



# Non-Examination Assessment

(including controlled  
assessment & coursework)

## POLICY

Rednock School

Where everyone matters



**Date of Ratification:**

October 2025

**Date of Review:**

October 2026

**Responsibility of:**

Assistant Headteacher

# Non-Examination Assessment

KEY STAFF INVOLVED IN THE PLAN .....	2
WHAT DOES THIS POLICY AFFECT? .....	2
PURPOSE OF THE POLICY .....	2
WHAT ARE NON-EXAMINATION ASSESSMENTS? .....	3
WHAT IS COURSEWORK? .....	3
<b>PROCEDURES FOR PLANNING AND MANAGING NON-EXAMINATION ASSESSMENTS</b>	
<b>IDENTIFYING STAFF ROLES AND RESPONSIBILITIES .....</b>	<b>3</b>
The basic principles .....	3
Task setting .....	4
Issuing of tasks .....	5
Task taking .....	5
Advice and feedback .....	5
Resources .....	5
Word and time limits .....	6
Collaboration and group work .....	6
Authentication procedures – how candidates’ work is authenticated .....	6
Presentation of work .....	7
Keeping materials secure .....	7
Task marking – externally assessed components .....	8
Submission of work .....	8
Task marking – internally assessed components .....	8
Internal standardisation .....	9
Submission of marks and work for moderation .....	9
Storage and retention of work after submission of marks .....	10

<b>External moderation – feedback.....</b>	<b>10</b>
<b>Access arrangements and Reasonable Adjustments .....</b>	<b>11</b>
<b>Special consideration and loss of work .....</b>	<b>11</b>
<b>Malpractice .....</b>	<b>11</b>
<b>Post-results services.....</b>	<b>12</b>
<b>Practical Skills Endorsement for the A Level Sciences designed for use in England.....</b>	<b>13</b>
<b>Spoken Language Endorsement for GCSE English Language specifications designed for use in England .....</b>	<b>14</b>
<b>Private candidates .....</b>	<b>14</b>

## Key staff involved in the plan

Role	Name(s)
Head of centre	Mr Mike Stratford
Senior leader(s)	Mr Ben Cheeseman Dr Sharron Cunningham Mrs Kerala Cole Mr Michael Merriman Mr Steve White Mrs Demelza Barker Mrs Vicky Wytchard Mrs Becky Redman
SENCo	Miss Samantha Chinnock
Exams officer	Mrs Sue Sellar

## What does this policy affect?

This policy affects the delivery of specifications with one or more components of non-examination assessment, controlled assessment or coursework.

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified 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, and
- 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)

'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**, (GCE & GCSE) Foreword). This publication is further referred to in this policy as [NEA](#)

The Joint Council for Qualifications has written instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for Vocational and Technical Qualifications in examination centres - JCQ's **Instructions for conducting non-examination assessments in VTQs**. This document is further referred to in this policy as [NEA VTQs](#)

Instructions for use in AQA Applied General qualifications, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications and be found in JCQ's **Instructions for conducting coursework**. This document is further referred to in this policy as [ICC](#)

## Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities for non-examination assessments*
- *manage risks associated with non-examination assessments*

[[NEA 1](#)]

## What are non-examination assessments?

**GCE and GCSE** - 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.

**VTQs** - 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 1](#))

## What is coursework?

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms. ([ICC 1](#))

## 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 assessment (where applicable) and coursework.

### The basic principles

#### Head of centre

- Returns an online 'Head of Centre declaration' at the time 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 fit for purpose
- Ensures the centre'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

**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

**Head of Department/Subject Lead**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#), [NEA VTQs](#), [ICC](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Ensures appropriate templates for non-examination assessments are used by teachers and candidates to record relevant information given to candidates by subject teachers, that these are understood and that candidates keep a detailed record of their own research, planning, resources etc.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers and that these are in line with awarding body criteria
- 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) by the internal deadline for entries

**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

**Exams officer**

- Signposts the annually updated JCQ publication [NEA](#), [NEA VTQs](#) and [ICC](#) documents to relevant centre 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**

- 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
- Will ensure that where candidates are taking non-examination assessments, they will check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities, etc

## Issuing of tasks

### Head of Department/Subject Lead

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates

### Subject Teacher

- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures that the correct task is issued to candidate

## Task taking

### Supervision

#### Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents [Information for candidates](#)
- 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

## 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
- Allow 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
- Refers to the JCQ document *AI Use in Assessments: 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 augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

## **Word and time limits**

### **Subject teacher**

Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and 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 met.
- Keeps signed candidate declarations 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
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the senior leadership team
- 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

- Obtains informed consent at the beginning of the course from parents or /carers if videos, or photographs or /images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#), [NEA VTQs](#) and [ICC](#) 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

## 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 all possible post-results services have been exhausted.
- 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 (Reminds candidates of the contents of the JCQ document Information for candidates – Social Media)
- 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

### IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- 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**

### **Head of Department/Subject Lead**

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

### **Exams officer**

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

## **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 enquiries about 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 possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

#### **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/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 to the timescale 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**

#### **Head of Department/Subject 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

#### **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

### **Submission of marks and work for moderation**

#### **Head of Department/Subject Lead**

- Provides marks to the exams officer to the internal 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
- Provides the moderation sample to the exams officer to the internal deadline
- 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
- 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
- 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 Head of Department/Subject Lead, 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

**Storage and retention of work after submission of marks****Head of Department/Subject Lead**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a 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 – feedback****Head of Department/Subject Lead**

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

**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**

#### **Exams Officer, Head of Department/Subject Lead and Subject teacher**

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

#### **Special educational needs coordinator (SENCo) & Specialist Support Teachers**

- *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**

#### **Head of Department/Subject Lead and Subject teacher**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
- is absent
- produces a reduced quantity of work
- work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

#### **Exams officer**

- Refers to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body (AQA and Cambridge OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using Centre Services or Interchange as appropriate)

### **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 that any irregularity identified by the centre before the candidate has signed the authentication statement (where required) is 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 material has been breached, the breach must be reported to the awarding body.
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment 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

**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 candidates' 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 publication [Post-Results Services](#)
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a clerical check, a review of marking, a review of moderation or an appeal

**Head of Department/Subject Lead**

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

**Subject teacher**

- Provides advice and guidance to candidates on their results and the post-results services available

- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline

**Exams officer**

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ publication [Post Results Services \(Information and guidance to centres...\)](#)
- 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

**Practical Skills Endorsement for the A Level Sciences 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, 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

**Head of Department/Subject Lead**

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

**Exams officer**

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- 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, 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 Spoken Language endorsement

### **Head of Department/Subject Lead**

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

### **Private candidates**

#### **Subject head/lead**

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification.