Non-examination assessment Policy

Last Review: November 2026
Next Review: By end of Autumn Term 2027
Committee: Teaching & Learning

This policy is reviewed annually to ensure compliance with current regulations

Teaching & Learning Committee	
Last Review	November 2026
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What does this policy affect?

This policy affects the delivery of all specifications which contain a component(s) of non-examination assessment, coursework and controlled assessment (where applicable).

Non examination assessments and Coursework measure subject-specific knowledge and skills that cannot be tested by timed written papers.The regulator's definition of an examination is very narrow and in effect any type of assessment that is not:

a. *Set by an awarding body;*
b. *Designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body; and*
c. *Taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment 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'."

[JCQ's *Instructions for conducting non-examination assessments*,]

This publication is further referred to in this policy as NEA

The Joint Council for Qualifications (JCQ) has also written instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres. (JCQ's **Instructions for conducting non-examination assessments (VTQs)**, "NEA VTQs")

There are Instructions for use in, Asdan qualifications, ELC, Cambridge Nationals and Project Qualifications. . (JCQ's Instructions for Conducting Coursework "ICC")

Purpose of the policy

This Policy confirms the JCQ requirement that JCoSS has in place for inspection a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated with reference to the JCQ documents *Instructions for conducting coursework* and *Instructions for conducting non-examination assessments.*

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

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*
- *detail how candidates' work will be authenticated*

Each year, as part of the annual declaration, the head of centre must confirm that a policy regarding the management of non-examination assessments is in place which is reviewed and updated annually by a member of the senior leadership team and communicated within the centre.

[NEA 1]

What are non-examination assessments?

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. [GCE/GCSE]

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]
- (Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. (NEA VTQs)

What is coursework? Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many forms.

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessments, controlled assessments (where applicable) and coursework.

The basic principles

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 version of NEA, NEA VTQs and ICC.
- Ensures that the centre's policy is robust and fit for purpose and covers all types of non-examination assessments.
- Ensures the centre's internal appeals procedure 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. (Please see Appendix A: Internal Appeals Procedure).

Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA, NEA VTQs, ICC and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA, NEA VTQs ICCand relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier 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,NEA VTQs and ICC
- Where instructions 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 for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams officer

- Signposts updated JCQ NEA, NEA VTQs and ICC documents to relevant centre staff
- Ensures that students are made aware of this Policy by uploading it on Moodle and a letter sent to parents confirming the appeals procedure.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- 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
- Checks that the tasks being set and approach being taken are appropriate and in line with the awarding body's specification as well as ethical standards and the centre's safeguarding responsibilities
- Ensures that all candidates have read the JCQ document *Information for candidates – non-examination assessments*, *Information for candidates – coursework assessments* (where applicable) and the *Candidate declaration* prior to beginning their work
- Ensures candidates do not sign the declaration until they have completed their work and handed it in for final assessment

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
- Ensures the correct task is issued to candidates.

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
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates understand what they need to do to comply with the regulations for non-examination assessments outlined in the JCQ documents Information for candidates - non-examination assessments and Information for candidates - social media
- Ensures candidates:

understand that information from all sources must be referenced including the use of AI and the sources resulting in the AI-generated content receive guidance on setting out references and are made aware of the centre's policy on the use of AI

c. are aware that they must not plagiarise other material including AI-generated content

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 candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- 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

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
- Ensures candidates understand they must not copy such material and claim it as their own work and that any source material must be appropriately credited and referenced
- Refers to the JCQ document AI Use in Assessments/Your role in Protecting the Integrity of Qualifications (http://www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator. By referencing this document and the centre's Malpractice Policy, 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. The record must include all the sources used, including books, websites, audio-visual resources and AI tools)
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged including where AI is used
- Refers to the following JCQ documents to ensure their own understanding in protecting the integrity of qualifications, and preventing AI misuse and plagiarism in assessments:
    - AI Use in Assessments: Your role in protecting the integrity of qualifications
    - Preventing AI Misuse in Assessments - A summary for teachers
    - AI and Assessments: A quick guide poster for students
    - Plagiarism in Assessments

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and/or word limits.

