

Key staff involved in Internal Appeals Procedure:

Role	Name(s)
Head of Centre	Doug Thomas
Quality assurance lead	Jemma Lyons
SLT Member(s)	Sam Channon
Exams Officers	Rebecca Newey
SENDCo	Frankie Myers

Purpose of the policy

The awarding bodies require each centre to have a non-examination assessment policy in place:

- To cover procedures for planning and managing non-examination assessments.*
- To define staff roles and responsibilities for non-examination assessments.*
- To manage risks associated with non-examination assessments. (NEA 1)*

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy relate to/are directly taken from JCQ publications Instructions for conducting non-examination assessments (NEA) and Instructions for conducting examinations (ICE).

What does this policy affect?

This policy affects the delivery of subjects of GCSE qualifications which contain a component(s) of non-examination assessment.

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not:

- Set by an awarding body.*
- Designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body*
- Taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates and the duration of the assessment)*

is classified as non-examination assessment (NEA)



'NEA' therefore 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'.-(NEA Forward)

What are non-examination assessments?

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

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

- *Task setting.*
- *Task taking.*
- *Task marking.*

(NEA 1)

Procedures for planning and managing non-examination assessments-identifying staff roles and responsibilities

The basic principles

Executive Headteacher

- Returns a declaration. Managed as part of the National Centre Number Register annual update. To confirm awareness of, and that relevant WSAPC staff are adhering to the latest version of NEA.
- Ensures that the WSAPC's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination.
- Ensures the WSAPC's Internal Appeals Procedures clearly detail the procedure 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.

Director of Learning

- Ensures the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions.
- Ensures the centre-wide calendar records assessment schedules by the start of the academic year.
- Confirms with subject leads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.



- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.
- 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.

Subject Leads/Heads of Schools

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements).
- Works with Director of Learning to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

Subject teacher

- Understands and complies with the general instructions as detailed in NEA.
- 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.
- Marks internally assessed work to the criteria provided by the awarding body.
- Ensures 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 or is made as a separate unit entry code) to the internal deadline for entries.

Exams officer

- Signposts the annually updated NEA to relevant WSAPC staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Task setting

Subject teacher

- Select from a number of comparable tasks provided by the awarding body; or (NEA 2)
- Design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification. (NEA 2)
- Candidates should be aware of the criteria used to assess their work. (NEA 2)

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body.



- Identifies date(s) 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. (NEA 3)
- Ensure the correct task is issued to candidates. (NEA 3)

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.* (NEA 4.1)
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- *Where candidates may work in groups, the teacher should keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.* (NEA 4.1)
- Ensures candidates are aware of the JCQ documents:
 - Information for candidates - non-examination assessments
- *Ensures candidates:*
 - *Understand that information from all sources must be referenced.*
 - *Receive guidance on setting out references.*
 - *Are aware that they must not plagiarise other material.* (NEA 4.1)

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- *Will not provide model answers or writing frame specific to the task.* (NEA 4.2)
- *Unless specifically prohibited by the awarding body's specification teachers may, review candidates' work and provide oral and written advice at a general level.* (NEA 4.2)
- *Having provided advice at a general level, allow candidates to revise and re-draft work.* (NEA 4.2)
- Records any assistance given beyond general advice and takes 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.* (NEA 4.2)

Resources

Subject teacher



- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI 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. (NEA 4.3)*
 - By referencing this document, 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 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.
- 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.

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.
- 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

- Where required by the awarding body's specification:
 - Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.



- Signs the teacher declaration of authentication confirming the requirements have been met.
 - Electronic signatures are acceptable.
- *Signed candidate declarations must be kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector. (NEA 4.6)*
- *Where there may be doubt about the authenticity of the work of a candidate or if concerned that malpractice may have occurred or are unable to authenticate the work for any other reason, they must inform a member of the senior leadership team. (NEA 4.6)*
- *Understands 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. (NEA 4.6)*

Presentation of work

Subject teacher

- *Obtains 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. (NEA 4.7)*
- *Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions.*
- *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.*
- *Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements. (NEA 4.7)*

Keeping materials secure

Subject teacher

- *Where candidates are producing work over a period of time under formal supervision, ensures work is securely stored between sessions. (NEA 4.8)*
- *When work is submitted by candidates for final assessment, ensures work is securely stored.*
- *Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art & Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next. (NEA 4.8)*
- *Takes sensible precautions when work is taken home for marking.*
- *Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted.*



- If post-results services have not been requested, returns internally assessed work to candidates (if requested by candidate) after the deadline for requesting a review of results for the relevant series.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work online on social media or through any other means.
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions.
- 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.

ICT Manager/IT Technicians

- Ensures *where work is stored electronically, centres are required to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy must be employed so that an up-to-date archive of candidates' evidence is maintained. Centres should consider encrypting any sensitive digital media to ensure the security of the data stored within it. Centres must refer to awarding body guidance to ensure that the method of encryption is suitable.* (NEA 4.8)

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed component of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to ICE.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.
- 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, and where applicable, according to ICE.

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register accurately, to show candidate who attended the non-examination assessment.

Exams officer



- Ensures the awarding body's attendance register for any externally assessed component is completed correctly.
- 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.
- *A copy of the attendance register must be kept until after the deadline for requesting a review of results has passed. (NEA 5.2)*
- Packages the work as required by the awarding body and attaches the examiner address label.
- Ensures that the package robust and securely fastened.
- *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. (NEA 5.2)*

Task marking – internally assessed components

Marking and annotation

Executive Headteacher

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, as defined in the Conflict of Interest part of WSAPC's Exam Policy.
- *Where this cannot be avoided, the centre must declare the possible conflict of interest to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample. (NEA 6.1)*

Subject lead

- Sets 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 WSAPC's marking prior to the marks being submitted to the awarding body external deadline.

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process.
- 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.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed of the timescale indicated in WSAPC'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.



Internal standardisation

Subject Lead

- Ensures that internal standardisation of marks teaching groups takes place as required and to sequence.
- Supports staff not familiar with the mark scheme (e.g., NQTs, supply staff etc.).
- Ensures accurate internal standardisation - for example by:
 - Obtaining reference materials at an early stage in the course.
 - Holding a preliminary trial marking session prior to marking.
 - Carrying out further trial marking at appropriate points during the marking period.
 - After most marking has been completed, holds a further meeting to make final adjustments.
 - Making final adjustments to marks prior to submission, retaining work and evidence of standardisation.
- Retaining work and evidence of standardisation.

Subject teacher

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

Consortium arrangements

Subject lead

- Co-ordinates with teaching staff across all sites to ensure consistent internal standardisation.
- Internal standardisation is held cross-site prior mark submission.

Subject teacher

- Provides marks to the subject lead by the internal deadline.
- Retains all candidates' work at the consortium site the candidate was assessed, until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Exams officer

- Submit an online notification of *Centre consortium arrangements for centre-assessed work* to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected.
- Submits marks for each WSAPC candidates to the relevant awarding body deadline login.
- Liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline.



Submission of marks and work for moderation

Subject teacher

- Provides marks to the exams officer to the internal deadline.
- Provides the moderation sample to the exams officer to the internal deadline.
- Ensures 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.
- 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

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline.
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Ensures that for postal moderation.
 - Work is dispatched in packaging provided by the awarding body.
 - 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.

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 for the required retention period.
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- *If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings. (NEA 6.5)*

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.



External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work.
- Liaises with the moderator where the moderator visits WSAPC to mark the sample of work.
- Complies with any request from the moderator for remaining work or further evidence of the WSAPC's marking.

External moderation - feedback

Director of Learning

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

Exams Officer

- Accesses or signposts moderator reports to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to WSAPC's administration.

Access arrangements and reasonable adjustment

Subject teacher

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

Special educational needs and disabilities coordinator (SENDCo)

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval is in place prior to assessments starting.
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works 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.

Special consideration and loss of work

Subject teacher

- Understands 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.



- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.
- Liaises with the exams officer to report loss of work to the awarding body.

Exams officer

- Refers to the JCQ publication A guide to the special consideration process, to check if a candidate is eligible for special consideration.
- Submits applications for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- Where application for special consideration cannot be done via the awarding body's secure extranet site, submit a Form 10 to the awarding body to the prescribed timescale.
- Keeps required evidence on file to support the application.

Malpractice

Executive Headteacher/ Heads of Schools

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or WSAPC staff.
- Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures.
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work.
- Ensures candidates understand what constitutes malpractice in non-examination assessments. Bring to their attention the following documents:
 - *Information for candidates - non-examination assessments.*
 - *Information for candidates - Social Media.*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Executive Headteacher.

Exams officer

- Sends all candidates copies of the relevant JCQ information for candidates' documents in the exams pupil handbook.
- Where required, supports the Executive Headteacher in investigating and reporting incidents of alleged, suspected or actual malpractice.



Enquiries about results

Executive Headteacher

- Ensures that WSAPC's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against WSAPC's decision not to support a clerical check, a review of marking, a review of moderation or an appeal.

Heads of Schools

- Provides relevant support to subject teachers making decisions about enquiries about results.
- Supports the exams officer in collecting candidate consent where required.

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.

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 to centres)*.
- Provides/signposts relevant WSAPC 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.

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

Executive Headteacher

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

Director of Learning

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.

Subject Lead



- 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.
- 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.

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.
- Management of issues and potential risks associated with non-examination assessments.
- Applies for exemption for applicable candidates.

Issue/Risk	WSAPC actions to manage issue/mitigate risk	Action by
WSAPC staff malpractice	Records confirm that relevant WSAPC staff are familiar with and follow: • The current JCQ publication Instructions for conducting non-examination assessments. • The JCQ document Notice to Centres – Sharing NEA material and candidates work.	Heads of Schools Subject Leads
Candidates' malpractice	Records confirm that candidates are informed and understand they must not: • Submit work which is not their own. • Make available their work to other candidates through any medium.	Heads of Schools



	• Allow other candidates to have access to their own independently sourced material. • Assist other candidates to produce work. • Use books, the internet, AI or other source without acknowledgement or attribution. • Submit work that has been word processed by a third party without acknowledgement. • Include any inappropriate, offensive or obscene material. Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - and understand they must not post their work on social media	
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course. IT systems checked prior to key date. Alternative IT system used to gain access. Awarding body contacted to request direct email of task details.	Subject teacher
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification. Samples assessment criteria in the centre set task.	Subject Lead
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates.	Subject Teacher



	Records confirm all candidates understand the marking criteria. Candidates confirm/record they understand the marking criteria.	
Subject teacher long term absence during the task setting stage	See WSAPC's exam contingency plan - Teaching staff extended absence.	
Issuing of tasks		
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching.	Subject Teacher
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	Subject Teacher
Subject teacher long term absence during the issuing of tasks stage	See WSAPC's exam contingency plan - Teaching staff extended absence.	
Task taking		
Supervision		
Planned assessments clash with other WSAPC or candidate activities	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	Heads of Schools
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities insufficient for number of candidates.	Heads of Schools



	Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply).	
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates. Confirm subject teachers understand their role and responsibilities as detailed in the WSAPC's non-examination assessment policy.	Executive Headteacher
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.	Executive Headteacher
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate.	Exams Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the WSAPC's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component. Candidate confirms/records advice and feedback given prior to starting on their work.	Executive Headteacher Heads of Schools



Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensure a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the WSAPC's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component. Candidate confirms/records advice and feedback given during the task-taking stage.	Executive Headteacher Heads of Schools
A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.	Executive Headteacher
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.	Subject Teacher
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.	Subject Teacher



Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up.	Subject Teacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.	Heads of Schools Exams Officer
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions. Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on WSAPC's network, access for candidates is restricted between formally supervised sessions.	Subject Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources. Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately. Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate.	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory. Where limits are for guidance only, candidates are discouraged from exceeding them. Candidates confirm/record any information provided to them on word or time limits is known and understood.	Subject Teacher
Collaboration and group work		

Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted. Awarding body guidance sought where this issue remains unresolved.	Subject Teacher
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work. Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments. Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments. The candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body.	Executive Headteacher
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments. Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments. Declaration is checked for signature before accepting the work of a candidate for formal assessment.	Subject Teacher
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the WSAPC's quality assurance procedures.	Executive Headteacher



Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment.	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring ensures subject teacher use of appropriate secure storage.	Executive Headteacher Exams officer
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.	Heads of Schools
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Internal processes and regular monitoring/internal audit by IT Manager ensures: • Access to this material is restricted. • Appropriate security safeguards are in place. • An effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained. • Any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it.	IT Manager
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate.	Subject Teacher



	If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	Subject Teacher
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work.	Exams Officer
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work.	Exams Officer
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed.	Executive Headteacher
A teacher marks the work of with whom they have a close relationship e.g., member of their family (which includes step-family, foster family and similar	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series.	Heads of Schools Exams Officer



close relationships) or close friends and their immediate family (e.g., son/daughter)	Marked work of said candidate is submitted for moderation whether part of the sample requested or not.	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension.	Subject Teacher
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates.	Subject Teacher
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. Records confirm candidates have been informed of their marks. Candidates are informed that these marks are subject to change through the awarding body's moderation process. Candidates are informed of their marks to the timescale identified in the WSAPC's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks. Through the candidate exam handbook, candidates are made aware of the WSAPC's internal appeals procedures and timescale for submitting an appeal/request for a review of the WSAPC's marking prior to the submission of marks to the awarding body.	Subject Teacher
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course.	Subject Teacher Exams Officer



	Candidates confirm/record deadlines known and understood. Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met. Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate.	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year. Reminders are issued through senior leaders/subject leads as deadlines approach. Records confirm deadlines known and understood by subject teachers. Where appropriate, internal disciplinary procedures are followed.	Heads of Schools
Subject teacher long term absence during the marking period	See WSAPC's Exam Contingency Plan Teaching staff extended absence.	

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