



# Non-examination assessment policy

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## **1. What does this policy affect?**

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

## **2. 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 with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

## **3. What are non-examination assessments?**

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

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

- *task setting;*
- *task taking;*
- *task marking.”*

## **4. Roles & Responsibilities**

### **Head of centre**

- Returns a declaration (managed as part of the NCN annual update) to confirm awareness of the latest version of NEA.

### **Senior Leadership Team**

- Ensures the centre’s non-examination assessment policy is fit for purpose
- Ensures the centre has an internal appeals procedures

### **Quality assurance (QA) lead/Lead internal verifier**

- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

### **Head of Faculty/Subject**

- Ensures the conduct of the non examination assessment comply with the awarding bodies instruction
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process

- Puts in place appropriate procedures to internally standardise/verify the marks awarded by subject teachers
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Ensures the correct task is used by teachers.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensuring the materials are stored securely at all times
- Provides the exams officer is provided with relevant entry codes for subjects

### **Subject teacher**

- Understands and complies with the general instructions provided by the awarding body
- Marks internally assessed work to the criteria provided by the awarding body

### **Exams officer**

- Signposts JCQ NEA guidance to relevant staff
- Supporting the administration of non-examination assessment

### **5. Task setting**

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of faculty/teachers will:

- Selects tasks from a choice provided by the awarding body
- Make candidates aware of the criteria used to assess their work

### **6. Issuing of tasks**

#### **Subject Teacher**

- Identifies date(s) when tasks should be taken.
- Ensures the correct task is given to candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

### **7. Supervision**

#### **Subject teacher**

- Checks and ensures that tasks are carried out under the correct conditions stated by the awarding body with sufficient supervision
- 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 and comply with the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media

## **8. Advice and feedback**

### **Subject teacher**

- Advises candidates on relevant aspects before candidates begin working on a task
- Provides oral and written advice at a general level to candidates if permitted by awarding body
- Will not provide writing frames, model answers to the task task (outlines, paragraph headings/section headings)
- Allow an opportunity to candidates to revise and re-draft work after advice has been given at a general level
- Keep records of any assistance given beyond general advice and takes it into account in the marking
- Ensures when work has been assessed, candidates are not allowed to revise it

## **9. Resources**

### **Subject teacher**

- Checks awarding body specification to find out if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- 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

## **10. Word and time limits**

### **Subject teacher**

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

## **11. 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 each candidate produces their own account of the assessment
- Assesses the work of each candidate individually

## **12. Authentication**

### **Subject teacher**

- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- Signs the teacher declaration of authentication confirming the requirements have been met

- Keeps signed candidate declarations on file until the appeal deadline/malpractice investigation has passed
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

### **13. Presentation of work**

#### **Subject teacher**

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Obtain consent form parents/carers if videos, photographs will be included as evidence of participation
- 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

### **14. Keeping materials secure**

#### **Subject teacher**

- Keeps students work is stored securely
- Follows secure storage instructions as defined in NEA
- 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 an enquiry has been given.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

#### **IT Manager**

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

### **15. Conduct of externally assessed work**

#### **Head of Faculty/Subject**

- Liaises with the Visiting Examiner if applicable for any externally assessed component

### **Exams officer**

- Arranges 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*

## **16. Submission of work**

### **Exams officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the register for any externally assessed component is completed correctly and keep copies
- Ensures the completed attendance register accompanies the work
- Packages the work as required by the awarding body
- Despatches the work to the awarding body's instructions by the required deadline

## **17. Task marking – internally assessed components - Marking and annotation**

### **SLT/Head of Faculty/Subject**

- Sets timescale for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for them to decide whether to appeal before marks are submitted to the awarding body

### **Subject teacher**

- Accesses relevant training/updates to ensure they are aware of the marking process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of marks in a timely manner to enable an internal appeal to be submitted and the outcome known before final marks are submitted to the awarding bod

## **18. Internal standardisation**

### **Subject Leader**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required



- Keeps candidates work secure until after the closing date for review of results, or until any appeal, malpractice has been completed

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

### **Subject teacher**

- 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
- 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

## **20. Storage and retention of work after submission of marks**

### **Subject teacher**

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

### **Exams officer**

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

## **21. External moderation - feedback**

### **Subject head/lead**

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

### **Exams officer**

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

## **22. Access arrangements and reasonable adjustments**

### **Subject teacher**

- Works with the SENCo/Head of Learning Support to ensure any access arrangements for eligible candidates are applied to assessments

### **Special educational needs coordinator (SENCo)**

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non examination assessments
- 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

## **23. Special consideration**

### **Subject teacher**

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

### **Exams officer**

- 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

## **24. Malpractice**

### **Head of centre**

- Understands the responsibility to report any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff to the awarding body
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

### **Subject teacher**

- Is aware of the JCQ *Notice to Centres - Sharing NEA materials and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments and Social Media*.
- Reports any alleged, suspected malpractice to the head of centre

### **Exams officer**

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to relevant staff
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

## **25. Post Results Service**

### **Head of centre**

- Is familiar with the JCQ Post Results Service

### **SLT**

- Are familiar with the JCQ Post Results Service

### **Head of Faculty/Subject**

- 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**

- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

## **26. Spoken Language Endorsement for GCSE English Language specifications designed for use in England**

### **Head of centre**

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

### **Head of Faculty**

- 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 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

## **27. Private Candidates**

- 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

## Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date  Awarding body contacted to request direct email of task details	RM/EO
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Teachers to access training information, practice materials etc.  Departmental meetings  Samples assessment criteria to be made available	HOF/HOS
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates  Records confirm all candidates understand the marking criteria	HOF/Subject Teachers
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	HOF/HOS
<b>Issuing of tasks</b>		
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Gain consent from student/parent/carer Ensures the candidate's presentation does not form part of the sample which will be recorded  Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Safeguarding Lead/Data Protection Officer/EO
Awarding body set task not issued to candidates on time	Release date of material to be checked and noted at the start of the academic year  Set task accessed well in advance to allow time for planning, resourcing and teaching	HOS

The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates  Awarding body guidance sought where this issue remains unresolved	HOF/HOS/EO
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	SLT/HOF/HOS
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	SLT/HOF/HOS
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course  Staggered sessions arranged where IT facilities insufficient for number of candidates	HOF/HOS/Cover Manager
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ Instructions for conducting NEA and awarding bodies instructions in relation to the supervision of candidates  Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	HOF/HOS
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments are followed  An internal investigation and where appropriate internal disciplinary procedures are followed	HOF/HOS/EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process	SENCO/EO

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

	<p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	HOS/Subject Teachers
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	EO
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate	EO
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	HOS/Subject Teachers
A candidate fails to acknowledge sources on work that is submitted for assessment	<p>Candidate's detailed record of their own research, is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p>	HOS/Subject Teachers



	Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	Where limits are for guidance only, candidates are discouraged from exceeding them  Candidates confirm/record any information provided to them on word or time limits is known and understood	HOS/Subject Teachers
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	Confirm the awarding body specification has been checked to determine if group work is permitted  Awarding body guidance sought where this issue remains unresolved	HOS/EO
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	Confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work  Confirmation that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments  The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	HOS//SLT/EO/Subject Teachers
Candidate does not sign their authentication statement/declaration	Confirmation that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments  Assessments declaration is checked for signature before accepting the work of a candidate for formal assessment	HOS/Subject Teachers
Subject teacher not available to sign authentication forms	Head of Subject to have a process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	HOF/HOS

<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	HOD/Subject Teachers
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Confirmation that subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	HOS/Subject Teachers
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course  Alternative secure storage sourced where required	HOF/HOS
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	EO
<b>Task marking – internally assessed components</b>		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment	HOF/Subject Teachers

	criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for unforeseen reason	Check JCQ publication A guide to the special consideration process to determine eligibility and the process to be followed for shortfall in work	EO
The work of a candidate is lost or damaged	Check the JCQ publication A guide to the Special Consideration process to determine eligibility and the process to be followed for lost or damaged work	EO
Candidate malpractice is discovered	Candidates are given the JCQ documents Information for candidates - non examination assessments and Information for candidates.  Instructions and processes in the current JCQ publication Instructions are followed  Appropriate internal disciplinary procedures are also followed	HOC/SLT/EO/HOS
A teacher assesses the work of a candidate with whom they have a close personal relationship	A conflict of interest is declared by informing the awarding body  Marked work of student submitted for moderation whether part of the sample requested or not	Head of Centre
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted  Check JCQ publication A guide to the special Consideration process to determine eligibility	HOF/EO
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance  Check JCQ publication A guide to the special consideration process	SLT/EO
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body  Candidates are informed that these marks are subject to change through the awarding body's moderation process	SLT/EO

	<p>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Confirmation that deadlines are understood by candidates at the start of the course</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p>	<p>HOS/EO</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p>	<p>SLT/HOF/HOS/Subject Teachers</p>
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's exam contingency plan</p>	<p>SLT/HOF/HOS</p>
<p>Centre staff malpractice</p>	<p>Centre staff are familiar with and follow the current JCQ publication Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates work</p>	<p>SLT/HOF/HOS/Subject Teachers</p>