NEA Non-examined assessment policy

1. Purpose and Commitment

1.1. This document explains how the College Group approaches [topic e.g. student behaviour, complaints, appeals, data protection] in a way that is fair, transparent, and respectful.

1.2. The College Group is committed to creating an environment where students, staff and other stakeholders feel safe, respected, and able to participate fully in learning and work. Our policies aim to support wellbeing, dignity, and inclusion while ensuring that concerns and issues are addressed consistently and fairly.

1.3. Where possible, the College Group seeks to resolve concerns in ways that promote understanding, accountability, and positive outcomes for everyone involved.

2. Scope

2.1. 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

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

2.3. The regulator's definition of an examination is very narrow and in effect any type of assessment that is not:

- set by an awarding organisation
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding organisation; and
- taken under conditions specified by the awarding organisation (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)
- is classified as non-examination assessment (NEA).

2.4. This policy applies to Loughborough College Group, its colleges, and its subsidiaries.

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3. Definitions

3.1. Definitions are intended to help readers understand this guidance document and should be interpreted in a reasonable and supportive way, rather than used to make assumptions about individuals or situations. Where there is uncertainty about how a term should be understood, individuals are encouraged to seek clarification from the College Group.

Key Term/Acronym	Definition
JCQ – Joint Council for Qualifications	The organisation that sets common regulations and guidance for examinations and assessments across the main UK awarding organisations.
Awarding Organisation	The organisation that provides the qualification, sets assessment requirements and awards the final qualification, e.g. AQA, Pearson or OCR.
Head of Centre	The person with overall responsibility for ensuring the centre complies with awarding organisation and JCQ requirements.
Authentication	The process of confirming that work submitted for assessment is the candidate's own work.
Internal Standardisation	A process used to make sure different teachers or assessors within the College are applying the same marking standards.
External Moderation	A check carried out by the awarding organisation to confirm that the College's internal marking has been applied correctly and consistently.
Moderator	A person appointed by the awarding organisation to review the College's marking and confirm whether the correct standards have been applied.
Visiting Examiner	An examiner appointed by the awarding organisation who attends the College to assess or oversee an externally assessed component.
Malpractice	An action or practice that breaches assessment regulations and could compromise the integrity of the assessment, such as plagiarism or unauthorised assistance.

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Special Consideration	An adjustment that may be considered by an awarding organisation when a candidate is temporarily affected by circumstances outside their control during an assessment.
Access Arrangements	Agreed arrangements that allow eligible candidates to access an assessment without changing what the assessment is designed to measure, such as extra time, a reader or a scribe.
Form 8	JCQ documentation used to record evidence and assessment information relating to certain examination access arrangements.

3.2. Unless the context requires otherwise, singular words include the plural and vice versa, references to a person include an individual or legal entity, and references to legislation include any amendments or replacements.

3.3. The terms "including", "include", and similar expressions are illustrative and do not limit the meaning of the preceding words. References to the Group or College refer to all parts of the group.

4. Policy Impact Assessments and ISO Mapping

4.1. This document has been assessed for its impact on equal opportunities and will be informed by the aim to eliminate all forms of discrimination in all strands of the equal opportunities' legislation.

4.2. This document has been assessed for potential risk on data subjects due to the processing of personally identifiable information. All processing has been reviewed and is in line with all current Data protection laws and appropriate safeguards implemented to ensure that the policy has privacy by design as its underlying approach.

4.3. This document has been impact assessed where appropriate for Safeguarding, Health and Safety and Sustainability Factors to ensure that all potential risks are identified and mitigated, and that the policy supports a safe, inclusive, and environmentally responsible learning and working environment.

4.4. This document has been mapped against the ISO 9001 principles to ensure that Loughborough College Group are following and embedding these principles across and throughout all of their policies and procedures.

5. Policy/Procedure

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

1.1. Ensure equality and accessibility are considered throughout the process. Take into account of candidates' individual needs and any protected characteristics that may affect their ability to evacuate safely, including disability, pregnancy or maternity, and language or communication needs. Reasonable adjustments and appropriate support should be provided where required.