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-how candidates work is authenticated

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 and ensures that this takes place as soon as the candidate has completed the assessment
    - signs the teacher declaration of authentication confirming the requirements have been me

- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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, NEA VTQs or ICC and informs the exams officer or the Deputy Headteacher with responsibility for Exams.
- 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

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in NEA, NEA VTQs or ICC unless the awarding body's specification gives different subject-specific instructions.
- Ensures candidates' work for assessment is in English, as specified by the awarding body and AI translation tools are not used to generate work for assessment
- 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

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
- Follows secure storage instructions as defined in 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 the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- 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 (the JCQ document Information for Candidates-social media should be brought to the attention of candidates in the Candidates Exam Handbook)
- 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
- 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

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Considers the contingency of candidates' work being backed up on two separate devices, including one off-site back up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

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

Exams officer

- Arranges timetabling, rooming and invigilation where and if 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, in accordance with ICE

Submission of work

Subject teacher

Pays close attention to the completion of the attendance register, if applicable. **Exams officer**

- Provides the attendance register to the subject teacher where applicable
- 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
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)

- Where this cannot be avoided, ensures the conflict of interest is declared to the relevant awarding body before the published deadline for entries for each examination series and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject head/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 centre'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/marking process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work reviews all the work in its entirety and determines the mark it warrants using their own professional judgement, regardless of the outcomes of an AI tool, remaining responsible for the mark/grade awarded
- 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 set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Subject Head/Lead

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, 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
- 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

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
- Where responsible for marks input, 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 awarding body moderator by the external deadline, keeping a record of the work submitted or 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
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

Exams officer

- Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, 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/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 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
- Through the subject teacher, 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
- Through the subject teacher, submits any supporting documentation required by the awarding body

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
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

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
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Subject head/lead

- Checks any moderator reports/feedback forms and ensures that any remedial action, if necessary, is undertaken before the next examination series
- Checks the final moderated marks when issued to the centre when the results are published

Exams officer

- Accesses or signposts any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCo/Deputy SENCo/ Access Arrangements Co-Ordinator to ensure any access arrangements for eligible candidates are applied to assessments

SENCo/Deputy SENCo/Access Arrangements Co-Ordinator

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills
- 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, where required, has been obtained prior to assessments taking place
- 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 (which may include medically certified illness, loss of an immediate family member etc) where a candidate
    - is absent
    - produces a reduced quantity of work
    - work has been lost
- 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/directs relevant staff to the JCQ document *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- 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 immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document *Suspected Malpractice: Policies and Procedures*
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself (as set out in JCoSS Staff and Students Exam and Assessments Malpractice Policy)

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments and (where applicable) Information for candidates-coursework assessments*

- Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ document *Suspected Malpractice: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidate's documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post Results services

Head of centre

- Is familiar with the JCQ document: Post-Results Services.
- Ensures the centre's *internal appeals procedures* (Appendix A) clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of 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 a review of moderation to the internal deadline

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document *Post Results Services* (Information and guidance to centres)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent for all Enquiries Against Results applications

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

Head of centre

- Returns the 'Head of Centre declaration' at the time 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 the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- 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 JCQ/awarding body requirements/instructions in relation to the endorsement are known and understood and followed
- 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/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

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

Head of centre

- Returns an online 'Head of Centre declaration' at the time 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 head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- 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

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

Candidate declaration

Subject teacher

- Ensures candidates read and understand the *Notice to Candidates* within the declaration form and understand what they will be declaring when signing
- Before signing the *Teacher declaration* within the form, ensures they have read and understood the guidance produced by JCQ on authenticating candidates' work, marking candidates' work and internal standardisation (ensuring they are familiar with the candidate's general standard of work)

Keeps a copy of the Candidate declaration 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, as this may be subject to inspection by the awarding body and/or a JCQ Centre Inspector

APPENDIX A

JCoSS Internal appeals procedures

These procedures are reviewed annually to ensure compliance with current regulations

Date of next review	November 2027

Purpose of the procedure

This procedure confirms JCoSS's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z, 5.8) that the centre will:

- have in place for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration(with reference to the JCQ document *A guide to the awarding organisations' appeals processes*)Draw to the attention of candidates and their parents/carers their written internal appeals procedure which will cover appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support an application for clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration Centre decisions relating to other administrative issues

Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms JCoSS's compliance with JCQ's *General Regulations for Approved Centres sections 5.7* that the centre has in place for inspection a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body.

