



# Non-examination Assessment Policy 2018/2019

This policy is reviewed annually to ensure compliance with current regulations.

	<b>TO BE REVIEWED BY GOVERNORS' CURRICULUM COMMITTEE</b>
Reviewed in	May 2019
Governor Name	John Andrews
Governor Signature	<i>J S Andrews</i>
Next Review	July 2019

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### Key staff involved in the conduct of non-examination assessments

<b>Role</b>	<b>Name</b>
Head of Centre	Anne Gregory
Quality Assurance Lead	Amy Lidbury
SLT Member(s)	Jill Walton, Hilary Foster, Harriet Hurdley-Lees, Chris Dakin, Jon Hunt
SENCo	Nic Coton
Exams Officer	Val Molloy
Exams Assistant	Amrita Ruprai

### Subject Area Quality Management

<b>Subject lead</b>	<b>Name</b>
Fine Art	Roz Popper
Product Design (3D)	Roz Popper
Graphic Communication	Roz Popper
Photography	Roz Popper
Textiles	Roz Popper
Food Technology	Aimee Hammonds
Biology	Dane Austin
Chemistry	Nick Plumtree
Physics	Dipa Vaghela
Computer Science	Nawaz Jamal
Drama	Terry Grego
English Literature and English Language & Literature	Laura Pennifold
English Spoken Language	Laura Pennifold
Film Studies	Laura Pennifold
Media Studies	Andrew Parker
Geography	John Van Wyk
History	Marcus Pailing
PE	Simon McGeehan

## Definition of NEA

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

*The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' 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'.*

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword]

This publication is further referred to in this policy as NEA.

## Timeline of Submissions

NEA	Completion window	TCOLC submission deadline	Return to students	Internal Appeals window	Submission of marks to examining body
GCSE Fine Art, Product Design, Graphic Communication, Textiles	C1: December 2016 - December 2018 C2: January 2019- April 2019	April 2019	20 <sup>th</sup> May 2019	21 <sup>st</sup> – 28 May 2019	31 <sup>st</sup> May 2019
GCSE Food Technology	NEA 1: 4 <sup>th</sup> September – October 31 <sup>st</sup> 2018 NEA 2: 4 <sup>th</sup> November – April 30 <sup>th</sup> 2019	October 31 <sup>st</sup> 2018 April 30 <sup>th</sup> 2019	29 <sup>th</sup> April 2019 7 <sup>th</sup> May 2019	30 <sup>th</sup> April – 7 <sup>th</sup> May 2019 8 <sup>th</sup> – 15 <sup>th</sup> May 2019	31 <sup>st</sup> May 2019
GCE Fine Art, Graphic Communication, Textiles, Photography	C1: November 2017 – January 2018 C2: 1 <sup>st</sup> February 2019 – 6 <sup>th</sup> May 2019	January 2018 6 <sup>th</sup> May 2019	21 <sup>st</sup> May 2019	22 <sup>nd</sup> – 29 <sup>th</sup> May 2019	31 <sup>st</sup> May 2019
GCE Biology, Chemistry, Physics – practical endorsements	On-going	On-going	Within a week		February 2019
GCSE Computer Science	September 2018 – January 2019	January 2019	Within two weeks		No marks requested but sample due – 15 <sup>th</sup> May 2019
GCE Computing	September 2018 – January 2019	April 2019	Within two weeks	1 <sup>st</sup> – 8 <sup>th</sup> May 2019	15 <sup>th</sup> May 2019
GCSE Drama	March 2018 – June 2018	March 2019	April 2019	1 <sup>st</sup> May 2019 – 7 <sup>th</sup> May 2019	15 <sup>th</sup> May 2019
English Spoken Language	June 2017 – January 2019	April 5 <sup>th</sup> 2019	Same day	From marks until April 30 <sup>th</sup> 2019	7 <sup>th</sup> May 2019
GCE English Literature	October 2018 – January 2019	February 2019	20 <sup>th</sup> March 2019	21 <sup>st</sup> – 29 <sup>th</sup> March 2019	15 <sup>th</sup> May 2019
GCE English Language & Literature	July 2018 – December 2018	February 2019	End of February 2019	1 <sup>st</sup> – 15 <sup>th</sup> March 2019	15 <sup>th</sup> May 2019
GCSE Media Studies	April 2018 – September 2018	December 2018	1 <sup>st</sup> April 2019	1 <sup>st</sup> – 5 <sup>th</sup> April	5 <sup>th</sup> May 2019
GCE Media Studies	April 2018 – September 2018	October 2018	1 <sup>st</sup> May 2019	1 <sup>st</sup> – 8 <sup>th</sup> May	15 <sup>th</sup> May 2019
GCE Geography	June 2019 – December 2018	February 2019	February 2019	1 <sup>st</sup> – 15 <sup>th</sup> March	15 <sup>th</sup> May 2019
GCE History	May 2018 – January 2019	February 2019	February 2019	1 <sup>st</sup> – 15 <sup>th</sup> March	15 <sup>th</sup> May 2019
GCSE PE	February 2018 – October 2018	October 2018	January 2019	1 <sup>st</sup> February 2019 – 1 <sup>st</sup> March 2019	31 <sup>st</sup> March 2019

