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Bishop Challoner School



Non Examination Assessment (NEA) Policy

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Appendix 1: JCQ Instructions for conducting non-examination assessments (GCE & GCSE specification)

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1. Aims

This Policy aims 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. Legislation and guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment Policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This Policy also takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

All staff, including Headteacher, SLT, Heads of Department, Class Teachers of Examination based subjects, Exams Officer must be aware of the JCQ Requirements contained in Instructions for Conducting Non-Examination Assessments (GCE & GCSE Specification). Attached at back as Appendix 1

[Non-Examination Assessments - JCQ Joint Council for Qualifications](#)

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above. Staff should be familiar with, and comply with, all relevant instructions as they relate to their role.

4.1 Head of Centre

The Head of Centre (Headteacher) is responsible for:

- Ensuring that the Centre's Non-Examination Assessment Policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring the Centre's procedures to be followed by candidates (or their parents/carers) regarding internal appeals against an internal assessment decision, or for general complaints about the Centre's delivery or administration of a qualification are communicated and made widely available and accessible

4.2 Heads of Department/ Subject Leaders

Heads of Departments (HoD) / Subject Leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments
- In collaboration with the Examinations Officer make appropriate arrangements for the timely submission of students' marks, and assessments for moderation, to the relevant awarding body

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally assessed work to the criteria provided by the awarding body

4.5 Examinations Officer

The Examinations Officer is responsible for:

- Supporting the administration/management of non-examination assessment including, in collaboration with HoD / Subject Leaders, making appropriate arrangements for the security of assessment materials and timely submission of students' marks, and assessments for moderation, to the relevant awarding body
- Ensuring the Centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.

4.6 Special educational needs coordinator (SENCO)

The SENCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied

5. Task setting

Where the Centre is responsible for task setting, in accordance with specific awarding body guidelines, HoD/ subject teachers will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'

- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated
 - The work that an individual candidate submits for assessment is his/her own
- Work may be completed outside of the Centre without direct supervision provided that the Centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
 - Ensure that candidates understand the need to reference work
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level
 - Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned
 - The work was completed under the required conditions
 - Signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

Teachers, including Subject Leaders and Heads of Department, will follow the guidance in JCQ Plagiarism in Assessments. Attached at back as Appendix 2

[Plagiarism in Assessments - JCQ Joint Council for Qualifications](#)

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

We will inform candidates of internally assessed marks in a timely fashion, as candidates are allowed to request a review of the Centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The Head of Centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- 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
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. BCS Non-examination/ Controlled Assessment Risk Management Register

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities early in the academic year	Plan dates in consultation with school calendar – negotiate with other parties	DH/ HOD
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow ample time between them	DH /HOD
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary, and consult awarding body procedures for dealing with timetabling clashes. N.B. retakes of controlled assessment are limited	Examinations Officer (EO)
Not enough time given for the controlled assessment task	Plan well ahead to ensure that enough lessons have been scheduled to meet the timescales required	Plan dates in consultation with school calendar – negotiate with other parties. Keep an up to date record of the time spent on tasks	HOD/ Subject Teachers
Accommodation			
Insufficient space in classrooms for candidates/ insufficient	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable	Plan and book necessary rooms / facilities early. Use more than one classroom or multiple sittings where necessary. Arrange staggered sessions where IT	DH/ HOD/ Subject Teacher/ School Business Manager/

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
facilities for all candidates	<p>to conduct controlled assessments</p> <p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course.</p> <p>Ensure that the necessary equipment and staff/ technical help are available when the controlled assessment is taking place.</p> <p>Ensure rooms or facilities adequate for candidates to take tasks under appropriate supervision</p>	<p>facilities insufficient for number of candidates.</p> <p>Whole cohort to undertake written task in exam venue at the same time (exam conditions do not apply)</p> <p>Forward plan for the set-up of equipment/ secure data areas on the school network/ accommodation and equipment for candidates with access arrangements etc</p>	Network Manager
Candidate attendance and absent			
Candidates absent for all or part of assessment (various reasons)	<p>Plan alternative session(s) for candidates,</p> <p>Explore eligibility for special consideration, if alternative assessment arrangements cannot be made, and submit a request to the</p>	Catch-up sessions to be agreed with student and teacher	DH/ HOD/ Subject Teacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	awarding body where appropriate		
Persistent and /or long-term absence of a candidate	Liaise with the family to determine reasons for absence and dates for return to school	Agree a schedule with parent/pupil. Look at possible special consideration request depending on the circumstances	HOD/ EO
An excluded pupil wants to complete his/her non-examination assessment(s)		The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate	HT/ DH/ EO
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/ HOD
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	HOD/ EO
Control levels for task taking and supervision			
The assessment is undertaken under incorrect level of control (time,	Ensure teaching staff know what level is applicable and understand what is involved in meeting awarding body requirements.	Confirm subject teachers are aware of, and follow, the current instructions and understand what this means in terms of their role and responsibilities.	DH/ HOD/ Subject Teacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
resources, supervision and collaboration)	<p>Provide training if required</p> <p>Awarding body guidance sought where candidates have worked in groups where the specification states this is not permitted</p>	<p>Include training on controlled assessments in CPD and/or Inset day sessions</p> <p>Seek awarding body guidance where required</p>	
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Run CPD sessions to detail key roles and responsibilities of staff involved in examination classes and disseminate key examination policies to them	DH /HOD/ EO
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	Schedule supervision for all planned controlled assessment session early in the academic year.	Identify suitable supervisor in line with the awarding body's specification	DH/EO
Task setting			
Teaching staff unable to access task details (eg IT failure/ corruption of task details/ loss of task	<p>Awarding body key date for accessing/ downloading task noted prior to start of course</p> <p>IT systems checked prior to key date</p>	<p>Download tasks well ahead of scheduled assessment date in all cases</p> <p>Alternative IT system used to gain access</p>	DH/ HOD/ EO/ Network Manager

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
details in transmission)	<p>Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment</p> <p>Test secure access rights ahead of controlled assessment schedule every year/ session</p>	Contact awarding body to request replacement task/ direct email of task details	
No set tasks developed and agreed with awarding body	Set tasks to be developed well-ahead of the planned assessments and in line with the requirements of the specification	Keep up to date with the subject specification and liaise with the awarding bodies for approval and guidance	HOD
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	<p>Ensure subject teachers access awarding body training information, practice materials etc.</p> <p>Seek guidance from the awarding body</p>	HOD
The wrong task is given to candidates, such as legacy specification where candidates	Ensure course planning and information reflects the awarding body's specification and confirms the	<p>Ensure subject teachers take care to distinguish between requirements/ tasks for legacy specifications and for new specifications</p> <p>Relevant staff are signposted to JCQ A guide to the special</p>	HOD/ EO/ DH

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
undertaking new specification	correct task to be issued to candidates	<p><u>consideration</u> process (chapter 2) regarding the process to be followed to apply for special consideration for candidates.</p> <p>Awarding body guidance sought where this issue remains unresolved, including determining eligibility for special consideration</p>	
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> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p>	Set task accessed well in advance to allow time for planning, resourcing and teaching	HOD
Task Moderation			
Assessments have not been moderated in line with the awarding body's specification	Moderation requirements are checked and appropriately planned for	Seek guidance from the awarding body	HOD
Deadlines for internal moderation are not met by teaching staff	Ensure that meetings are arranged well in advance of the awarding body date for submission.	<p>Liaise with department staff to arrange a time for moderation.</p> <p>Seek guidance from the awarding body</p>	HOD/ Subject Teachers
Security of materials			

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Adequate secure storage not available to the exams office (eg insufficient or insecure storage space)	<p>Look at provision for suitable storage at the start of the GCSE course</p> <p>Records confirm adequate/ sufficient secure storage is available to the exams office prior to the start of the course</p> <p>Alternative secure storage sourced where required</p>	Ensure that the exams office has access to suitable storage facilities, including sourcing additional/ alternative storage where required	HOD /EO /Site Team
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/ obtain different assessment tasks	HOD /EO
Candidates' work not kept secure during or after assessment	<p>Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary</p> <p>Ensure arrangements are in place to prevent a candidate augments notes and resources between formally supervised sessions.</p> <p>Preparatory notes and the work to be</p>	<p>Records confirm subject teachers are aware of and follow current instructions</p> <p>Regular monitoring ensures subject teacher use of appropriate secure storage</p> <p>Where work is stored digitally, access for candidates to the Centre's network is restricted, or memory sticks are collected and stored securely, between formally supervised sessions</p> <p>Seek guidance from the awarding body where candidate augments notes and resources</p>	Subject Teacher/ HOD /EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	assessed are collected in and kept secure between formally supervised sessions.		
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them and records confirm deadlines given and understood by candidates at the start of the course	<p>Candidates confirm/ record deadlines known and understood</p> <p>Mark what candidates have produced by the deadline</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>	HOD/ Subject Teacher/ DH/ EO
Deadlines for marking and/or paperwork (eg marks submissions and samples) not met by teaching staff/ Centre	<p>Ensure all staff involved in the process are aware of the deadlines and records confirm deadlines known and understood.</p> <p>Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to</p>	<p>Internal/ external deadlines are published at the start of each academic year.</p> <p>Reminders are issued through senior leaders/HOD as deadlines approach</p> <p>Where appropriate internal disciplinary procedures are followed</p> <p>Seek guidance from awarding body</p>	Subject Teacher/ HOD/ DH/ EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	<p>complete marking/paperwork</p> <p>All staff are encouraged to process and submit marks ahead of awarding body deadlines</p>		
An extension to the deadline for submission of marks is required for a legitimate reason		<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the <u>JCQ A guide to the special consideration</u> process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</p>	HOD/ EO
Authentication			
Candidate fails to sign authentication form	<p>Ensure all candidates have authentication forms to sign</p> <p>Records confirm that candidates have been issued with the current JCQ guidance and that they understand what they need to do to comply with the regulations</p>	<p>Download and distribute candidate forms in good time and issue reminders to candidates prior to submission of work</p> <p>Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p> <p>Find candidate and ensure authentication form is signed</p>	HOD/ Subject Teacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Ensure authentication forms are download and distribute in good time and signed as work is marked as part of the Centre's quality assurance procedures Return the authentication form to the teacher for signature	HOD
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	DH/ HOD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOD/ DH/ HT
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates	Candidates confirm and record they understand the marking criteria	HOD/ Subject Teacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
A candidate is penalised by the awarding body for exceeding word or time limits	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p>	Candidates confirm they understand word or time limits requirements and record any information provided to them	Subject Teacher/ HOD
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidate made aware of the Centre's internal appeals procedures and timescale on information provided at the beginning of the academic year	Candidates reminded of the appeal procedures and timescales prior to the submission of marks to the awarding body	Subject Teacher/ HOD/ DH/ EO
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course	The child's marked work is submitted for moderation (compulsory)	HOD/ EO
Presentation of work			
Candidate does not fully complete the awarding body's cover sheet that is	Ensure candidates fully understand the importance of completing cover sheet	Download and distribute candidate forms in good time and issue reminders to candidates prior to submission of work	Subject Teacher/ HOD