Certain qualifications contain components/units of non-examination assessment and/or coursework which are internally assessed (marked) by centres and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2025 exam series) which may be subject to change

Date	Qualification	Details
07/05/2027	GCSE	Final date for submission of coursework marks (unless advised of a different date)
15/05/2027	GCE	Final date for submission of coursework marks (unless advised of a different date)

JCoSS is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and associated subject-specific documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill who have been trained in this activity and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker. JCoSS is committed to ensuring that work produced by candidates is authenticated in line with the

requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistent of marking.

On being informed of their centre assessed marks, if a candidate believes that the assessor has not properly applied the mark scheme to their marking or if the above procedures were not followed in relation to the marking of their work, then they may make use of this appeals procedure below to consider whether to request a review of the centre's marking.

JCoSS will

1. ensure that candidates are informed of their centre assessed marks so that they can request a review of the centre's marking before final marks are submitted to the awarding body. Candidates must request a review of marking within 3 calendar days of receiving their mark, unless otherwise advised. Requests after this deadline will not be considered.

2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
3. inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to help them decide whether to request a review of the centre's marking of the assessment.

4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within 2 working days.

5. Inform candidates that they will not be allowed access to original assessment material unless supervised.

6. provide candidates with a further 2 working days following receipt by candidates of the copies of the materials, to allow them to review them and reach a decision.

7. Requests for reviews of marking **must** be made in writing to the Head of Department for the subject being appealed within 2 working days of receiving copies of the requested materials using the JCoSS Internal Appeals Form (Appendix 1). Candidates must explain on what grounds they wish to request a review. The fee of £50 is to be paid by transfer into JCoSS bank account. A copy of the request for a review of marking should be handed to the Exams Officer at the same time that payment is made. Requests will not be accepted after this deadline.

8. allow 14 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for submission of marks.

9. ensure that the review of marking is carried out by an assessor who has appropriate competence and has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review

10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

11. The candidate will be informed in writing of the outcome of the review of the centre's marking.

12. The outcome of the review of the centre's marking will be made known to the Exams Officer and will be logged as an appeal. A written record will be kept and made available to the awarding body upon request (Appendix 2).

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of JCoSS and is not covered by this procedure.

1. Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ Information for candidates documents (Coursework, Non-examination assessments, Social media, AI) which are distributed to all candidates prior to relevant assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work), inform candidates of the things they must and must not do when they are completing their work.

JCoSS ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice..

Malpractice by a candidate relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including A1 misuse) and/or false declaration of authentication) discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, JCoSS will:

- Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (*Instructions for conducting non-examination assessments*/*Instructions for conducting coursework*) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to **not** accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

- The candidate must submit a written request to the Deputy Headteacher with responsibility for exams, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted

The appellant will be informed of the outcome of the appeal within 5 calendar/working days of the appeal being received and logged by the centre.

2 Appeals relating to centre's decision not to support an application for a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms JCoSS compliance with JCQ's *General Regulations for Approved Centres, section 5.13* that the centre has in place *"a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical check, a review of marking, a review of moderation or an appeal..."*

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also informed of the arrangements for post-results services **prior to the issue of results** and the accessibility of senior members of centre staff immediately after the publication of results by the Exams Officer.

If the centre or a candidate (or their parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested.

The JCQ post results services currently available:

Reviews of Results

- Service 1 – clerical re-check
- Service 2 – review of marking

Priority Service 2 (Review of Marking) This service is only available for externally assessed components of GCE A-level specifications and Level 3 Cambridge Technical qualifications

Service 3 – review of moderation (this service is not available to an individual candidate or the work of candidates not in the original sample)

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Written candidate consent (informed consent via candidate email is acceptable) and the fee is required in all cases before a RoR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results. Written candidate consent is also required for access to scripts requests.

If a concern is raised about a particular examination result, candidates and parents should complete the relevant form provided by the Exams Officer and return it to school with the appropriate fee by the deadline provided by the centre ("the Deadline Date").

