

Non-Examination Assessments

Policy

2026-2027

Policy Review date: 04/09/2027

Aim

The aim of this policy is to; cover procedures for planning and managing non-examination assessments; to define staff roles and responsibilities for non-examination assessments; to manage risks associated with non-examination assessments.

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. These rules often vary across subjects. The stages are:

• task setting

• task taking

• task marking

Managing non-examination assessments: task setting

Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.

Where the centre is responsible for task setting, the centre will select from a number of comparable tasks provided by the awarding body; or design centre specific task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where the centre is responsible for task setting it will ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. The centre will refer to the awarding body's specification.

Students will be aware of the criteria used to assess their work. This will allow them to understand what they can do to gain credit. All marking criteria will not be specific to the work of an individual candidate or group of candidates.

Managing non-examination assessments: issuing of tasks

The centre will consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres. Teachers will take care to distinguish between:

• requirements/tasks for legacy specifications; and

• requirements/tasks for reformed specifications

The centre will always check the subject-specific requirements issued by the awarding body.

The centre 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.

The centre will ensure that work completed outside of the centre without direct supervision will be the candidate's own work.

Candidates may normally:

• have unlimited access to electronic and printed resources;

• use the internet without restriction;

• work in groups.

Where candidates work in groups, the teacher will keep a record of each candidate's contribution to assessable outcomes to individual candidates.

Centres will ensure that candidates understand that information from published sources must be referenced including referencing computer or AI generated content; receive guidance on setting out references; are aware that they must not plagiarise other material. Information regarding acknowledgement of resources can be found in section 4 of Instructions for conducting non-examination assessments (GCE & GCSE) and (VTQs) Non-Examination Assessments - JCQ Joint Council for Qualifications

Advice and feedback

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

• sources of information;

• relevance of materials/concepts;

• structure of the response (e.g. 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 centre 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 will:

• 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 re-draft work.

If teachers give any assistance which goes beyond general advice, for example:

• provide detailed specific advice on how to improve drafts to meet the assessment criteria;

• give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;

• intervene personally to improve the presentation or content of work;

The teacher will record this assistance and either take it into account when marking the work or submit it to the external examiner. Annotation will be used to explain how marks were applied in the context of the additional assistance given. Teachers will not provisionally assess work and then allow the candidate to revise it.

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. The centre will refer to the awarding body's specification and/or associated documentation.

The centre will also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (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 and the centre's malpractice policy, candidates are 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.

- Candidates will be made aware that for any use of AI in their work it must be references and they must retain a copy of the question/prompt used to generate this content. (Information for Candidates Coursework and NEA booklets JCQ)

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 will not be allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material will be collected and stored securely at the end of each session (and not be accessible to candidates):

• the work to be assessed;

• preparatory work.

Additional precautions will be taken if the centre permits candidates to use computers to store work. This will involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the centre's IT network. The work submitted for assessment will include references where appropriate. To facilitate this, each candidate will keep a detailed record of his/her own research, planning, resources etc. The record will include all the sources used, including books, websites and audio/visual resources.

Word and time limits

The centre will refer to awarding bodies' specifications as to whether minimum and/or maximum time limits are mandatory. Where limits are for guidance only, the centre will discourage candidates from exceeding them.

Collaboration and group work

Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

The centre will monitor group work and ensure that each candidate's contribution can be separately assessed.

Authentication procedures

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 specification, the following procedures apply.

The centre will ensure that all candidates sign a declaration to confirm that the work they submit for final assessment is their own unaided work and ensure that this takes place as soon as the candidate has completed the assessment.

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 teachers are unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions; the centre will do either of the following;

• not accept the candidate's work for assessment;

• record a mark of zero for internally assessed work.

If teachers are concerned that malpractice may have occurred, or are unable to authenticate the work for any other reason, they will inform a member of the senior leadership team. If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Presentation of work

The centre will allow the following;

- Allow candidates to word process written work.
- Instruct candidates to insert the following details on each page as a header or footer, 5 digit centre number; candidate number; component code.
- Allow candidates to use the spell/grammar check when they are word processing.
- Encourage candidates submitting handwritten work to use black ink and write legibly.
- Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
- Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

The centre is aware that awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.

The centre will ensure the following;

- Items of real or sentimental value such as photographs or certificates are not included in the submission of work.
- Informed consent is obtained at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.
- Bulky covers and folders are removed before work is sent for moderation or external marking.
- Each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

Keeping materials secure

Where candidates are producing work over a period of time under formal supervision their work will be stored securely between sessions. Once any work is handed in by the candidate for formal assessment it will be stored securely. The centre will take precautions to ensure that the package in which the work is despatched is robust and securely fastened.

Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art & Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

Where work is stored electronically, the centre will restrict access to this material and utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy will be employed, so that an up-to-date archive of candidates' evidence is maintained. The centre will encrypt any sensitive digital media to ensure the security of the data stored within it. The centre will refer to awarding body guidance to ensure that the method of encryption is suitable. Teachers will be allowed to take work home and will ensure sensible precautions regarding its security.

Before the submission of work for formal assessment, the centre will remind candidates to always keep their work secure and not to publicise their work such as posting it on social media.

The centre is aware of the need to authenticate candidates' work. 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.

Internally assessed work that is not required for the moderation sample and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for requesting a review of results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the review of results and any subsequent appeal has been completed.

Non-examination assessments: task marking – externally assessed components

Conduct of externally assessed work- 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.

Submission of work

The centre will pay close attention to the completion of the attendance register, if applicable. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. A copy of the attendance register will be kept until the deadline for requesting a review of results has passed. Where candidates' work needs to be despatched to an examiner or uploaded electronically, this will be completed by the date specified by the awarding body.

Marking and annotation

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Teacher annotation will 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.

Complete documentation, record the feedback and guidance that has been given, enter marks as specified by the relevant awarding body.

If a candidate submits no work whatsoever, when marks are submitted to the awarding body the candidate will be recorded as absent (and not awarded a mark of zero). If a candidate submits very little work, it will be assessed against the assessment criteria. The appropriate mark will be awarded. If none of the work submitted is worthy of credit, a mark of zero will be given.

The centre will inform candidates of their centre assessed marks to allow for candidates to request a review of the centre's marking before marks are submitted to the awarding body. Any review will be undertaken before marks are submitted to the awarding body.

Sufficient time will be given to candidates to allow them to review copies of material, as necessary, and reach a decision. The centre will also 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.

The review will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review. The reviewer will ensure that the candidate's mark is consistent with the standard set by the centre. The centre will make it clear to candidates that any centre assessed marks are subject to change through the moderation process. The centre will inform the awarding body if the candidate does not accept the outcome of a review.

The centre will make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, 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). Where this cannot be avoided, the centre will declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation whether or not it is part of the moderation sample.

Candidates' work must be backed-up regularly and stored securely on the centre's IT system. Centres should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. The centre must implement appropriate information security arrangements (which will include protection against corruption and cyber attack).

Submission of marks and work for moderation

The centre will set internal deadlines that will accommodate any candidate requests for reviews of marking and 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. The centre is aware that awarding bodies may refuse to accept marks and work submitted after the deadline. The centre will follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. The centre will carefully check the marks they are submitting to an awarding body to minimise errors. Marks for all candidates, not just the sample submitted, will be checked by the centre for both addition and transcription errors before submission and supporting documentation required by the awarding body will be submitted.

External moderation – the process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

Sample selection

• The awarding body (or the moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre. It will be the responsibility of the centre to ensure that moderators receive the correct samples of work to review.

Sample submission

• For most components, the centre will submit a sample of work either to the moderator or directly to the awarding body, according to instructions.

• For some components the moderator will visit the centre to mark the sample of work.

Sample assessment

• The moderator assesses work in the sample using the published marking criteria and referencing centre marks and comments.

Mark comparison and adjustment

• Moderator marks are compared with the centre marks for the sample of work.

• The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking.

• If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.

• If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made.

Loss of work

Candidate responsible for loss

The loss is a consequence of negligence on the part of the candidate. Not eligible for any adjustment.

Centre responsible for loss

The loss is not a consequence of negligence on the part of the candidate. The centre can verify that the work was completed or partially completed and had been monitored whilst it was in progress. May be eligible for an adjustment.

Procedure for requesting an adjustment for a candidate whose work has been lost

Report the loss Submit Form 15 – JCQ/LCW to the relevant awarding body: https://www.jcq.org.uk/exams-office/ non-examination-assessments AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using e-AQA or OCR Interchange as appropriate. If the work had been marked before it was lost or damaged. Submit the mark in the usual way. Submit Form 15 – JCQ/LCW to the moderator and the awarding body by the deadline for submission of marks. AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using e-AQA or OCR Interchange as appropriate. If the work had not been marked before it was lost or damaged. Submit an estimated mark on Form 15 – JCQ/LCW. Base the estimate on the teacher's assessment of the work actually seen. Estimates must not be submitted on mark sheets, only on Form 15 – JCQ/ LCW.

References

https://www.jcq.org.uk/exams-office/non-examination-assessments/

Malpractice - JCQ Joint Council for Qualifications

Information for candidates – Joint Council for Qualifications