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Originator:	**Quality Development Manager**
Responsibility:	**Director of Quality Improvement**

This policy applies to all College activity including ESF contracts.

NON-EXAMINATION ASSESSMENTS POLICY

1 INTRODUCTION

1.1 The purpose of this policy is:

1.1.1 To ensure the planning and management of non-examination assessments is conducted efficiently and in the best interests of candidates.

1.1.2 To ensure the operation of an efficient process for the administration of non-examination assessments with clear guidelines for all relevant staff.

1.1.3 To ensure compliance with JCQ Instructions for conducting non-examination assessments in GCE and GCSE qualifications

1.2 It is the responsibility of everyone involved in the centre's non-examination assessment processes to read, understand and implement this policy.

1.3 Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

1.4 This policy applies specifically to GCE and GCSE qualifications.

Note, all other non-examination assessment regulations are detailed in individual awarding organisation specifications (for example: Pearson BTEC, City and Guilds, NCFE etc.) and assessment guidelines are covered within the College's Assessment Policy.

2 ROLES AND RESPONSIBILITIES

2.1 SENIOR LEADERSHIP TEAM

2.1.1 Accountable for the safe and secure conduct of non-examination assessments.

2.1.2 Ensure assessments comply with JCQ guidelines and awarding organisations subject-specific instructions.

2.2 DIRECTOR OF CURRICULUM (DOC) / PROGRAMME AREA MANAGERS (PAMs)

2.2.1 Decide on the awarding organisation and specification.

2.2.2 Set tasks in accordance with instructions and guidelines contained in the awarding organisation specification. Where appropriate, develop new assessment tasks or adapt sample awarding organisation assessment tasks to meet local circumstances, in line with the awarding organisation's specification and control requirements.

2.2.3 Ensure that individual teachers understand the requirements of the awarding organisation's specification, are familiar with the relevant teachers' notes, and any other subject specific instructions.

2.2.4 Ensure that individual teachers understand their responsibilities with regard to non-examination assessments.

2.2.5 Internally standardise the marking of all teachers involved in assessing an internally assessed component.

2.3 TEACHING STAFF

2.3.1 Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting non-examination assessments.

2.3.2 Understand and comply with the awarding organisation specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding organisation's website.

2.3.3 Provide a copy of the marking criteria for candidates to be able to understand assessment requirements.

2.3.4 Obtain confidential materials/tasks set by awarding organisations in sufficient time to prepare for the assessment(s) and ensure that such materials are always stored securely.

2.3.5 Supervise assessments (at the specified level of control), ensuring the tasks are undertaken within regulations, only permitting assistance to candidates as the specification allows.

2.3.6 Ensure that candidates and supervising tutors sign authentication forms on completion of an assessment.

2.3.7 Mark internally assessed components using the mark schemes provided by the awarding organisation. Submit marks to the awarding organisation by the published deadline, keeping a record of the marks awarded.

2.3.8 Retain candidates' work securely between assessment sessions (if more than one).

2.3.9 Post-completion, retain candidates' work securely until the closing date for enquiries about results. If an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.

2.3.10 Liaise with the Additional Learning Support Manager for any assistance required for the administration and management of previously approved access arrangements.

2.4 EXAMINATIONS DEPARTMENT

2.4.1 Distribute document: Information for candidates: non examination assessments to all appropriate DoC / PAMs at the beginning of each academic year. This document includes details of malpractice relating to plagiarism.

2.4.2 Where confidential materials are directly received by the exams office; to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.

2.4.3 In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the authorisation of the Director of Curriculum.

2.4.4 Ensure access arrangements have been applied for.

2.5 ADDITIONAL LEARNING SUPPORT MANAGER / LEARNING SUPPORT AND RESOURCES

2.5.1 Communicate with curriculum areas, teachers and the exams office providing information of support needs for individual candidates.

3 MANAGING NON-EXAMINATION ASSESSMENTS (GCE and GCSE)

3.1 Any confidential materials received from awarding organisations relating to non-examination assessments will be kept securely by the exams office until required by the Programme Area Manager / teacher.

3.2 Teachers will be issued with the current JCQ document Instructions for conducting non-examination assessments at the start of the academic year.

3.3 Candidates will be provided with a copy of the JCQ document: Information for candidates: non-examination assessments at the start of the academic year.

3.4 Tasks for non-examination assessments will be set in accordance with awarding organisation specifications and guidelines; care will be taken, particularly with regard to the different requirements for legacy and new specifications, to ensure the correct task is selected and given to candidates.

3.5 A copy of the marking criteria will be issued to candidates before any tasks are taken.

3.6 Tasks will be carried out as detailed in awarding organisation specifications and guidelines and in accordance with the instructions contained in the JCQ document Instructions for conducting non-examination assessments. Candidates will be made aware of their responsibility to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments; particularly in relation to referencing sources, setting out references and plagiarism.

3.7 Candidates will sign a declaration confirming that the work they submit for final assessment is their own unaided work and teachers will sign a declaration of authentication.

3.8 Internally assessed components will be marked in accordance with the marking criteria detailed in the relevant specification and associated subject specific documents and internal standardisation will be carried out.