## Staff roles and responsibilities

### Head of Centre

- Provides a signed declaration 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
- Ensures the centre's *non-examination assessment 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 and awarding body subject-specific instructions
- Ensure assessment schedules are recorded on the college calendar by the start of the academic year

### Quality assurance lead/ Lead internal verifier

- Confirms with curriculum leaders/ subject leads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/ verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised handbooks are issued to students with relevant information that is understood by candidates

### Curriculum Leader (or subject lead)

- Ensures subject teachers understand their roles and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct on non-examination assessments (including endorsements)
- Works with the QA lead to ensure appropriate procedures are followed to internally standardise the marks awarded by subject teachers
- Plans and implement an assessment timetable to ensure a clear timeline, in line with JCQ practices
- Liaises with the exams officer to ensure submission of work processes are followed including providing relevant entry codes for subjects

### SENCo (Special Educational Needs Coordinator)

- Works closely with the subject teachers to ensure appropriate access arrangements are in place where required

### Subject teacher

- Creates and agrees a plan of assessment activities, with timescales

- Understands and complies with 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
- Teaches, assesses, gives feedback and tracks the progress of students on their courses effectively

#### Exams officer

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

#### Hub Administration and/or Exams Assistant

- Responsible for managing the successful collection of assignments within the submission window
- Responsible for the safe keeping of assignments until handed over to a teacher
- Responsible for keeping records of work received from students and work passed on to teachers
- Responsible for submitting marks to the exam board

#### Achievement Coordinators/ Head of Year

- Liaises with curriculum leaders/ subjects leads over decision to add or remove students from a course

## Task Setting

- Where there are a number of comparable tasks provided by the awarding body the subject teacher selects these or designs the task – if permitted by the criteria set out in the specification
- The subject teacher makes candidates aware of the criteria used to assess their work
- The subject teacher identifies dates when tasks should be taken by candidates – as set out in the timeline
- The subject teacher accesses the set tasks in sufficient time to allow planning, resourcing and teaching

## Task Taking

### Supervision

- The subject teacher checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- The subject teacher ensures there is sufficient supervision to ensure the work of a candidate to be authenticated
- The subject teacher ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, the subject teacher keeps a record of each candidate's contribution
- Where candidates can work without supervision, the subject teacher ensures they are aware of what support is allowed and what is not
- The subject teacher ensures students are made aware of the current JCQ documents: *Information for candidates – see examination assessments* and *Information for candidates – Social Media* and comply with these regulations

### Advice and feedback

- The subject teacher will not provide candidates with model answers or outlines/ headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, the subject teacher provides oral and written advice at a general level to candidates
- The subject teacher allows candidates to revise and re-draft work after advice has been given at a general level
- The subject teacher records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- The subject teacher ensures that when work has been graded, candidates are not allowed to revise it

### Resources

- The subject teacher 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
- The subject teacher ensures conditions for any formally supervised sessions are understood and followed by candidates
- The subject teacher ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

### Word and time limits

- The subject teacher refers to the awarding body's specification to determine where word and time limits apply/ are mandatory
- The teachers record the number of hours if a timed period of supervision is required.

### Collaboration and group work

- Where appropriate, the subject teacher allows candidates to collaborate when carrying out research and preparatory work

- The subject teacher assesses the work of each candidate individually

#### Authentication procedures

- Where required by the awarding body's specification, the subject teacher ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and signs the teacher declaration of authentication confirming the requirements have been met
- The subject teacher and exams officer keeps signed declarations on file until the deadline for requesting reviews of results have passed or until any appeal, malpractice or other results enquiry has been completed
- The subject teacher 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, the subject teacher follows the authentication procedures and malpractice information and informs a member of the senior leadership team and the exams officer

#### Presentation of work

- Where videos or photographs/ images of candidates will be included as evidence of preparation or contribution, the teachers check that consent has been given from parents/ carers (this information is recorded on the school SIMs system)
- The subject teacher ensures work is presented in accordance with the subject-specific instructions from the awarding body's specification
- The subject teacher 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

#### Keeping material secure

- The subject teacher ensures candidates' work is securely stored in a locked cupboard when in school and when taken home for marking
- The subject teacher stores internally assessed work securely until the closing date for reviews of results or until any review or appeal has been completed
- The subject teacher reminds candidates of the need to keep their work secure at all times and not share work on-line, on social media or through any other means

## Task Marking

### Externally assessed components

- The subject teacher liaises with the exams officer regarding the arrangements for any externally assessed components
- The subject teacher liaises with the visiting examiner where this may be applicable to any externally assessed component – informing the exams officer of pending visit
- The exams officer together with the subject teacher conducts the externally assessed component within the window specified by the awarding body
- The exams officer ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent. This is then kept until after the deadline for reviews of results for the exam series
- The exams officer keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- The exams officer despatches the work to the awarding body's instructions by the required deadline

### Internally assessed components

- The Head of centre ensures that where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not
- The curriculum leader/ subject lead sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/ request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

### Marking and internal standardisation

- The subject teacher attends awarding body training as required to ensure familiarity with the mark scheme/ marking process
- The subject teacher marks candidates' work in accordance with the marking criteria provided by the awarding body and annotates candidates' work as required to facilitate internal standardisation of marking and ensure external moderation to check that marking is in line with the assessment criteria
- The subject teacher informs candidates of their marks which could be subject to change by the awarding body moderation process
- The subject teacher ensures candidates are informed to the timescale set by the curriculum leader/ subject lead 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
- The quality assurance lead ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- The curriculum leader/ subject lead ensures accurate internal standardisation takes place and retains evidence that internal standardisation has been carried out

- The subject teacher keeps candidates' work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or any results enquiry has been completed

#### Submission of marks and work for moderation

- With guidance from the subject teacher, the exams assistant or hub administrator inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline
- The hub administrator or exams assistant submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted
- The subject teacher ensures that where a candidates' 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
- The exams assistant or hub administrator ensures the moderator is provided with the 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

- The subject teacher retains all marked candidates' work under secure conditions for the required retention period
- The exams assistant/ the subject teacher keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- The subject teacher takes steps to protect any work stored electronically from corruption and has a back-up procedure in place, with support from the ICT Helpdesk
- The 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 subject teacher ensures the awarding body or its moderator receive the correct samples of candidates' work
- The subject teacher, where relevant, liaises with the awarding body/ moderator where the moderator visits the centre to mark the sample of work
- The subject teacher complies with any request from the moderator for remaining work or further evidence of the centre's marking
- The curriculum leader/ subject lead checks the final moderated marks when issued to the centre when the results are published
- The subject teacher checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series
- The exams officer takes remedial action, if necessary, where feedback may relate to centre administration

## Access Arrangements

- The subject teacher works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments\*
- The SENCo follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments including *Reasonable Adjustments for 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, the SENCo will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place\*
- The SENCo makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments\*
- The SENCo works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met\*
- The SENCo ensures that staff acting as an access arrangement facilitator are fully trained in their role

