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Candidates are discouraged from exceeding word limits if they are guidance only	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	SL/CL
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Teachers have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work Candidates have been issued with the current JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	SL/CL
Candidate does not sign their authentication statement/declaration	Candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	SL/CL
Subject teacher not available to sign authentication forms	Teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	SL/CL
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	SL/CL
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	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	SL/CL
Adequate secure storage not available to subject teacher	Adequate secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	SL/CL
Candidates work produced electronically is not securely stored	Internal processes and regular monitoring audit by IT Manager ensure: <ul style="list-style-type: none"> • access to this material is restricted • appropriate security safeguards are in place (insert names/types of protection) • an effective back-up strategy is employed so that an up-to-date archive of candidates' evidence is maintained • any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it 	SL/CL IT Network Manager
Task marking – externally assessed components		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	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	EO
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	SL/CL
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 (section 5), to determine eligibility and the process to be followed for shortfall in work	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	EO
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	SL/CL DH HoC
A teacher assesses the work of a candidate with whom they have a close personal relationship	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series and the work sent as part of the moderation sample	DH HoC EO
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	SL/CL EO
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	SL/CL DH EO
A candidate wishes to appeal/request a review of 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 to the timescale identified in the centre's internal appeals procedure and prior	DH EO

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>to the internal deadline set by the exams officer for the submission of marks</p> <p>Through assemblies, their teachers and the procedure on the website, candidates are made aware of the centre's internal appeals procedures and timescale for submitting request for a review of the centre's marking</p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	<p>SL/CL</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Deadlines are published at the start of each academic year</p> <p>Reminders are issued through SL/CLs as deadlines approach</p>	<p>SL/CL EO DH</p>
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</p>	<p>SL/CL DH</p>