Where the centre does not uphold a request from a candidate, the candidate may still proceed with the RoR but all costs involved will be made by the candidate at the time the RoR is made. No RoRs will be made until fees are paid. Requests must be made in person to the Exams Officer before the Deadline Date.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-*

Results Services and *JCQ Appeals Booklet* (*A guide to the awarding bodies' appeals processes*) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or their parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre within 7 days of receiving the outcome of the review of results, as any appeals must be submitted to the Awarding Body within 30 calendar days of the Awarding Body issuing the outcome of the results process . Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the candidate (or parent/carer) before the preliminary appeal is submitted to the awarding body (fees information will be available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre. In all cases, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

3 . Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms JCoss's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z) that the centre will:

- have in place for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

JcoSS will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, JCoSS:

- recognises its duty to explore and provide access to suitable courses, submit applications for reasonable adjustments through the access arrangements process and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

Special consideration

Where JCoSS has appropriate evidence authorised by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate who is affected by adverse circumstances beyond their control when the issue or event has had, or is reasonably likely to have

had, a material effect on the candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include JCoSS's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

a. Where JCoSS makes a decision in relation to the access arrangement(s) or reasonable adjustment(s) that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- Any appeal against the Centre decision should be sent in writing to the SENCo in the first instance within 7 days of the date of the decision being sent to the student/parent/carer and then if the decision is still not accepted a further appeal should be sent in writing to the Deputy Head for Inclusion. A further appeal can be made to the Head of Centre. A final appeal to the Governors can be made.

b. Where JCoSS makes a decision in relation to special consideration that applies to a candidate:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- Any appeal against the Centre decision should be sent in writing to the Head of Centre within 7 days of the date of the decision being sent to the student/parent/carer. A final appeal to the Governors can be made

To determine the outcome of the appeal, at each stage the relevant member of staff will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 14 days of the appeal being received.

If the appeal is upheld, JCoSS will proceed to implement the necessary arrangements/submit the necessary application.

This procedure is informed by the JCQ publications A guide to the awarding bodies' appeals processes (Suspected Malpractice: Policies and Procedures , General Regulations for Approved Centres, Access Arrangements and Reasonable Adjustments , Post Results Services, and A guide to the special consideration process

Appendix 1

Internal appeals form for Non-Examination Assessments

FOR CENTRE USE ONLY	
Date received	

Please fill in this form if you wish to Appeal against an internal assessment decision and hand it to the Head of Department for the subject you are appealing.

Please note that grounds for appeal can only include:

1. **Query of application of Assessment Objectives (mark scheme);**
2. **If you believe that you have been given a mark in the wrong band;**
3. **The school procedures were not followed correctly**

Please note that marks can go down as well as up.

The final reassessed mark will be the mark submitted to the Exam Board.

The fee for each request for an Internal Appeal is £50 to be paid by bank transfer (details supplied on request) . A copy of this form is to be given to the Exams Officer in C108d. No Appeal will be conducted without the fee and this signed form.

Name of appellant		**Candidate name** if different to appellant	
Awarding body		**Exam paper code**	
Subject		**Exam paper title**	
Please state the grounds for your appeal below			
Appellant signature:		Date of signature:	

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

Appendix 2

Appeals log

On receipt, all appeals will be logged.

The outcome of any reviews of the centre's marking will be made known to the Exams Officer. A written record will be kept and made available to the awarding body upon request.

Ref No.	Date received	Appellant name	Outcome	Outcome date

Further guidance to inform and implement appeals

JCQ publications

- General Regulations for Approved Centres
    - https://www.jcq.org.uk/exams-office/general-regulations
- Post-Results Services
    - https://www.jcq.org.uk/exams-office/post-results-services
- A guide to the awarding bodies' appeals processes
    - https://www.jcq.org.uk/exams-results-data/appeals
- Notice to Centres - Reviews of marking (centre assessed marks) https://www.jcq.org.uk/exams-office/coursework-nea
- Access Arrangements and Reasonable Adjustments
    - https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable adjustments A guide to the special consideration process
      https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable adjustments

Ofqual regulations

- GCSE (9 to 1) qualification-level conditions and requirements https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions
- GCE qualification-level conditions and requirements https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements