



KING EDWARD VI  
SHELDON HEATH ACADEMY

## **NON-EXAMINATION ASSESSMENT (NEA) POLICY**

Other relevant policies and documents:

BTEC Policy

Examinations' complaints and appeals procedures

Examinations' Contingency Plan

Examinations' Policy

Word Processing Policy

Access Arrangements Policy

**This policy was adopted by the Curriculum and Student Welfare Committee in May 2022.  
Next review due Spring Term 2023, or earlier if the need arises.**

## 1. Policy Aims

The principal aims of this policy are to:

- cover procedures for planning and managing NEA;
- identify staff responsibilities in planning and managing GCSE NEA;
- define staff roles and responsibilities with respect to NEA;
- manage risks associated with NEA.

This policy complies with JCQ's General Regulations in that the centre is required to "have in place, and be available for inspection purposes, a written policy with regard to the management of GCSE NEA".

This policy does not cover specific instructions for conducting NEA which are provided by JCQ and awarding bodies.

## 2. NEA Aims and Objectives:

- To enable a more integrated approach to teaching and learning and assessment.
- To provide an increased facility to ensure that work is the students own.
- To enable teachers to choose the timing of the NEA.
- To enable teachers to select from a choice of tasks and task context.

NEA is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning that usually takes place in the classroom, within the normal timetable. NEA will provide a level of control designed to maximise reliability and authenticity.

## 3. Process of NEA

The process involves three stages: task setting, task taking and task marking.

### a) Task Setting

Tasks are set either by the awarding body or by the Centre and in both cases, must be developed according to the requirements of the specification. Heads of Department must consult the awarding body's specification to obtain the date for the issuing of tasks; teachers must ensure that candidates understand the assessment criteria for any given assessment task.

### b) Task Taking

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

- Supervision: Unless the awarding body's specification says otherwise, the candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. The Academy will:
  - always check the subject-specific requirements issued by the awarding body;
  - ensure that there is sufficient supervision of each candidate to enable work to be authenticated and that the work that an individual candidate submits for assessment is his/her own.
  - Ensure that any work completed outside the Academy without direct supervision, is only submitted when the Academy is confident that the work is the candidate's own work.
- The Academy will ensure that candidates 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 - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>
- The Academy will 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.

### Advice and feedback

As appropriate to the subject and component, the Academy will advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

The Academy will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

### Resources

In many subjects, candidates will need to gather information from published sources when researching and planning their tasks. Candidates normally have unrestricted access to resources. Centres must refer to the awarding body's specification and/or associated documentation.

Some subjects require candidates to produce the work for assessment in formally supervised sessions. Unless the awarding body's specification says otherwise, for all formally supervised sessions:

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;
- access to the internet is not permitted;
- candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones.
- Candidates are not allowed to augment notes and resources between formally supervised sessions.

When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session (and not accessible to candidates):

- the work to be assessed;
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store work. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the Academy's IT network.

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

### Word and time limits

Word limits as detailed in specifications and subject-specific documentation are for guidance only. The Academy will refer to awarding bodies' specifications as to whether time limits are

mandatory. Where limits are for guidance only, the Academy will discourage candidates from exceeding them.

### Group work

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work. Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Although group work is permitted, group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed. The Academy is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

### Authentication

Teachers must 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 specification, the following procedures apply:

- All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers must 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 a teacher is unable to confirm that the work presented by a candidate is his/her own and that it has been completed under the required conditions, the teacher will not accept the candidate's work for assessment and will record a mark of zero for internally assessed work. Should a teacher become concerned that malpractice may have occurred, the Vice Principal (Curriculum and Assessment) must be informed.

### Presentation of work

The regulations detailed in section 8 of the JCQ document Instructions for conducting examinations do not apply to non-examination assessments. Therefore, candidates are allowed to word process their work. For more information on this, consult the relevant JCQ regulations and the awarding body's specification.

### **c) Task Marking**

Some NEAs may be internally assessed, whilst others will be externally assessed.

### Externally assessed NEA

The format of external assessment will vary according to the specification and the component. Some components, for example, may have a Visiting Examiner. Other components will require candidates' work to be despatched to an examiner or uploaded electronically. Details of the subject specific arrangements will be found in the awarding body's specification and/or

administration guide. Externally assessed components will be conducted within a window as specified by the awarding body.

For all externally assessed NEAs, the Academy will:

- Pay close attention to the completion of the attendance register, if applicable, clearly indicating those candidates who are either present or absent; failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment.
- Keep a copy of the attendance register until the deadline for requesting a review of results has passed.
- Ensure that where candidates' work needs to be despatched to an examiner or uploaded electronically, this is completed by the date specified by the awarding body.

### Internally Assessed NEA

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria. More details on annotation can be found on the relevant JCQ document and the awarding body's specification.

The Academy must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body. Any review must be undertaken before marks are submitted to the awarding body.

Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The Academy will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline and in accordance with the Examination appeals procedures. The Academy will also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.

### Internal standardisation

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked. It is important that all teachers involved in the assessment of a component mark to common standards. The Academy will ensure that the internal standardisation of marks across assessors and teaching groups takes place.

### Submission of marks and work for moderation

Set internal deadlines allow the Academy to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.

## **4. Storage and retention of work after submission of marks**

### Moderation sample

Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made. Moderators normally return work direct to centres but work submitted electronically is not returned.

## Marked work

- Retain marked work under secure conditions until after the deadline for review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample.
- Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.

## Extracts and exemplar work

- Awarding bodies will retain the work of some candidates for archive and standardisation purposes.
- For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres (<http://www.jcq.org.uk/exams-office/general-regulations>)

## **5. 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 the Vice Principal (Curriculum and Assessment) or directly to the awarding body.

## **6. Enquiries about results**

The Academy 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. The Academy 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.

## **7. Roles and responsibilities**

The Vice Principal (Curriculum and Assessment) is responsible for:

- Ensure NEAs comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ensuring this policy is adhered to.

- Mapping of overall resource management requirements for NEA, including resolution of clashes, timing, operation, resources and rooming.
- Publishing and updating of the internal policy for NEA.
- Creating, publishing and updating an internal appeals policy for NEA.
- NEAs are conducted in a safe and secure way.

Heads of Department must:

- Decide on the awarding body and specification for a particular GCSE.
- Ensure the safe and secure conduct of NEA within the department.
- Standardise the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to NEA.
- 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.
- Inform Exams Officer / School Leadership Team of timing of NEA and of any particular requirements that may be needed.
- Plan for NEAs, ensuring it is suitably incorporated into schemes of work.
- Download and distribute mark sheets for teaching staff to use.
- Keep all NEA materials secure (as per guidelines) and provide secure storage for candidates' work.
- If a NEA cannot be conducted in the classroom, arrange suitable accommodation where the NEA can be carried out.
- Supply to the Examinations Office details of all unit codes for NEAs.
- Post-completion, retain candidates' work securely until the closing date for results. 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.
- Approach the Vice Principal in charge of Curriculum for any assistance required for the administration and management of access arrangements.
- Ensure accurate completion of NEA submissions and authentication sheets.
- Inform the Vice Principal (Curriculum and Assessment) of any student requests for an internal review of marking.

Teaching staff must:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting NEA*.
- Understand and comply with the awarding body specification for conducting NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the Exams Officer details of all unit codes for NEA.
- 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.
- Supervise assessments and undertake the tasks required by the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. 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.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.
- Ensure candidates are appropriately prepared for the assessment in terms of the specifications for the subject, the setting, performance and the marking of the tasks and the level of control required for each stage of the assessment.
- Complete the NEA checklist for each assessment and provide the Head of Department with a copy of the checklist.
- Keep adequate records of timings and details of assessments, i.e. attendance and the time candidates spend on the set task as well as any extra help given to any candidate during assessments.
- Arrange opportunities for pupils who have missed an assessment session to re-sit under appropriate conditions.
- Ensure that any potential malpractice is reported in accordance to regulations for such cases.
- Inform their students of their NEA mark with plenty of time for that mark to be reviewed; inform the relevant Head of Department of any such requests by students.

#### Exams Manager will:

- Liaise with the Vice Principal in charge of Curriculum and Heads of Department to coordinate the timetabling of NEA to avoid clashes between and within departments in terms of venues and provision of special arrangements and equipment.
- Support Heads of Department in making arrangements for assessment sessions that require special equipment or facilities. Enter students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where NEA cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Leadership Team.
- Responsible for ensuring that the process outline complies with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Curriculum Leaders to schedule NEAs, throughout Years 9, 10 and 11.
- 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 etc.)
- Ensure that all staff involved have a calendar NEA events.
- Enter students for individual units, whether assessed by NEA or external examination before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the Examinations Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- To ensure that all access arrangements have been applied for at the beginning of Year 9, Year 10 or Year 11 and staff involved are aware of the list of pupils and their requirements.



- To assist in keeping relevant parties informed of forthcoming assessments.

Special Educational Needs Coordinator will:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Candidates are required to:

- Read the JCQ notice to candidates and adhere to the guidelines.
- Follow directions from staff and produce work commensurate with their ability.
- Sign the authentication sheet.
- If at any stage during the course they have concerns about procedures used in assessing internally marked work, they should see the Examinations Manager as soon as possible.
- Use black ink if the work submitted is handwritten.

#### **8. Responsibility of staff in the implementation of the NEA Policy**

- It is the responsibility of each Head of Department to obtain the NEA task details from the exam boards.
- The Head of Department should choose the most appropriate time for the NEA to take place unless differently specified by the awarding body.
- The NEA may take place during timetabled class time.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when a NEA is taking place.

#### **9. Monitoring and Evaluation**

The Principal is responsible for ensuring this policy is adhered to.

The Vice Principal (Curriculum and Assessment) will monitor the implementation of this policy.

The Examinations Manager is responsible for the day-to-day application of this policy.

## **Appendix 1: Information for candidates – non-examination assessments**

**This document tells you about some things that you must and must not do when you are completing your work.**

**Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you **must** ask your teacher.

Non-examination assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet. Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

**The regulations state that:**

**“the work which you submit for assessment must be your own”;**

**“the work submitted must be completed under the required conditions”**

**“you must not copy from someone else or allow another candidate to copy from you”.**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2015.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) ‘Mary, Queen of Scots’, London: Weston Press.

**If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.**

### **Preparing your work – good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late. Take care of your work and keep it safe. Don’t leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don’t need.

Don’t be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

## **Appendix 2: Appeals against internally assessed marks**

The Academy is committed to ensuring that whenever staff mark candidates' NEA this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge understanding and skill, and who have been trained in this activity. The Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body, where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. An appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

For more details on procedures, consult the examinations' complaints and appeals procedures document.

## Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision**
- the centre decision not to support an enquiry about results**
- the outcome of an enquiry about results**

<b>Name of appellant</b>		<b>Candidate name if different to appellant</b>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

*Continue overleaf if necessary*

### Appeal against an internal assessment decision

#### Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

**Signature:**

**Date of signature:**

### Appeal against the centre decision not to support an enquiry about results

#### Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

**Signature:**

**Date of signature:**

### Appeal against the outcome of an enquiry about results

#### Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

**Signature:**

**Date of signature:**

#### Appendix 4: Non-examination assessment - Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Non-examination assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with Academy calendar – negotiate with other parties	KT/JJ
Too many non-examination assessments close together across GCSE subjects	Plan non-examination assessment so they are spaced over the duration of the course	Space non-examination assessment to allow candidates some time between them	KT/JJ
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where a regular classroom space may not be suitable to conduct non-examination assessment	Use more than one classroom or multiple sittings where necessary	KT/JJ
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		JJ
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	JJ
Teaching staff unable to access task details	Test secure access rights ahead of non-examination assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the non-examination assessment schedule	JJ/MWL
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	JJ
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates where appropriate		HoD/JJ

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	JJ/KT/HoD
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HoD, Line managers
Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of non-examination assessments and their role in supervising assessments		HoD, JJ, KT
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any non-examination assessment session where a teacher is not supervising, in line with the awarding body's specification		JJ
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoD, Line Manager, KT
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD, Line Manager, KT
<b>Security of materials</b>			
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, JJ, KT
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoD, JJ, KT
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	JJ

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HoD, Line Manager, KT
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoD, KT
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	HoD
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	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HoD
<b>Marking</b>			
Teaching staff interpret marking descriptions/annotations 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	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, KT