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

5.2.1. task setting

5.2.2. task taking

5.2.3. task marking

5.3. Task setting

5.3.1. Subject Teacher

5.3.1.1. Selects tasks from a choice provided by the awarding organisation OR designs tasks where this is permitted by criteria set out within the subject specification

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

5.4. Issuing of tasks

5.4.1. Subject Teacher

5.4.1.1. Determines when set tasks are issued by the awarding organisation

5.4.1.2. Identifies date(s) when tasks should be taken by candidates

5.4.1.3. Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times

5.4.1.4. Ensures requirements for specification tasks are distinguished between

5.5. Task taking

5.5.1. Supervision - Subject Teacher

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5.5.1.1. Checks the awarding organisation subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

5.5.1.2. Ensures there is sufficient supervision to enable the work of a candidate to be authenticated

5.5.1.3. Ensures there is sufficient supervision to ensure the work a candidate submits is their own

5.5.1.4. Where candidates may work in groups, keeps a record of each candidate's contribution

5.5.1.5. Ensures candidates are aware of the JCQ documents relating to NEA.

5.5.1.6. Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates.

5.5.1.7. *In particular, centres **must** ensure that candidates:*

- understand that information from published sources must be referenced
- receive guidance on setting out references
- Are aware that they must not plagiarise other material, where this occurs the malpractice/maladministration policy will be followed

5.6. Advice and feedback

5.6.1. Subject Teacher

5.6.1.1. As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task

5.6.1.2. When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates

5.6.1.3. Allow candidates to revise and re-draft work after advice has been given at a general level

5.6.1.4. Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner

5.6.1.5. Ensures when work has been assessed, candidates are not allowed to revise it

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5.6.1.6. Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

5.6.1.7. **You must not** provisionally assess work and then allow the candidate to revise it.

Failure to follow this procedure constitutes a malpractice

5.7. Resources

5.7.1. Subject Teacher

5.7.1.1. Refers to the awarding organisation specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

5.7.1.2. Ensures conditions for any formally supervised sessions are known and put in place

5.7.1.3. Ensures conditions for any formally supervised sessions are understood and followed by candidates

5.7.1.4. Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions

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

5.8. Word and time limits

5.8.1. Subject Teacher - Refers to the awarding organsiation specification to determine where word and time limits apply/are mandatory

5.9. Collaboration and group work

5.9.1. Subject Teacher

5.9.1.1. Unless stated otherwise in the awarding organisation specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work

5.9.1.2. Ensures that it is possible to attribute assessable outcomes to individual candidates

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5.9.1.3. Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment

5.9.1.4. Assesses the work of each candidate individually

5.10. Authentication procedures - Subject Teacher

5.10.1. Where required by the awarding organisation specification

5.10.2. ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work

5.10.3. signs the teacher declaration of authentication confirming the requirements have been met

5.10.4. Uses turn it in if appropriate to check authentication of work

5.10.5. 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

5.10.6. Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector

5.10.7. 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 exams officer

5.10.8. If during the moderation process, it is found that the work has not been properly authenticated, the awarding organisation will set the mark(s) awarded to ZERO.

5.11. Presentation of work - Subject Teacher

5.11.1. Instructs candidates to present work as detailed in *NEA* unless the awarding organisation specification gives different subject-specific instructions

5.11.2. 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

5.12. Keeping materials secure

5.12.1. Subject Teacher

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5.12.1.1. When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)

5.12.1.2. When work is submitted by candidates for final assessment, ensures work is securely stored

5.12.1.3. Secure storage instructions are followed

5.12.1.4. Takes sensible precautions when work is taken home for marking

5.12.1.5. Stores internally assessed work, including the sample returned after awarding organisation 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

5.12.1.6. 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

5.12.1.7. 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

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

5.13. Task Marking – Assessed Components

5.13.1. Conduct of externally assessed work - Curriculum Manager

5.13.1.1. Liaises with the Exams Office regarding arrangements for the conduct of any externally assessed nonexamination component of a specification

