

The Charter School

North Dulwich

Non-Examination Assessment Policy

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The Charter School North Dulwich

Table of Contents

Aim of policy	3
Non-examination assessments (NEAs)	3
Managing NEAs – Roles and Responsibilities	3
General	3
Preventing the Use of AI in NEAs.....	6
Task setting.....	6
Issuing of tasks.....	7
Task taking	8
Conduct of externally assessed work	11
Submission of work.....	13
Task marking.....	13
Internal standardisation	14
Submission of marks and work for moderation	14
Storage and retention of work after submission of marks	15
External moderation – feedback	16
Access arrangements.....	16
Special consideration.....	16
Malpractice.....	17
Enquiries about results	18
Practical Skills Endorsement for the A Level Sciences designed for use in England.....	18
Spoken Language Endorsement for GCSE English Language specifications designed for use in England	19
Appendix 1: The use of AI (Artificial Intelligence) in NEAs.....	21
What is AI and what are the risks of using it in assessments?	21
What is AI Misuse/Malpractice:	22
Comparison with previous work.....	23
Potential indicators of AI misuse	23
Automated detection	24
Appendix 2: Acknowledging AI use.....	25

The Charter School North Dulwich

Aim of policy

The aim of this policy is to:

- cover procedures for planning and managing non-examination assessments (NEA), which in this document also encompasses coursework as part of its definition;
- define staff roles and responsibilities with respect to non-examination assessments;
- manage risks associated with non-examination assessments;
- describe how candidates' work will be authenticated;
- ensure the Charter School North Dulwich complies with the guidelines set out by the Joint Council of Qualifications issued in, but not limited to, the documents below:

[Instructions NEA 25-26 FINAL.pdf](#)

[Instructions-for-conducting-non-examination-assessments-Vocational-and-Technical-Qualifications FINAL.pdf](#)

[Notice to Centres-teachers sharing non-examination work 2025 FINAL.pdf](#)

[Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks_2526_FINAL.pdf](#)

These materials are used extensively in defining the below policy.

Non-examination assessments (NEAs)

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 NEAs – Roles and Responsibilities

General

Head of Centre:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions

The Charter School North Dulwich

of [Instructions for conducting non-examination assessments \(GCE & GCSE\)](#) and [Instructions for conducting non-examination assessments \(VTQs\)](#), and confirms:

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

Senior leaders (SLT):

- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions;
- Ensure the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision.

Subject leaders (SL) / Quality Assurance Lead (QA):

- Ensures subject teachers understand their role and responsibilities within the nonexamination assessment process
- Ensures NEA and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments
- Ensures appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Where not provided by the awarding body, ensures a Centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Understands and complies with specifications of submitting NEA and coursework, as advised by the awarding bodies guidelines (for example sample size, sample specification, file size, file format, encryption etc
- Ensures the exams officer is provided with relevant entry codes for to the internal deadline for entries
- Ensures coursework and NEA materials and/or samples are provided in a timely fashion ahead of internal deadlines, or a minimum of 14 days prior to awarding body submission deadline. Where

The Charter School

North Dulwich

there are exceptional circumstances that prevent this, liaises with the Exam Officer to determine an alternative arrangement

- Ensures provisional internal marks are provided to candidates
- Ensures there is sufficient opportunity for provisional internal marking to be appealed by candidates and reviewed by the centre and that candidates are informed of the process and timescale of appealing an internal marking decision, including that there is no opportunity for a review of marking after final grades have been published by exam boards in the summer
- Ensures samples are submitted within deadlines and as per exam board requirements.

Subject teacher:

- Understands and complies with the general instructions as detailed for the NEA
- Makes candidates aware of any relevant Notice to Candidates (e.g. JCQ or exam board)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Ensures all candidate complete and sign statements of verification prior to submission of coursework, wherever require
- Marks internally assessed work to the criteria provided by the awarding body
- Inputs marks for NEA or coursework ahead of deadline, Exam Officer to support as necessary.

Exams officer

- Emails NEA regulations to Subject Leaders
- Issues reminders regarding any appropriate deadlines
- Provides advice on the submission of marks and coursework to the exam boards upon request
- Supports the timely submission of marks to exam boards
- Supports the timely submission of samples to exam boards.

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

The Charter School North Dulwich

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Utilise appropriate security safeguards such as firewall protection and virus scanning software
- Provide an effective back-up strategy, which must be employed so that an up-to-date archive of candidates' evidence is maintained

Preventing the Use of AI in NEAs

Teachers and assessors must be assured the work they accept for assessment and mark is the student's own work. They are required to confirm this during the assessment process and, if they have doubts, must follow their centre's internal procedures and published guidance for assessment.

To prevent misuse of AI in NEAs, the Centre may implement some of the following actions:

- Restricting access to online AI tools on centre devices and networks;
- Ensuring access to online AI tools is restricted on centre devices used for exams;
- Setting reasonable deadlines for submission of work and providing reminders;
- Where appropriate, allocating time for sufficient portions of work to be completed in class under direct supervision to allow the teacher to authenticate all of each student's work with confidence;
- Examining intermediate stages in the production of work in order to ensure work is underway in a planned and timely manner and work submitted represents a natural continuation of earlier stages;
- Introducing classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident the student understands the material;
- Engaging students in a short verbal discussion about their work to ascertain they understand it and it reflects their own independent work;
- Not accepting, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised.
- Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Task setting

Subject leader (SL) / Quality Assurance Lead (QA)

- Works with subject teachers and selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification

Subject teacher

The Charter School

North Dulwich

- Works with Subject Leader and selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work
- Makes Candidates aware of any relevant Notices to Candidates issued in relation to coursework or NEA (e.g. JCQ or exam board)

Issuing of tasks

Subject teacher

- Determines when set tasks are issued, following any relevant advice by the awarding body
- Identifies dates when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between
- The sharing of exemplar assessment material for reference purposes encourages good teaching practice. However, teachers **must** closely control and supervise the issuing of work for non-examination assessment components produced by former candidates in a previous year and the sharing of exemplar non-examination assessment. This will ensure that candidates do not use such material for their own work.
- Teachers **must** keep live non-examination assessment material* and candidates' work secure and confidential at all times whilst in their possession. If necessary, the Exams Officer will help facilitate this. Teaching staff **must not** share live non-examination assessments with candidates or post candidates' work on social media.
- (*Live non-examination assessment material is defined as any work on a topic which has been set either by an awarding body or the centre for a current or future examination series, even if the work was completed in a previous year.)
- **Teachers must inform candidates that the copying of any non-examination assessment material in order to present it as their own constitutes malpractice.** Candidates **must not** submit work which is not their own. Further information may be found within **Section 9** of the JCQ publication *Instructions for conducting non-examination assessments*.
- **Teachers must make candidates aware of any relevant notice to candidates**, from either JCQ (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>) or from the awarding exam board (if applicable).
- Specifically, teachers need to make all candidates aware of: *information for candidates – coursework; information for candidates – non examination assessments; information for candidates – Social Media*. It is best practice to keep a log of this.
- Teachers **must not** encourage candidates to assist one another when producing work. (Unless specifically collaborative NEA work, in which case refer to point further below).
- Teachers **must** remind candidates that they **must not** make their work available to others through any medium: they **must not**, for example, post and share their work on social media
- (<http://www.jcq.org.uk/exams-office/information-for-candidates-documents/>).

The Charter School North Dulwich

- Where the specification permits some assignments to be undertaken as part of a group, reference should be made to **paragraph 4.5** of the JCQ publication *Instructions for conducting non-examination assessments* and the awarding body's specification.
- Exemplar material produced by an awarding body **must** be used in accordance with the awarding body's instructions. If teachers are in any doubt, they should contact the awarding body for subject-specific advice and guidance.
- Teachers or centres **must only** use non-examination assessment tasks and documentation for delivery to their candidates. **Any attempt to use the non-examination assessment materials for commercial gain, or any breach of the confidentiality of those materials, will be treated as malpractice.**

This document also applies to CCEA GCSE controlled assessment components and GCE AS and A2 coursework components. It may also apply to other Level 1, Level 2 or Level 3 qualifications. Clarification should be sought from the relevant awarding body.

Task taking

Supervision - Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own • Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates:
- Coursework: https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf
- NEA: https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf
- Social Media: <https://www.jcq.org.uk/wp-content/uploads/2024/05/JCQ-Social-Media-Infographic-v6.pdf>

Advice and feedback - Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level

The Charter School North Dulwich

- Records any assistance given beyond general advice and take it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources - Subject teacher

- Refers 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
- Refers to the JCQ document [AI Use in Assessments: Protecting the Integrity of Qualifications](#) 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, 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
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Ensures that candidates understand how to reference sources. If candidates use material from a source, or generated from a source which is not their own work, they must indicate the particular part, element or phrase and state where it came from. Candidates must give detailed references even where they paraphrase the original material. 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 p29). For material taken from the internet, the 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://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm
downloaded 5 February 2026.

Word and time limits - Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work - Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates

The Charter School

North Dulwich

- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures - Subject teacher

- As required by the awarding body's specification, will complete, send and keep authorisation material
- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work as soon as the work is completed
- Signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer
- Where necessary utilise the approaches outlined in [Appendix 1: The Use of AI in NEAs](#) where candidates are suspected of using AI in their work. Subject teachers with familiarity with the candidates' work are best placed to identify where AI may have been used when compared to the candidate's usual standard of work.

Presentation of work - Subject teacher

- Instructs candidates to present work as detailed in [NEA 4.7](#) unless the awarding body's specification gives different subject-specific instructions
- Inform candidates about the rules around the use of AI in NEAs and of how to acknowledge any use of AI with specific reference to the contents of [Appendix 2: Acknowledging the Use of AI in NEAs](#)
- Instructs 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

Keeping materials secure - Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Secure storage instructions are followed as defined in NEA [4.8](#)

The Charter School

North Dulwich

- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means • Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Ensure an effective back-up strategy, which must be employed so that an up-to-date archive of candidates' evidence is maintained

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Provide an effective back-up strategy, which must be employed so that an up-to-date archive of candidates' evidence is maintained

Task marking – externally assessed components

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.

Conduct of externally assessed work

Subject teacher

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- 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 must 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 must be completed by the date specified by the awarding body

The Charter School

North Dulwich

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations (or in line with the awarding body's specifications if JCQ regulations are not applicable).

The Charter School North Dulwich

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Ensures a copy of the attendance register is kept until after the deadline for enquiries about results for the exam series
- Supports the packaging, or packages, the work as required by the awarding body and attaches the examiner address label
- Ensures the work is despatched to the awarding body's instructions by the required deadline

Task marking

Marking and annotation - Subject teacher

- Follow guidance set out in [NEA 6.1](#)
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates 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
- 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
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Record the feedback and guidance that has been given
- Enter marks as specified by the relevant awarding body, with support of the Exams Officer if requested
- Ensure candidates are informed of their marks and that they may request a review of the centre's marking before marks are submitted to the awarding body and allow time for the review to be carried out before the awarding body's deadline

The Charter School North Dulwich

Subject Lead

- Ensure candidates have sufficient time from being informed of their marks to request a review
- Ensure a review is carried out by an assessor who has appropriate competence, has had no previous involvement and no personal interest in the review.
- Inform the head of centre of the outcome of the review, in writing.
- Inform the candidate of the outcome of the head of centre's decision, in writing

Head of Centre

- Will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Inform the subject teacher of their decision on the outcome of any review, in writing
- Will keep a written record of the review, made available to the awarding body upon request
- Where necessary, will inform the awarding body of the decision and rationale behind it

Internal standardisation

Subject Leader (SL) / Quality assurance (QA) lead

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Keeps a record of evidence of internal standardisation until post result services, outstanding reviews, or appeals are completed – whichever is the latest date

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline
- Ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, or provides the moderation sample to the exams officer to the internal deadline
- Proof of dispatch is obtained and kept on file until the successful issue of final results

The Charter School

North Dulwich

- Keeps a record of the work submitted
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Officer

- Ensures the requested samples of candidates' work are submitted to the moderator by the awarding body deadline when samples are provided by internal deadline
- Keeps a record of the work submitted
- Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation work is dispatched in as required by the awarding body (e.g. moderator label(s) provided by the awarding body are affixed to the packaging)
- Proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work
- Confirms that internal standardisation has been undertaken (through subject lead or teacher)
- Supports in gathering any other subject-specific information where this may be required
- Supports with the digital dispatch of samples

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a backup procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

The Charter School North Dulwich

External moderation – feedback

Subject Leader

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Ensures SL have access to moderator reports, supporting as necessary
- Distributes moderator reports to SLT
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Exams officer

- Ensure access arrangements have been applied for
- Makes subject teachers aware of any access arrangements for eligible

Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate: is absent; produces a reduced quantity of work; work has been lost

The Charter School North Dulwich

- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer

- Refers to/directs relevant staff to the JCQ publication 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
- 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 • Keeps required evidence on file to support the application

Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff • Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures
- Investigates, or appoints an individual to investigate, any case of suspected malpractice in accordance with JCQ guidance and awarding body requests
- Ensures anybody subject of a malpractice investigation is aware of guidelines and information as specified by JCQ

Subject teacher

- Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- Ensures candidates understand of the JCQ document Information for candidates - non-examination assessments
- Ensures candidates understand of the JCQ document Information for candidates - coursework
- Ensures candidates understand the JCQ document Information for candidates - Social Media

Exams officer

- Sends the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to SLT
- Send the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to SL
- Sends candidates the relevant JCQ information for candidates documents when subject to an investigation

The Charter School

North Dulwich

- Where required, supports the SLT in investigating and reporting incidents of suspected malpractice

Enquiries about results

Head of centre

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject Leader

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services, Information and guidance for centres
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Advises and requests candidate consent where required

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities, as required

The Charter School North Dulwich

Subject Leader

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Subject Leader

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
- Ensures the required task setting and task taking instructions are followed by subject teachers

The Charter School North Dulwich

- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided Subject teacher
- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria • Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

The Charter School North Dulwich

Appendix 1: The use of AI (Artificial Intelligence) in NEAs

What is AI and what are the risks of using it in assessments?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include:

- ChatGPT
- Jenni AI
- Claude AI
- Jasper AI
- Writesonic
- Bloomai
- Google Gemini
- Question AI
- Brainly

There are also AI tools which can be used to generate images, such as:

- Midjourney
- Stable Diffusion
- Dalle-E 2 (OpenAI)
- Soundraw
- Musicfy

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- Runway
- LTX Studio

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

What is AI Misuse/Malpractice:

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

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Comparison with previous work

When reviewing a given piece of work to ensure its authenticity with regards to in appropriate use of AI, subject teachers will use methods already used to ensure the authenticity of candidates' work, such as comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions. Where the work is made up of writing, it is possible to make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Potential indicators of AI misuse

If the following are seen in student work, it may be an indication the student has misused AI:

- a) A default use of American spelling, currency, terms and other localisations.
- b) A default use of language or vocabulary which may not accord with the qualification level (though be aware AI tools may be instructed to employ different languages, registers and levels of proficiency when generating content).
- c) A lack of direct quotations and/or use of references where these are required/ expected (though some AI tools will produce quotations and references).
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which may be notable for some subjects.
- f) Instances of incorrect and/or inconsistent use of first-person and third-person perspective where generated text is left unaltered.
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
- h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended it.
- i) A lack of graphs/data tables/visual aids where these would normally be expected.
- j) A lack of specific local or topical knowledge.
- k) Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected.
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.

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- m) The submission of student work in a typed format, where their normal output is handwritten.
- n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit.
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

Automated detection

AI tools, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)
- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/>)

These may be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools will give lower scores for AI-generated content which has been subsequently amended by students, as they base their scores on the predictability of words. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and are not capable of.

AI detection tools, including those listed above, employ a range of detection models which vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it may be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.

The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information must be considered when reviewing any malpractice concerns. Teachers will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.

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Appendix 2: Acknowledging AI use

It is essential students are clear about the importance of referencing the sources they have used when producing work for an assessment, and they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students must ensure they independently verify the AI-generated content – and reference the sources they have used.

Students acknowledging the use of AI and showing clearly how they have used it allows teachers and assessors to review how AI has been used and whether the use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, student acknowledgement must show the name of the AI source used and the date the content was generated. For example:

- ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025.

The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be included with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. If this is not submitted, but the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow their centre's internal procedures and the published guidance for assessment.

Further guidance is set out in the JCQ Plagiarism in Assessments document (see link below).

The JCQ regulations for candidates on referencing may be found in the following:

- Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2024/08/Coursework_ICC_24-25_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>)

The JCQ guidance for teachers on referencing may be found in the following:

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)

Other actions which should be considered in relation to acknowledging AI use are:

- Students are reminded, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, and could attract severe sanctions including disqualification. In the context of AI use, students must be clear what is, and what is not, acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to

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North Dulwich

simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;

- Students are also reminded if they use AI they have not independently met the marking criteria therefore they will not be rewarded. Examples of how to implement this can be found in Appendix B: Exemplification of AI use in marking student work at the end of this document.