Orbis Education Trust

Optimism Resilience Balance Individuality Synergy

Policy Name:	Non-Examination Assessment Policy
Policy Type:	Statutory
Issue Date:	15th January 2026
To be reviewed:	15th January 2027 (Annually)
Approved by:	Board of Trustees
Policy Owner:	Steph Brown

Glossary of abbreviations

JCQ VTQ	Joint Council of Qualifications: Instructions for conducting non-examination assessments (VTQs)
JCQ ICC	Joint Council of Qualifications: Instructions for conducting coursework
JCQ NEA	Joint Council of Qualifications: Instructions for conducting non-examination assessments

Summary of updates for 2025 - 26

Upon review, no centre-specific updates or changes were applicable to this document.
Document changes to reflect updates in Awarding Body and JCQ Policy

- Under heading Legislation and Guidance added reference to the new JCQ document Instructions for conducting non-examination assessments (VTQs) (and added various signposts to this document throughout).
- Under heading Legislation and Guidance added reference that the policy includes how candidates' work will be authenticated.
- Under heading Legislation and Guidance added reference that these procedures relate to all non-examination assessments.
- Under heading Task Taking - Resources (Subject teacher) added a new bullet point to reference ensuring candidates understand how all sources included in work that is submitted for assessment must be acknowledged.
- Heading Task Taking – Authentication procedures added subject teacher ensuring that candidates sign the declaration as soon as they have completed the assessment.
- Under headings Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities and Management of issues and potential risks associated with non-examination assessment added reference that these procedures relate to all non-examination assessments.

1. Aims

1.1. Non-examination assessments (NEA) measure subject-specific knowledge and skills that cannot be tested by timed written papers.

1.2. The policy will confirm the agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications and Centres should refer to awarding body instructions. (JCQ ICC Introduction, Foreword)

2. A Legislation and Guidance

2.1. This policy confirms the JCQ requirement that the centre has in place for inspection a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated.

2.2. The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (JCQ NEA).

2.3. The term 'NEA' includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ NEA, Foreword).

2.4. 'NEA' or coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (JCQ ICC 1).

2.5. Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for use in the vocational and technical qualifications listed are provided in the JCQ document *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*.

2.6. Awarding bodies require centres to have a non-examination assessment policy in place to:

2.6.1. cover procedures for planning and managing non-examination assessments
2.6.2. that these procedures relate to all non-examination assessments.
2.6.3. define staff roles and responsibilities with respect to non-examination assessments
2.6.4. manage risks associated with non-examination assessments (JCQ NEA 1)

3. Procedures for planning and managing non-examination assessment - The basic principles

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

3.1.1. task setting
3.1.2. task taking
3.1.3. task marking (JCQ NEA 1)

3.2. Head of centre role and responsibilities:

3.2.1. Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments and Instructions for conducting coursework, and confirms:

- all reasonable steps have been or will be taken to ensure candidates have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- (where relevant to the centre) all reasonable steps will be taken to ensure candidates at the centre have had, or will have, the opportunity to undertake (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's internal appeals procedure clearly details the process followed by candidates (or their parents/carers) appealing against internal assessment decisions and requesting a review of the centre's marking

3.3. Senior leader role and responsibilities:

3.3.1. Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents Instructions for conducting non-examination assessments, Instructions for conducting coursework and awarding body subject-specific instructions
3.3.2. Ensure the centre-wide calendar records assessment schedules by the start of the academic year

3.4. QA lead/Lead internal verifier (or equivalent) role and responsibilities:

3.4.1. Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
3.4.2. Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
3.4.3. Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
3.4.4. Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
3.4.5. Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

3.5. Subject lead role and responsibilities:

3.5.1. Ensure teachers understand their role and responsibilities within the non-examination assessment process
3.5.2. Ensure the JCQ documents Instructions for conducting non-examination assessments, Instructions for conducting coursework and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
3.5.3. Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

3.6. Subject teacher role and responsibilities:

3.6.1. Understand and comply with the general instructions as detailed in the JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework
3.6.2. Where these may also be provided by the awarding body, understand and comply with the awarding body's subject specific instructions, teachers' notes or additional information on the awarding body's website
3.6.3. Mark internally assessed work to the criteria provided by the awarding body
3.6.4. Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

3.7. Exams office/officer role and responsibilities:

3.7.1. Signpost the annually updated JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework to relevant centre staff
3.7.2. Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

4. Task Setting

4.1. Subject teacher role and responsibilities:

4.1.1. Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
4.1.2. Make candidates aware of the criteria used to assess their work

5. Task Setting – Issuing of Tasks

5.1. Subject teacher role and responsibilities:

5.1.1. Determine when set tasks are issued by the awarding body
5.1.2. Identify date(s) when tasks should be taken by candidates
5.1.3. Access set tasks in sufficient time to allow planning, resourcing and teaching
5.1.4. Ensures that materials are stored securely at all times

6. Task Taking – Supervision

6.1. Subject teacher role and responsibilities:

6.1.1. Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
6.1.2. Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
6.1.3. Ensure there is sufficient supervision to ensure the work a candidate submits is their own
6.1.4. To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
6.1.5. Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
6.1.6. Ensure candidates are aware of the current JCQ documents Information for candidates – non-examination assessments and Information for candidates - Social media
6.1.7. Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates documents
6.1.8. Ensure candidates understand that information from all sources must be referenced and ensure candidates receive guidance on setting out references
6.1.9. Ensure candidates are aware that they must not plagiarise other material

7. Task Taking – Advice and Feedback

7.1. Subject teacher role and responsibilities:

7.1.1. As relevant to the subject/component, advise candidates on relevant aspects before work begins
7.1.2. Will not provide candidates with model answers or writing frames specific to the task
7.1.3. When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
7.1.4. Allow candidates to revise and re-draft work after advice has been given at a general level
7.1.5. Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
7.1.6. Ensure when work has been assessed, candidates are not allowed to revise it

8. Task Taking – Resources

8.1. Subject teacher role and responsibilities:

8.1.1. Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

8.1.2. Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications as well as awarding body's specification and/or documentation published by the awarding bodies and the regulator

8.1.3. By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment

8.1.4. Ensure conditions for any formally supervised sessions are known and put in place

8.1.5. Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

8.1.6. Ensure conditions for any formally supervised sessions are understood and followed by candidates

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

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

8.1.9. Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

9. Task Taking – Word and time limits

9.1. Subject teacher role and responsibilities:

9.1.1. Refer to the awarding body's specification to determine where word and time limits apply

10. Task Taking – Collaboration and group work

10.1. Subject teacher role and responsibilities:

10.1.1. Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work

10.1.2. Ensure that it is possible to attribute assessable outcomes to individual candidates

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

10.1.4. Assess the work of each candidate individually

11. Task Taking – Authentication procedures

11.1. Subject teacher role and responsibilities:

11.1.1. Where required by the awarding body's specification ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work, as soon as work is completed

11.1.2. Where required by the awarding body's specification sign the teacher declaration of authentication confirming the requirements have been met

11.1.3. Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

11.1.4. Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)

11.1.5. Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments and/or Instructions for conducting coursework

11.1.6. Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, informs a member of the senior leadership team

11.1.7. Understand that 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

12. Task Taking – Presentation of work

12.1. Subject teacher role and responsibilities:

12.1.1. Obtain informed consent 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

12.1.2. Instruct candidates to present work as detailed in the JCQ documents Instructions for conducting non-examination assessments/coursework unless the awarding body's specification gives specific instructions

12.1.3. Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

12.1.4. Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

13. Task Taking – Keeping materials secure

13.1. Subject teacher role and responsibilities:

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

13.1.2. When work is submitted by candidates for final assessment, ensure work is securely stored

13.1.3. Follow secure storage instructions as defined in the JCQ documents Instructions for conducting non-examination assessments/coursework

13.1.4. Take sensible precautions when work is taken home for marking

13.1.5. Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted

13.1.6. If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series

13.1.7. If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed

13.1.8. Remind candidates of the need to keep their own work secure at all times

13.1.9. Remind candidates not to share completed or partially completed work on-line on social media or through any other means

13.1.10. Remind candidates of the contents of the JCQ document Information for candidates - social media

13.1.11. Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

13.1.12. Understands that 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, provided that the originals are stored securely as required

13.2. IT role and responsibilities:

13.2.1. Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
13.2.2. Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
13.2.3. Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
13.2.4. Consider the contingency of candidates' work being backed-up on two separate devices, including one offsite back-up
13.2.5. Consider implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
13.2.6. Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

14. Task Marking for Internally Assessed Components - Marking and annotation

14.1. Head of centre role and responsibilities:

14.1.1. Makes 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), close friends and their immediate family (e.g. son/daughter)
14.1.2. Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

14.2. Subject lead role and responsibilities to set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

14.3. Subject teacher role and responsibilities:

14.3.1. Access awarding body training/updates to ensure familiarity with the mark scheme/marking process
14.3.2. Mark candidates' work in accordance with the marking criteria provided by the awarding body (Does not use artificial intelligence as the sole means of marking candidates' work)
14.3.3. Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
14.3.4. Inform candidates of marks which could be subject to change by awarding body moderation
14.3.5. Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

