

GOSFORTH GROUP



POLICY FOR THE MANAGEMENT OF NON-EXAMINATION ASSESSMENT

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

The purpose of the 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 the risks associated with non-examination assessments

The policy covers all types of non- examination assessments

STAFF RESPONSIBILITIES

Head of Centre

- Returns a Head of Centre declaration (managed 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](#), also confirming 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 or prescribed practical activities where required.
- Ensures 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 internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking
- Makes every effort to avoid situations where a student is assessed by a member of staff with whom they have a close relationship eg family members or close friends. Ensures where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship, 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
- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff.
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for

malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

- 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 decision not to support a review of results or an appeal
- Is familiar with the JCQ publication [Post-Results Services](#)

Senior Leadership/Deputy Principal

- Accountable for the safe and secure conduct of non-examination assessment (NEA), through TALLS. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Consult with TALLs to schedule NEA.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of NEA.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school ec.)
- Ensure that all staff involved have access to the KS4 calendar of events which is updated once specific dates and lessons are identified by TALLs.

Leaders of Teaching and Learning

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Decide on the awarding body and specification for a particular GCSE/GCE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component, **noting what constitutes good practice as identified by JCQ (JCQ 6.2)**. Retains evidence that internal standardisation has been carried out.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that individual teachers understand all their responsibilities with regard to NEA, as listed below.
- 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.

- **Ensure that the submission of marks is accurate and that checks for addition and transcription are carried out (JCQ 6.4).**
- Checks the final moderated marks when issued to the centre following publication of results.
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series
- Provides relevant support regarding decisions about reviews of results

Teaching staff

- 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 specification for conducting NEA, including **setting the correct task(s)**, any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Ensure the exams office is provided with accurate entry information to the internal deadline for entries.
- Consult the list of students with exam access arrangements (this is found on the vle) and ensure their requirements are met. Ask the appropriate SEN coordinator for any assistance required for the administration and management of access arrangements.
- Ensure that students understand the rules applying to the taking of any given task, **including the need for referencing and avoiding plagiarism (JCQ 4.1), and keeping a record of their research, planning and resources used (JCQ 4.3)**. Teachers should ensure candidates :
 - Understand that information from all sources must be referenced
 - Receive guidance on setting out references
 - Are aware that they must not plagiarise other material
- **Ensure the correct task is issued to students**
- Ensure that students understand the assessment criteria for any given task.
- **Understand by referring to the exam board specification the level of control that applies to their subject, and supervise assessments appropriately. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. DO NOT provide candidates with model answers, writing frames, outlines or headings specific to the task.**
- **For any formally supervised tasks taken over more than one session, follow JCQ guidelines (JCQ 4.3) and school procedures detailed below, keeping an accurate record in the form of a time sheet of the dates of all sessions with the number of minutes spent by each student in each session, and retaining candidates' work securely between formally supervised**

assessment sessions (if more than one). Secure storage means in a “secure locked steel cabinet, a metal cabinet or similar cabinet” (JCQ 4.8). Communicate with TALLs at all times.

- Refers to the awarding body’s specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body’s specification and/or associated documentation published by the awarding bodies and the regulator
 - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Keep a log of any incidents which occur during the course of any assessment, report to the exams manager and TALL.
- 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.
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate’s own.
- Where candidates may work in groups, keeps a record of each student’s contribution – **it must be possible to attribute assessable outcomes to individual students**
- Ensure that **all** students and also they as supervising teachers sign authentication forms on completion of an assessment, **informing the examinations manager immediately if they have any doubts about authenticity (JCQ 4.6) ensure that the appropriate authentication forms are submitted to the examination board. Communicate with TALLs at all times.**
- **Ensure appropriate presentation of work (JCQ 4.7).**
- Mark internally assessed components using the mark schemes provided by the awarding body **and in line with JCQ instructions (JCQ 6.1). Inform candidates of NEA marks, record date when marks are communicated to the candidates, making it clear to the candidates that they may change due to moderation. Ensure this is done in time to allow any internal appeal prior to submission to the exam board (JCQ 6.1).** Submit marks within deadlines, directly to the exams office who will input them onto the awarding body secure websites when required, keeping a record of the marks awarded.
- **Ensures if candidates’ work is to be submitted electronically, that it meets the awarding body’s specified requirements**
- Centres must inform the awarding body if they do not accept the outcome of a review.
- **Follow JCQ guidelines on advice and feedback (JCQ 4.2).**