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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	
Candidate does not reference information from published source/ set out references as required	<p>As part of the initial guidance to candidates they are advised at a general level to reference information before work is submitted for formal assessment</p> <p>As part of candidate feedback individuals are advised at a general level to review and re-draft the presentation of references before work is submitted for formal assessment</p>	<p>Candidate is again referred to the JCQ Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure compliance</p>	Subject Teacher/ HOD
A candidate fails to acknowledge sources on work that is submitted for assessment		<p>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</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p>	Subject Teacher/ HOD/ EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
		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	
A candidate submits little or no work	Reminders are issued to candidates as deadlines approach	<p>Relevant staff are signposted to JCQ Instructions for <u>conducting non-examination assessments</u> (chapter 6 Marking and annotation). Current advice states where a candidate submits:</p> <ul style="list-style-type: none"> no work, the candidate is recorded as absent when marks are submitted to the awarding body 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 	Subject Teacher/ HOD
A candidate is unable to finish their work for unforeseen reason		Relevant staff are signposted to JCQ <u>A guide to the special consideration process</u> (chapter 5), to determine eligibility and the process to be followed for shortfall in work	Subject Teacher/ HOD/ HOD/ DH/ HT/ EO
The work of a candidate is lost or damaged		Relevant staff are signposted to the JCQ <u>A guide to the special consideration process</u> (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	Subject Teacher/ HoD/ DH/ HT/ EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Advice, feedback and support for candidates			
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work/ during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before/ during the task as part of the Centre's quality assurance procedures Full records kept detailing all information and advice/ feedback given to candidates as appropriate to the subject and component	Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Candidate confirms/ records advice and feedback given prior to and during the task	DH/ HOD/ Subject Teacher
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	Ensure that all teachers are aware of their responsibilities in the controlled assessment process and the possible penalties of malpractice/ breaches of JCQ regulations for the conduct of controlled assessments	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records detailing all information and advice/ feedback given are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	HT/ DH/ HOD/ EO/
Access arrangements were not put	Ensure that all staff are aware of which candidates have	Relevant staff are signposted to JCQ <u>A guide to the special consideration process</u> (chapter 2),	EO/ SENCO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
in place for an assessment where a candidate is approved for arrangements	had Access arrangements approved	to determine the process to be followed to apply for special consideration for the candidate	
Subject teacher long term absence during the task setting/ issuing/ marking period		Replacement subject teacher to be in place as quickly as possible	HT/ DH / HOD
Malpractice			
A candidate is suspected of malpractice prior to submitting their work for assessment	<p>Print out and distribute JCQ information to all candidates in advance of any controlled assessment.</p> <p>Ensure all candidates are aware of the possible penalties</p> <p>Ensure all teachers are aware of possible penalties and their responsibilities to follow process outlined in JCQ <u>Instructions for conducting non-examination</u></p>	<p>Remind all candidates of the JCQ guidance on malpractice and the possible penalties at key stages during the controlled assessment</p> <p>Follow the controlled assessment Policy and the JCQ regulations on malpractice</p> <p>Undertake an internal investigation and where appropriate internal disciplinary procedures are followed</p> <p>Contact the awarding body if appropriate.</p>	DH/ HT/ HoD/ EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	<u>assessments</u> (chapter 9 Malpractice) Ensure all teachers and candidates are aware of the Plagiarism in Assessments Guidance issued by JCQ		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records confirm subject staff have been made aware of JCQ Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ Information for candidates: non-examination assessments	Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in JCQ Information for candidates: non-examination assessments Subject Teacher/ HOD discuss concerns with Head of Centre. Where evidence that candidate plagiarises other material, the candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body	Subject Teacher/ HOD/ DH/ HT

Appendix 1

[Instructions_NEA_24-25_FINAL\(1\).pdf](#)

Appendix 2

[Plagiarism-in-Assessments.pdf](#)