15. Task Marking for Internally Assessed Components - Internal standardisation

15.1. QA lead/Lead internal verifier (or equivalent) role and responsibilities:

15.1.1. Ensure internal standardisation of marks across assessors/teaching groups takes place as require
15.1.2. Support staff not familiar with the mark scheme
15.1.3. Ensure accurate internal standardisation by obtaining reference materials early in the course
15.1.4. Ensure accurate internal standardisation by holding a trial marking session prior to marking
15.1.5. Ensure accurate internal standardisation by carrying out further trial marking at appropriate points during the marking period
15.1.6. Ensure accurate internal standardisation after most marking has been completed, holds a further meeting to make final adjustments
15.1.7. Ensure accurate internal standardisation by making final adjustments to marks prior to submission retaining work and evidence of standardisation
15.1.8. Retain evidence that internal standardisation has been carried out

15.2. Subject teacher role and responsibilities:

15.2.1. Indicate on work (or cover sheet) the date of marking
15.2.2. Mark to common standards
15.2.3. Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

16. Task Marking for Internally Assessed Components - Submission of marks and work for moderation

16.1. Subject teacher role and responsibilities:

16.1.1. Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks, to the external deadline/Provides marks to the exams officer to the internal deadline
16.1.2. Where responsible for marks input, ensure checks are made that marks for additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
16.1.3. Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
16.1.4. Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
16.1.5. Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any subject-specific information where this may be required
16.1.6. Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

16.2. Exams office/officer role and responsibilities:

16.2.1. Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline

16.2.2. Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors

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

16.2.4. Ensure that for postal moderation work is dispatched in packaging provided by the awarding body

16.2.5. Ensure that for postal moderation moderator label(s) provided by the awarding body are affixed to the packaging

16.2.6. Ensure that for postal moderation proof of dispatch is obtained and kept on file until the successful issue of final results

16.2.7. Through the subject teacher, ensures the moderator is provided with authentication of candidates' work and confirmation that internal standardisation has been undertaken

16.2.8. Through the subject teacher, submit supporting documentation required by the awarding body

17. Task Marking for Internally Assessed Components - Storage and retention of work after submission of marks

17.1 Subject teacher role and responsibilities:

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

17.1.2. Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period

17.1.3. In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place

17.1.4. If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

17.2. Exams office/officer role and responsibilities is to ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

18. Task Marking for Internally Assessed Components - External moderation - the process

18.1. Subject teacher role and responsibilities:

18.1.1. Ensure that awarding body or its moderator receive the correct samples of candidates' work

18.1.2. Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work

18.1.3. Comply with any request from the moderator for remaining work or further evidence of centre's marking

19. Task Marking for Internally Assessed Components - External moderation – feedback

19.1. Subject lead role and responsibilities:

19.1.1. Check the final moderated marks when issued to the centre when the results are published

19.1.2. Check any moderator reports and ensure any remedial action is undertaken before the next exam series

19.2. Exams office/officer role and responsibilities:

19.2.1. Access or signpost any moderator reports to relevant staff
19.2.2. Takes remedial action, if necessary, where feedback may relate to centre administration

20. Task Marking for Externally Assessed Components - Conduct of externally assessed work

20.1. Subject teacher role and responsibilities:

20.1.1. Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document Instructions for conducting examinations
20.1.2. Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

20.2. Exams office/officer role and responsibilities:

20.2.1. Arrange timetabling, rooming and invigilation where and if this is applicable
20.2.2. Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document Instructions for conducting examinations

21. Task Marking for Externally Assessed Components - Submission of work

21.1. Subject teacher role and responsibilities to pays close attention to the completion of the attendance register, if applicable

21.2. Exams office/officer role and responsibilities:

21.2.1. Provide the attendance register to the subject teacher where applicable
21.2.2. Ensure the awarding body's attendance register for externally assessed component is completed
21.2.3. Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
21.2.4. Keep a copy of the attendance register until after the deadline for reviews of results for the series
21.2.5. Package the work as required by the awarding body and attaches the examiner address label
21.2.6. Ensure that the package in which the work is despatched is robust and securely fastened
21.2.7. Despatch the work to the awarding body's instructions by the required deadline

22. Access arrangements and reasonable adjustments

22.1. Subject teacher role and responsibilities to work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

22.2. SENCo (or equivalent) role and responsibilities:

22.2.1. Follow the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment
22.2.2. Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
22.2.3. Make teachers aware of access arrangements for eligible candidates to be applied to assessments
22.2.4. Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
22.2.5. Ensure that staff acting as an access arrangement facilitator are fully trained in their role

23. Special consideration and loss of work

23.1. Subject teacher role and responsibilities:

23.1.1. Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
23.1.2. Liaise with the exams officer when special consideration may be applied for a candidate
23.1.3. Liaise with the exams officer to report loss of work to the awarding body