- Post-completion, retain candidates' work securely until the closing date for enquiries about results, **following JCQ guidelines (JCQ 6.5)**. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Before the submission of work for formal assessment, staff **must** remind candidates to always keep their work secure and not to publicise their work such as posting it on social media. The JCQ document *Information for candidates – social media* **must** be brought to the attention of candidates: <https://www.jcq.org.uk/exams-office/information-for-candidates-documents>
- During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, e.g.in a competition, provided that the originals are stored securely by the centre. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the candidate. This applies to artefacts in Design & Technology where only photographic evidence is needed for moderation and any subsequent review. Where original work is used for moderation, as in Art & Design, a teacher **must** be present if, during this period :
 - Assessed work is exhibited
 - A candidate takes assessed work to an interview
 - The work is removed from secure storage for any other reason.
- **Staff must advise students that they must not :**
 - 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
 - Submit work that has been word processed by a third party without acknowledgement
 - Include inappropriate, offensive or obscene material
 - Candidates **must not** publicise their work, eg by posting it on social media. They must be made aware of the JCQ document *Information for candidates – Social Media*.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff must :

- Be vigilant in relation to candidate malpractice and be fully aware of the published regulations.
- Report any suspected malpractice immediately to the Exams Manager

Exams Manager

- Signposts the annually updated JCQ publication [NEA](#) to relevant centre staff
- Enter students for external exams before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- On the few occasions where NEA cannot be conducted in the classroom, arrange suitable accommodation where NEA can be carried out, at the direction of the senior leadership team.
- **Provide JCQ information to staff and students regarding rules on NEA.**

SENCO

- Ensure that access arrangements have been applied for.
- Ensure that the list of students' requirements available for staff on the VLE is up to date.
- Work with teaching staff to ensure requirements for support staff are met.

Managing the assessments

This policy is based on the JCQ publication *Instructions for conducting non-examination assessments*. All staff must act consistently with the JCQ instructions and the awarding body instructions for each of the three stages of NEA:

- Task setting
- Task taking
- Task marking

Task setting

- Candidates must be made aware of the assessment criteria which they are expected to meet.
- All tasks set must be developed in line with the requirements of the specification, though there will be variation between subjects as to how prescriptive or flexible these are.

Task taking

1. Formally supervised NEA

- Candidates must be under direct supervision at all times.
- The awarding body will direct the use of resources and what interaction with others is permitted.
- Access to mobile phones is not permitted.
- If the assessment takes place over a series of sessions, work produced with pen and paper must be handed in for safe keeping at the end of each session.
- If ICT is to be used, students must use their NEA sign-in. They will save their work on their named subject memory stick supplied by the teacher, and hand it in for safe keeping at the end of each session. Students will also print off their work at the end of each session and hand it in as well.
- Access to email and the internet must be disabled using Net Support.
- Students may only have access to their subject memory stick, supplied by staff.
- Display materials which provide any assistance not permitted by the specification must be removed or covered.

- Students must be made aware and understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions.

2. Other NEA

- Close reference must be made to the specification's requirements
- The use of resources is not tightly prescribed.
- Group work is permitted as long as material submitted for assessment can be attributed to individual candidates.
- The level of supervision must ensure that plagiarism does not take place and that the preparation for the final production is the candidate's own.
- Sources used by a candidate must be clearly recorded **and referenced**.
- Research and data collection may take place outside the classroom without supervision.

Task marking

Marking should comply with awarding body and JCQ instructions (JCQ 6.1). Standardisation must take place where NEA's are internally marked and externally moderated, and the procedures laid out by JCQ and the awarding bodies must be followed (JCQ 6.2).

Factors affecting individual candidates

- **Malpractice** - In the case of suspected malpractice (either student or staff malpractice), this must be reported immediately to the Exams Manager, **staff must not discuss this with the students**. The Exams Manager will report this directly to the Head of Centre/Director of Performance, who will support during the investigation.
- **Student absence** - If a candidate misses part of a NEA task through absence, an alternative supervised session should be organised.
- In the case of unforeseen prolonged illness, the relevant JCQ procedures must be followed (JCQ 8.2), **this should be reported to the Exams Office**.
- In the case of the loss of work in school, the relevant JCQ procedures must be followed (JCQ 8.2), **this should be reported to the Exams Office**.
- When resitting a qualification, an NEA mark, Science A level practical endorsement or spoken language endorsement can only be carried forward where a grade, including Unclassified, has been awarded for the qualification.

Resubmitting previous NEA units

- Previous NEA work can be enhanced and resubmitted if a candidate is resitting a qualification, unless specifically prohibited by the awarding body's specification where the awarding body sets the task and it changes each year. **When NEA work is resubmitted the new mark will be used in the final grade calculation, even if it is lower than the previous mark.**

- If there is more than one task, all tasks must be submitted for assessment and /or moderation, even if the candidate has not done any further work on some of them. Where work is assessed or moderated live, all tasks must be repeated. This does not apply if the assessment or moderation is carried out from recordings, except in the speaking component of MFL exams, where the whole of the speaking test must be repeated.
- Centres must be aware of the need to authenticate candidates' work (**JCQ 4.6**) They must ensure that any additional assistance is recorded and taken into account when marking the work (or submitted to the external examiner) in the normal way (**JCQ 4.2**) However, candidate knowledge of the previous breakdown of marks does not need to be regarded as additional assistance.

This document is reviewed annually to ensure compliance with current regulations.

Date approved:	September 2025
Signed:
Date to be reviewed:	September 2026

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>Records confirm that 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 - www.jcq.org.uk/exams-office/non-examination-assessments 	HOC/SLT EM
Candidate malpractice	<p>Records confirm that candidates are informed and understand 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, AI or other sources without acknowledgement or attribution submit work that has been word processed by a third party without acknowledgement include inappropriate, offensive or obscene material <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</p>	TALLS Teachers EM
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 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>	TALLS EM IT STAFF
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that 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>	TALLS SLT
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>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</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	TALLS Teachers s
Subject teacher long term absence during the task setting stage	<p>See centre's Exam Contingency Plan (Teaching staff extended absence)</p>	TALLS SLT
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p>	TALLS Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	s
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	TALLS Teacher s EM
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's Exam Contingency Plan (Teaching staff extended absence)</i>	TALLS SLT
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>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</i>	TALLS Teacher s EM
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	TALLS SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	TALLS SLT
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	SLT TALLS EM
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>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</i>	HOC SLT EM
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>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</i>	SENCO EM
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures 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</i>	HOC/S LT EM TALLS Teacher s
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to</i>	HOC/S LT EM

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>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</i>	TALLS Teacher s
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>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</i>	HOC/S LT EM
Candidate does not reference information from published source	<i>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</i>	TALLS Teacher s
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment 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</i>	TALLS Teacher s
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EM
An excluded pupil wants to complete a non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	EM TALLS
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Teacher TALLS
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	TALLS Teacher EM
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i>	TALLS

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
specification states this is not permitted	<i>Awarding body guidance sought where this issue remains unresolved</i>	Teacher
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work</i> <i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i> <i>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</i> <i>The candidate's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	TALLS Teacher EM
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i> <i>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</i> <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	TALLS Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	HOC/SL T TALLS
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>	HOC/SL T TALLS Teacher
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	SLT TALLS EM
Candidates work produced electronically is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i> <ul style="list-style-type: none"> • <i>access to this material is restricted appropriate security safeguards are in place</i> • <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is 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</i> 	TALLS IT STAFF
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	TALLS EM
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Teacher or Invigilat

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by or
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Teacher Teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Teacher EM
The work of a candidate is lost or damaged	<i>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</i>	Teacher EM
Candidate malpractice is discovered	<i>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</i>	HOC EM
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	<i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i>	TALLS Teacher EM
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	EM
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	EM
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>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 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/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	Teacher TALLS EM
Deadline for submitting work for formal assessment not met by candidate	<i>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</i>	TALLS Teacher EM

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year</i> <i>Reminders are issued through senior leaders/subject heads as deadlines approach</i> <i>Records confirm deadlines known and understood by subject teachers</i> <i>Where appropriate, internal disciplinary procedures are followed</i>	SLT TALLS
Subject teacher long term absence during the marking period	<i>See centre's Exam Contingency Plan (Teaching staff extended absence)</i>	SLT TALLS