\* please refer to *TCOLC Exam Concessions Policy*

## Special Consideration and Loss of Work

- The subject teacher understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- The subject teacher liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- The exams officer refers to/ directs relevant staff to the JCQ publication: *A guide to the special consideration process*
- The subject teacher liaises with the exams officer to report loss of work to the awarding body
- Where a candidate is eligible, the exams officer submits an application for special consideration to the awarding body to the prescribed timescale and keeps the required evidence on file to support the application
- The exams officer refers to *Form 15 – JCQ/LCW* and where applicable submits to the relevant awarding body

## Malpractice

The subject teacher must make learners aware of the guidelines on malpractice and plagiarism. They must explain how to cite any work that is not their own and include all resources used in a bibliography

### Candidate Malpractice – early detection

- If the subject teacher suspects that a candidate's work has been plagiarised and this is discovered in coursework or NEA before the authentication forms have been signed by the candidate, then this must be reported to the QA lead and an internal investigation undertaken
- If the investigation shows that a candidate has plagiarised their work, and this is discovered before the authentication forms have been signed by the candidate and the work submitted to the awarding body, then the QA lead will record the incident and together with the subject teacher and subject lead, ensure that appropriate action is taken

### Malpractice - general

- The Head of centre understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- The Head of centre is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- The Head of centre ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations or malpractice or suspected malpractice constitutes malpractice in itself
- The subject teacher is aware of the JCQ *Notice to centres – sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice
- The subject teacher escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the QA lead who in turn informs the Head of centre
- The exams officer, where required, supports the QA lead in investigating and reporting incidents of alleged, suspected or actual malpractice

## Appeals procedure - internal

The City of Leicester College (TCOLC) 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 subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. TCOLC 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 consistency of marking.

1. The subject teacher will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. The subject teacher will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. The subject teacher will, having received a request for materials, promptly make them available to the candidate, either originals viewed under supervised conditions or copies.
4. This will provide candidates with sufficient time, normally at least five working days, in order to allow them to review copies of materials and reach a decision.
5. Should a candidate wish to submit a request for a review, the subject teacher will inform the curriculum leader and QA lead.
6. The QA lead will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
7. The QA lead will allow sufficient time for the review to be carried out, and liaise with relevant parties to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. TCOLC will ensure that the review of marking is conducted by an assessor who has appropriate competence, 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.
8. The QA lead will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The QA lead will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## Post-results services

- The Head of centre ensures the centre's internal appeals procedures clearly detail the procedure to be followed by the candidates (or their parents/ carers) appealing against a centre decision not to support a review of results or an appeal
- The curriculum leader/ subject lead provides relevant support to subject teachers making decisions about reviews of marking
- The subject teacher provides advice and guidance to candidates on their results and the post-results services available
- The subject teacher 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
- The subject teacher supports the exams officer in collecting candidate consent where required

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

### Head of Centre/ QA lead

- The 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 all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- The QA lead ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- The Head of centre ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit
- The QA lead ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### Subject Leads for Science

- The subject leads for each of the three Sciences (Biology, Chemistry and Physics) 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 for their subject
- At least one of the subject leads undertakes any training provided by the awarding body on the implementation of the practical endorsement and disseminates that to the relevant subject teachers
- 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 a monitoring visit
- Accepts contact with the monitor and arranges 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 outcome

### Subject teachers

- Ensure all the JCQ/awarding body requirements in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Ensures candidates provide the required records
- Provides any required information to the relevant subject lead for Science regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria
- 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

## Spoken Language Endorsement for GCSE English Language specifications

- The 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.
- The QA lead ensures the appropriate arrangements are in place for internal standardisation of assessments
- The subject 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
- The subject lead ensures the required task setting and task taking instructions are followed by subject teachers
- The subject lead ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- The subject lead ensures for monitoring purposes, audio-visual recordings of the presentations of the sample of candidates are provided
- The subject teacher ensures all the requirements in relation to the endorsement are known and understood
- The subject lead follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings
- The hub administrator and exams assistant, follow the awarding body's instructions for the submission of grades and recordings

*NB It is not TCOLC policy to take private candidates.*