23.2. Exams office/officer role and responsibilities:

23.2.1. Refer to/directs relevant staff to the JCQ document A guide to the special consideration process where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
23.2.2. Refer to/directs relevant staff to the JCQ document A guide to the special consideration process where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
23.2.3. Keeps required evidence on file to support the application
23.2.4. Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

24. Malpractice

24.1. Head of centre role and responsibilities:

24.1.1. Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
24.1.2. Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
24.1.3. Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures
24.1.4. Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice
24.1.5. Ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

24.2. Subject teacher role and responsibilities:

24.2.1. Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work
24.2.2. Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
24.2.3. Ensure candidates understand the JCQ documents Information for candidates - non-examination assessments/coursework assessments
24.2.4. Ensure candidates understand the JCQ document Information for candidates - social media
24.2.5. Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

24.3. Exams office/officer role and responsibilities:

24.3.1. Signpost the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
24.3.2. Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work
24.3.3. Signpost candidates to the relevant JCQ information for candidates documents
24.3.4. Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

25. Post-results services

25.1. Head of centre role and responsibilities:

25.1.1. Is familiar with the JCQ document Post-Results Services
25.1.2. Ensure the centre's internal appeals procedure details the process to be followed by candidates appealing against a centre decision not to support an application for a review of results or an appeal

25.2. Subject lead role and responsibilities is to provide relevant support to subject teachers making decisions about reviews of results

25.3. Subject teacher role and responsibilities:

25.3.1. Provide advice and guidance to candidates on their results and the post-results services available
25.3.2. Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

25.4. Exams office/officer role and responsibilities:

25.4.1. Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services
25.4.2. Provide/signpost relevant centre staff and candidates to post-results services information
25.4.3. Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

26. Endorsements - Spoken Language Endorsement for GCSE English Language

26.1. Head of centre role and responsibilities:

26.1.1. Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement

26.1.2. Ensures centre staff liaise with relevant parties in relation to monitoring visits

26.2. QA lead/Lead internal verifier (or equivalent) role and responsibilities is to ensure the appropriate arrangements are in place for internal standardisation of assessments

26.3. Subject lead role and responsibilities:

26.3.1. Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
26.3.2. Ensure the required task setting and task taking instructions are followed by subject teachers
26.3.3. Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
26.3.4. Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

26.4. Subject teacher role and responsibilities:

26.4.1. Ensure all the requirements in relation to the endorsement are known and understood
26.4.2. Follow the required task setting and task taking instructions
26.4.3. Assess candidates, either live or from recordings, using the common assessment criteria
26.4.4. Provide audio-visual recordings of presentations of a sample of candidates for monitoring
26.4.5. Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction** or **Not Classified**) and the storage and submission of recordings

26.5. Exams office/officer role and responsibilities is to follow the awarding body's instructions for the submission of grades and recordings

27. Endorsements - Practical Skills Endorsement for the A Level Sciences

27.1. Head of centre role and responsibilities:

27.1.1. Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
27.1.2. Ensures centre staff liaise with relevant parties in relation to monitoring visits

27.2. QA lead/Lead internal verifier (or equivalent) role and responsibilities is to ensure arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

27.3. Subject lead role and responsibilities:

27.3.1. Confirms understanding of the Practical Skills Endorsement for the A Level Sciences and ensures any relevant JCQ/awarding body instructions are followed
27.3.2. Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
27.3.3. Undertakes training provided by the awarding body on the implementation of the practical endorsement
27.3.4. Disseminates information to subject teachers ensuring the standards can be applied appropriately
27.3.5. Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

27.4. Subject teacher role and responsibilities:

27.4.1. Ensures JCQ/awarding body instructions for endorsements are known, understood and followed
27.4.2. Ensures the required arrangements for practical activities are in place
27.4.3. Provides all the required centre records
27.4.4. Ensures candidates provide the required records
27.4.5. Provides any required information to the subject lead regarding the monitoring visit
27.4.6. Assesses candidates using Common Practical Assessment Criteria (CPAC)
27.4.7. Applies for exemption where a candidate cannot access the practical endorsement due to substantial impairment
27.4.8. Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

27.5. Exams office/officer role and responsibilities:

27.5.1. Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
27.5.2. Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline
27.5.3. Follows the awarding body's instructions for the submission of candidates Pass or Not Classified outcomes

28. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

28.1. A level Geography

28.1.1. Each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate
28.1.2. Candidates may be given general guidance but must not be provided with a choice of titles or tasks from which to choose GCE/GCSE

28.2. Art & Design

28.2.1. JCQ's Instructions are followed for the conduct of externally set component Projects
28.2.2. For candidates embarking on Project qualifications, it must be made clear what is involved: a free choice of topic, flexible choice of output and the opportunity to show evidence of a wide range of capabilities.
28.2.3. However, projects must be chosen by candidates in discussion with their supervisor and verified as appropriate by the centre following procedures specified by the awarding body