3.9 Centre assessed marks will be submitted to the exams boards by the date required. Candidates' work required for moderation or external assessment will be dispatched in accordance with exam board regulations and any work not

required for moderation purposes will be stored securely until all possible post results services have been exhausted.

3.10 Any instances of malpractice identified in relation to controlled assessment will be dealt with in accordance with JCQ regulations as detailed in the JCQ booklet Suspected Malpractice in Examinations and Assessments. Any candidate wishing to appeal against an internal assessment decision will be referred to the College's Assessment Policy Students/Apprentices - Students Assessment Appeals procedure.

4   NON-EXAMINATION ASSESSMENT – RISK MANAGEMENT DOCUMENT

Risks and issues	Possible remedial action		Responsible Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities.	Plan/establish priorities well ahead of time.	Plan dates in consultation with college calendar.	PAM / Teacher
Accommodation			
Insufficient space/facilities in classrooms for candidates.	Careful planning ahead and booking of rooms/centre facilities.	Use more than one classroom or multiple sittings where necessary.	PAM / Teacher
Downloading Awarding organisation set tasks			
IT system unavailable on day of assessment.	Download tasks well ahead of scheduled assessment date in all cases.	Book IT Room well ahead and download tasks before scheduled date of assessment.	Teachers issued with Passwords - Examinations Office
Teachers unable to access task details.	Test secure access rights ahead of schedule every year and every session.	Ensure teachers have correct access rights for awarding organisation sites.	Examinations Office
Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Report loss to awarding organisation for replacement; download again.	Examinations Office
Absent Candidates			
Candidates absent for all or part of assessment.	Plan alternative session(s) for candidates.	Provide alternative date, where necessary apply for special consideration if appropriate.	PAM / Teacher
Candidates have a scheduling clash for exams or assessment.	Always consider candidate timetables well ahead of time.	Check before booking the date; provide an alternative date where necessary.	PAM / Teacher
Supervision			
Suitable supervisor has not been arranged for an assessment where Teachers are not supervising.	A suitable supervisor must be arranged for any non-examination assessment where a teacher is not supervising, in line with the awarding organisation specification.	Arrange last minute supervision if necessary.	PAM / Teacher
Risks and issues	Possible remedial action		Responsible Staff
	Forward planning	Action	
Task Setting			
Tutors/Assessors fail to correctly set tasks.	Ensure teachers understand the task setting arrangements as defined in the Awarding organisation specification.	Seek guidance from the awarding organisation.	DoC / PAM

Assessments have not been moderated as required in the awarding organisation specification.	Check specification and plan required moderation appropriately.	Seek guidance from the awarding organisation. Refer to the Quality Assurance Coach.	DoC / PAM
Security of Materials			
Assessment tasks not kept secure before assessment.	Ensure teachers understand importance of task security.	Request/obtain different assessment tasks.	PAM
Candidates' work not kept secure during or after assessment and report to the awarding organisation.	Define appropriate level of security for each curriculum area as necessary.	Take materials to secure storage.	PAM / Examinations Office
Insufficient or unsecure storage space.	Establish correct secure storage at the beginning of the academic year.	Find alternative spaces.	DoC / PAM
Deadlines			
Deadlines not met by candidates.	Ensure all candidates are briefed on deadlines/penalties for not meeting them.	Mark what candidates have produced by deadline and seek guidance from awarding organisation on further action.	Examinations Office
Deadlines for marking and/or paperwork not met by teachers.	Ensure teaching staff are given clear deadlines to complete marking/paperwork.	Seek guidance from awarding organisation.	DoC / PAM
Authentication			
Candidate fails to sign authentication form.	Ensure all candidates have authentication forms to sign and attach to work when it is completed.	Find candidate and ensure form is signed.	PAM / Teacher
Teachers fail to complete authentication forms or leave before completing authentication.	Ensure teaching staff understand importance of authentication forms and the requirement of a signature.	Return form to the teacher for signature. Ensure forms are signed as work is marked, not at end of the course.	PAM / Teacher
Marking			
Teachers interpret marking descriptions incorrectly.	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding organisation specification for appropriate procedure.	DoC / PAM
Centre does not run standardisation activity as required by the awarding organisation.	Plan against the requirements for standardisation for the awarding organisation. when and how this activity will be conducted.	Check with the awarding organisation whether a later standardisation event can be arranged.	DoC / PAM

5   LINKS TO OTHER COLLEGE POLICIES

5.1   This policy has made reference to both internal and external policies, procedures and documents, directly or by implication.

   5.1.1   External

   - In the first instance refer to JCQ: General and Vocational Qualification: General Regulations for Approved Centres 2022-23.

   5.1.2   Internal:

   - Malpractice Policy.
   - Employee Standards and Code of Conduct.

- Assessment Policy – Staff (includes Student Assessment Appeals Procedure).
- Assessment Policy – Students (includes Student Assessment Appeals Procedure).

6 COMMUNICATION AND REVIEW

6.1 This Policy will be reviewed every three years and published on the College website.