5.13.1.2. Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

5.13.1.3. Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification

5.13.1.4. Ensures the externally assessed component is conducted within the window specified by the awarding organisation

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5.13.1.5. Ensures the externally assessed component is conducted according to the JCQ publication Instructions for conducting examinations

5.14. Submission of work - Subject Teacher

5.14.1. Provides the attendance register to a Visiting Examiner

5.14.2. Ensures the awarding organisation attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent

5.14.3. Where candidates' work must be dispatched to an awarding organisation examiner, ensures the completed attendance register accompanies the work

5.14.4. Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series

5.14.5. Packages the work as required by the awarding organisation and attaches the examiner address label

1.1.1. Dispatches the work to the awarding organisation instructions by the required deadline

5.15. Task marking – internally assessed components

5.15.1. Marking and annotation Subject Teacher

5.15.1.1. Marks candidates' work in accordance with the marking criteria provided by the awarding organisation

5.15.1.2. 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

5.15.1.3. Informs candidates of their marks which could be subject to change by the awarding organisation moderation process

5.15.1.4. Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by

5.16. **Internal standardisation** a candidate and the outcome known before final marks are submitted to the awarding organisation

5.16.1. Curriculum Manager or Deputy Head of Sixth Form

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5.16.1.1. Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

5.16.2. Subject Teacher

5.16.2.1. Indicates on work (or cover sheet) the date of marking

5.16.2.2. Marks to common standards

1.2. Submission of marks and work for moderation - Subject Teacher

5.16.3. Inputs and submits marks via change request through Prosolution, keeping a record of the marks awarded to the external deadline.

5.16.4. 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

5.16.5. Submits the requested samples of candidates' work to the Exams Officer by the internal deadline set.

5.16.6. Keeps a record of the work submitted to the Exams Officer for external moderation

5.16.7. 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 **Exams Officer**

5.16.8. Submits marks electronically to the awarding organisation, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding organisation deadline

5.16.9. 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 Submits the requested samples of candidates' work to the moderator by the awarding organisation deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding organisation deadline

5.16.10. work is dispatched in packaging provided by the awarding organisation

5.16.11. moderator label(s) provided by the awarding organisation are affixed to the packaging

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5.16.12. •Examination Assessment Policy proof of dispatch is obtained and kept on file until the successful issue of final results

5.16.13. 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

5.17. Internal appeals

5.17.1. If a student decides to appeal their NEA grade they can do so by emailing the appeals team, dates and deadlines should be pre-agreed with Sixth form in line with awarding bodies. Please follow the internal appeals policy in this instance.

5.18. Storage and retention of work after submission of marks

5.18.1. Subject Teacher

5.18.1.1. Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample

5.18.1.2. Retains all marked candidates' work under secure conditions until after the deadline for enquiries about results

5.18.1.3. Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

5.18.1.4. Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

5.18.2. Exams Officer

5.18.2.1. Ensures any sample returned after moderation is logged

5.18.2.2. Retains samples returned after moderation under secure conditions until after the deadline for enquiries about results

5.19. External moderation - feedback

5.19.1. Subject Deputy head of Sixth Form/Quality nominee

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

5.19.2. Exams Officer

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5.19.3. Accesses or signposts moderator reports to relevant staff

5.19.4. Takes remedial action, if necessary, where feedback may relate to centre administration

5.20. Access arrangements

5.20.1. Curriculum Staff

5.20.1.1. Ensure that they are aware of learners in their class who have examination access arrangements in place

5.20.1.2. Assist Learning Support and Exams in applying for access arrangements

5.20.1.3. Ensure that examination access arrangements are implemented in 'mock' exams as well as live ones

5.20.1.4. Liaise with exams/Learning Support if readers/scribes/extra time is required for 'mock' exams

5.20.1.5. Respond in a timely manner to Learning Support requests for information regarding a learner Pro-actively refer learners to Learning Support for an assessment

5.20.2. Exams Officer

5.20.2.1. Use 'Form 8' reports to apply to exam boards for examination access arrangements in a timely fashion

5.20.2.2. Implement examination access arrangements once approved

5.20.2.3. Liaise with Learning Support regarding requests for readers, scribes etc.

5.20.2.4. Inform curriculum staff and learners when access arrangements are approved

5.20.2.5. Store paperwork needed by inspection in shared drive, including scanned signatures

5.20.2.6. Inform learners of special arrangements for exams such as room numbers etc.

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5.20.3. Learning Support

5.20.3.1. Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments

5.20.3.2. Gather evidence to paint a picture of need and normal way of working

5.20.3.3. Use standardised tests to assess eligibility and need

5.20.3.4. Store paperwork needed by inspection in shared drive, including scanned signatures

5.20.3.5. Provide readers and scribes as required by the exams team

5.20.3.6. Keep hard copies of test papers in a secure environment

5.20.3.7. Produce 'Form 8' reports

5.21. Special consideration - Subject Teacher

5.21.1. Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate

5.21.2. is absent

5.21.3. produces a reduced quantity of work

5.21.4. work has been lost - Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments **Exams Officer**

5.21.5. Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process

5.21.6. Where a candidate is eligible, the EO applies for special consideration via the awarding organisation secure extranet site to the prescribed timescale

5.21.7. Where application for special consideration via the awarding organisation secure extranet site is not applicable, submits the required form to the awarding organisation to the prescribed timescale

5.21.8. Keeps required evidence on file to support the application

1.3. Malpractice

5.21.9. Head of centre

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5.21.9.1. Understands the responsibility to report to the relevant awarding organisation any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff

5.21.9.2. Is familiar with the JCQ publication Suspected malpractice policies and procedures

5.21.10. **Subject Teacher**

5.21.10.1. Is aware of the JCQ Notice to centres Teachers sharing non-examination assessment material and candidates' work

5.21.10.2. Ensures candidates understand of the JCQ documents Information for candidates.

5.21.10.3. Ensures candidates understand the JCQ document Information for candidates using social media and examinations/assessments

5.21.11. Exams Officer

5.21.11.1. Signposts the JCQ publications Suspected malpractice policies and procedures to the head of centre

5.21.11.2. Signposts the JCQ Teachers sharing non-examination assessment material and candidates' work to subject heads

5.21.11.3. Signposts candidates to the relevant JCQ information for candidates documents

5.21.11.4. Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

1.4. Enquiries about results

5.21.12. Head of centre

5.21.12.1. 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

5.21.13. Subject lead

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5.21.13.1. Provides relevant support to subject teachers making decisions about enquiries about results

5.21.14. Subject Teacher

5.21.14.1. Provides advice and guidance to candidates on their results and the post-results services available

5.21.14.2. 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

5.21.14.3. Supports the exams officer in collecting candidate consent where required

5.21.15. Exams Officer

5.21.15.1. 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

5.21.15.2. Provides/signposts relevant centre staff and candidates to post-results services information

5.21.15.3. Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding organisation secure extranet site to deadline

5.21.15.4. Collects candidate consent where required

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

5.22.1. Head of Centre

5.22.1.1. 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

5.22.2. Curriculum Manager or Deputy Head of Sixth Form

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5.22.2.1. Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England

5.22.2.2. Ensures a response is provided to JCQ indicating which awarding organisation the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)

5.22.2.3. Undertakes training provided by the awarding organisation on the implementation of the practical endorsement

5.22.2.4. Disseminates information to subject teachers ensuring the standards can be applied appropriately

5.22.2.5. Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

5.22.3. Subject Teacher

5.22.3.1. Ensures all the requirements in relation to the endorsement are known and understood

5.22.3.2. Ensures the required arrangements for practical activities are in place

5.22.3.3. Provides all the required centre records

5.22.3.4. Ensures candidates provide the required records

5.22.3.5. Provides any required information to the subject lead regarding the monitoring visit

5.22.3.6. Assesses candidates using Common Practical Assessment Criteria (CPAC)

5.22.3.7. Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment

5.22.3.8. Follows the awarding organisation instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome **Exams Officer**

5.22.3.9. Follows the awarding organisation instructions for the submission of candidates *Pass* or *Not Classified* assessment

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

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5.23.1. Head of Centre

5.23.1.1. 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

5.23.2. Quality assurance (QA) lead/Lead internal verifier

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

5.23.3. Subject head/lead

5.23.3.1. Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* or choses option to carry this element forward • Ensures the required task setting and task taking instructions are followed by subject teachers

5.23.3.2. Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria

5.23.3.3. Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided **Subject Teacher**

5.23.3.4. Ensures all the requirements in relation to the endorsement are known and understood

5.23.3.5. Follows the required task setting and task taking instructions

5.23.3.6. Assesses candidates, either live or from recordings, using the common assessment criteria

5.23.3.7. Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes

5.23.3.8. Follows the awarding organisation instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings **Exams Officer**

5.23.3.9. Follows the awarding organisation instructions for the submission of grades and the storage and submission of recordings

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5.24. NEA Process and Communication (students)

5.24.1. Curriculum Manager

5.24.1.1. Will agree dates with relevant staff

5.24.1.2. To hold assembly with students whose subject includes an NEA element.

5.24.1.3. Will update CT on JCQ changes

5.24.1.4. Sends a letter informing parents of the process and important dates.

5.24.2. Teaching Staff

5.24.2.1. Will inform students of the NEA process and dates.

5.24.2.2. Will display JCQ documents in classroom.

5.24.2.3. Will communication submission dates to students

5.24.2.4. Will discuss JCQ processes relevant to an NEA including malpractice and plagiarism and outline the risks to students.

5.25. 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 organisation set task: IT failure/corruption of task details where set task details accessed from the awarding organisation online	Awarding organisation 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 organisation contacted to request direct email of task details	IT Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding organisation training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding organisation specification Samples assessment criteria in the centre set task	Curriculum Manager

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Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding organisation 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	Subject Teacher
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle (Extension can be applied for if appropriate)	Curriculum Manager
Issuing of tasks		
Awarding organisation set task not issued to candidates on time	Awarding organisation 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	Subject Teacher
The wrong task is given to candidates	Ensures course planning and information taken from the awarding organisation specification confirms the correct task will be issued to candidates Awarding organisation guidance sought where this issue remains unresolved	Subject Teacher
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 Extension can be applied for if appropriate	Curriculum Manager
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	Curriculum Manager

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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)	Subject Teacher
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 organisation 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	Subject Teacher
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	Subject Teacher
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	Subject Teacher Student Support Exams Team
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 signoff 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	Curriculum Manager

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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	Curriculum Manager
A third party claims that assistance was given to candidates by the subject teacher over and above that	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	Curriculum Manager
allowed in the regulations and specification	Where appropriate, a suspected malpractice report is submitted to the awarding organisation	
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 Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Curriculum Manager
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	Subject Teacher
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	Subject Teacher

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Candidate moves to another centre during the course	Awarding organisation guidance is sought to determine what can be done depending on the stage at which the move takes place	Subject Teacher Exams Team
An excluded pupil wants to complete his/her nonexamination assessment(s)	The awarding organisation 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	Curriculum Manager
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	Subject Teacher
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 organisation 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 organisation guidance is sought and/or a mark of zero is submitted to the awarding organisation for the candidate	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding organisation for exceeding word or time limits	Records confirm the awarding organisation 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	Subject Teacher

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Collaboration and group work		
Candidates have worked in groups where the awarding organisation specification states this is not permitted	Records confirm the awarding organisation specification has been checked to determine if group work is permitted Awarding organisation guidance sought where this issue remains unresolved	Subject Teacher
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 The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding organisation	Subject Teacher Moderator
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	Subject Teacher
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	Curriculum Manager
Keeping materials secure		

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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	Subject Teacher
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	Curriculum Manager
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding organisation 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 organisation where appropriate	Subject Teacher Invigilator
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Subject Teacher Invigilator
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is record ed as absent when marks are submitted to the awarding organisation 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 organisation	Subject Teacher
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	Subject Teacher Exams Team
The work of a candidate is lost or damaged	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	Subject Teacher Exams Team

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Candidate fails to submit any NEA work	Follow the college disciplinary procedure. The outcome could result in removal from the course	Curriculum Manager Subject Teacher
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 Assessments are followed Appropriate internal disciplinary procedures are also followed	Curriculum Manager Subject Teacher Exams Team
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding organisation that a teacher is teaching his/her own child at the start of the her course Marked work of said child is submitted for moderation whet part of the sample requested or not	Curriculum Manager or Deputy Head of Sixth Form
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding organisation is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	Curriculum Manager Exams Team
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding organisation is contacted for guidance to Relevant staff are signposted to the JCQ publication A guide the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Curriculum Manager Exams Team
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 organisation Records confirm candidates have been informed of their marks	Curriculum Manager

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	Candidates are informed that these marks are subject to change through the awarding organisation moderation process 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 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 organisation	
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 organisation guidance sought to determine if the work can be accepted late for marking providing the awarding organisation 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 organisation for the candidate	Subject Teacher
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 senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	Curriculum Manager
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	Curriculum Manager

6. Roles and Responsibilities

6.1. Head of Centre

6.1.1. Ensures that the centre's non-examination assessment policy is fit for purpose

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6.1.2. Ensures the centre's *internal appeals procedures* clearly detail procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

6.2. Senior Leaders

6.2.1. Ensure the correct conduct of non-examination assessments which comply with NEA and awarding

6.2.2. Follow awarding organisation subject specific instructions

6.2.3. Ensure the centre-wide calendar records assessment schedules by the start of the academic year

6.3. Curriculum Manager or Deputy Head of Sixth Form

6.3.1. Ensures subject teachers understand their role and responsibilities within the non-examination assessment process

6.3.2. Ensures NEA and relevant awarding organisation subject specific instructions are followed in relation to the conduct of non-examination assessments

6.3.3. Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

6.3.4. Confirms with subject heads that appropriate awarding organisation forms and templates for nonexamination assessments are used by teachers and candidates

6.3.5. Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding organisation criteria

6.3.6. Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

6.3.7. Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

6.3.8. Where not provided by the awarding organisation, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

6.4. Subject Teacher

6.4.1. Understands and complies with the general instructions as detailed NEA

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6.4.2. Where these may also be provided by the awarding organisation, understands and complies with the awarding organisation specification for conducting non-examination assessments, including any subject specific instructions, teachers' notes or additional information on the awarding organisation website

6.4.3. Marks internally assessed work to the criteria provided by the awarding organisation

6.4.4. Engages in the moderation of marks before issuing to students

6.4.5. 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 or is made as a separate component/unit entry code) to the internal deadline for entries

6.5. Exam Officer

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

7. Related Documents

7.1. This document should be read with:

You may wish to view the following policies:

7.1.1. Loughborough College Discipline Procedure

7.1.2. Loughborough College Appeals Procedure

7.1.3. JCQ Instructions for conducting non-examination assessments (GCE & GCSE specifications)

8. Document Access

8.1. This document can be found on the College Group's website and on the Document Control SharePoint.

9. Review and Continuous Improvement

Name:	Non-Examined Assessment Policy	Owner:	Exams
Approved by:	Executive Lead	Applicable to:	Staff/Students
Reference:	XM-PCG-010	Last Review:	August 2026
Version:	1.2	Next Review:	September 2027

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9.1. The College Group is committed to actively periodically reviewing its documents in line with legislation and best practice, to ensure they remain accurate, transparent, compliant, inclusive, effective, and supportive.

10. Change Log

Date	Version	Details of Change	Reviewer
27/08/26	1.1	Change of template. Wording reviewed and updated	Lisa Hatton
07/09/26	1.2	Document formatted and language updated	Michelle Hopkins

Appendix 1

Appendix

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