

The City of Leicester College



Non-Examined Assessment Policy (NEA)

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Contents

Key staff involved in the conduct of non-examination assessments	4
Definition of NEA	5
Timeline of Submissions	6
Staff roles and responsibilities	9
Head of Centre	9
Senior Leaders	9
Quality assurance lead/ Lead internal verifier	9
Head of Department (or subject lead)	9
SENCo (Special Educational Needs Coordinator)	9
Subject teacher	9
Exams officer	10
Head of Year	10
Task Setting	11
Subject teacher role and responsibilities:	11
Task Taking	12
Supervision	12
Advice and feedback	12
Resources	12
Word and time limits	12
Collaboration and group work	12
Authentication procedures	13
Presentation of work	13
Keeping material secure	13
<i>The subject teacher role and responsibility:</i>	13
<i>IT role and responsibilities:</i>	14
Task Marking	15
Externally assessed components	15
Internally assessed components	15
Submission of work	15
<i>Subject teacher role and responsibilities:</i>	15
<i>Exams office/officer role and responsibilities:</i>	15
Marking and internal standardisation	15
<i>Head of centre role and responsibilities:</i>	15
<i>Subject teacher role and responsibilities:</i>	16
Internal Standardisation	16

Submission of marks and work for moderation	16
<i>Subject teacher role and responsibilities:</i>	16
<i>Exams officer / Exams administrator role and responsibilities:</i>	16
Storage and retention of work after submission of marks	17
External moderation	17
Access Arrangements and reasonable adjustments	18
Special Consideration and Loss of Work	19
Malpractice	20
Candidate Malpractice – early detection	20
Malpractice - general	20
Appeals procedure – internal	21
Post-results services	22
Practical Skills Endorsement for the A Level Sciences designed for use in England	23
Head of Centre/ QA lead	23
Head of Department for Science	23
Subject teachers	23
Spoken Language Endorsement for GCSE English language specifications	24

Key staff involved in the conduct of non-examination assessments

Role	Name
Head of Centre	Ken Vernon
Quality Assurance Lead	Harriet Hurdley-Lees
SLT Member(s)	Jill Walton, Harriet Hurdley-Lees, Chris Dakin, Warren Drury, Amy Lidbury, Charlotte Lamont, Nimah Abdulla
SENCo	Laura Pennifold
Exams Officer	Tejal Rathod

1.1 Subject Area Quality Management

Subject lead	Name
Fine Art	Malcolm Simpson
Product Design (3D)	Malcolm Simpson
Graphic Communication	Malcolm Simpson
Photography	Malcolm Simpson
Textiles	Malcolm Simpson
Food Technology	Aimee Hammonds
Applied Science	Dane Austin
Biology	Dipa Vaghela
Chemistry	Dipa Vaghela
Physics	Dipa Vaghela
Computer Science	Nawaz Jamal
CTECH IT	Nawaz Jamal
Drama	Fay Wright
Music Practice	Fay Wright/James Middleton
English Literature	Laura Holroyd
English Spoken Language	Masuma Mirza
Media Studies	Andrew Parker / Masuma Mirza
Geography	John Van Wyk
History	Marcus Pailing
Health and Social Care (CNAT and BTEC)	Lisa Patel
Business Studies (CNAT and BTEC)	Sumayya Patel
CNAT Sports Studies	Charlotte Myford

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 Comm., Textiles	Comp 1 – Jan 2022 - Feb 2024	29/2/24	w/c 15/4/24	15-19/4/24	24/5/24
GCSE Food & Nutrition	1. Sept-Nov 2. Dec-March	1. 1/11/23 2. 22/3/24	1. 7/12/23 2. 15/4/24	15 th – 19th April	07/05/24
GCE Fine Art, Graphic Communication, Textiles, Photography	Comp 1 – Jan 2022 – March 2024	18/3/24	w/c 15/4/24	15-19/4/24	24/5/24
GCE Biology, Chemistry, Physics – practical endorsements	15.04.24	15.04.24	29.04.24	29.04.24-10.05.24	15.05.24
Applied Science	Jan-March	1 st April 2024	15 th April 2024	29 th April 2024	15 th May 2024
GCSE Computer Science	September 2023 – January 2024	January 2024	Within two weeks	N/A	No marks but sample may be requested due – 15 th May 2024
GCE Computing	September 2023 – January 2024	April 2024	Within two weeks	N/A	Marks not shared with students 15 th May 2024
Cambridge Technicals L3 IT	No fixed time	No fixed time	No fixed time	No fixed time	1 st External moderation – June 2024 2 nd External moderation - July 2024
Creative iMedia	September 2023 – January 2024	April 2024	Within two weeks	24 th April – 28 th April 2024	15 th May 2024
GCSE Devised Drama	Spring term	No fixed time	A sample is sent for external moderation	N/A	15 th May 2025
GCSE Drama Performing & presenting texts	Sept 2024 – March 2025	1 st - 21 st March 2025	N/A external examiner	N/A	N/A Marked by Visiting Examiner
BTEC Tech Award in Music Practice Component One	January – May 2024	22/04/2024	26/04/2024	26/04/2024 – 29/04/24	01/05/2024

BTEC Tech Award in Music Practice Component Two	September – December 2023	04/12/23	08/12/2023	From 27 th January 2024	15/12/2023
BTEC Tech Award in Music Practice	January – May 2024	01/05/24	Externally examined	N/A	8 th May 2024
GCSE English Spoken Language	June 2022 – January 2024	April 3 rd 2024	Same day	From marks until April 30 th 2024	7 th May 2024
GCE English Literature	September 2023 – March 2024	13.02.2024	06.03.2024	06.03.2024 - 20.03.2024	15 th May 2024
GCE Media Studies	June – October 2024	October 31 st 2023	28 th Feb 2024	30 th March 2024	15 th May 2024
GCE Geography	To be completed by 15 th February 2024	29 th February 2024	13 th March 2024	Up to 1 st April 2024	15 th May 2024
Y11 CNAT H&SC	Unit RO35: Sept to Dec 2024	January	Returned to students on various dates due to a number of coursework tasks throughout the academic year	Following marking and assessment - various dates	January Resubmissions - May
Y10 CNAT H&SC	Unit RO35: Sept to April 2024	May	Various dates due to different coursework units and assignments refer to assessment plan	Following marking and assessment - various dates	May
CNAT Sports Studies	R185 – Sept 2023 to March 24 R187 – April 2024 – October 2024	R185 – March 2024 R187 – March - October 2024	R185 – April 2024 R187 – December 2024	R185 – April – May 2024 R187 – December 2024	May January
BTEC Business Ext Cert	Unit 2 Unit 8 Unit 3	10.01.24 11.01.24 16.02.24 22.03.24	March 2024 August 2024 04.03.24 15.04.24 March 2025	*Once results emailed to students. 05/05-15/05 TBC 24/25	March 2024 Aug 2024 June 2023 March 2025

	Unit 1	TBC Jan 24/25 TBC Jan 24/25	TBC 24/25	TBC 24/25	May 2025
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**Coursework units are on-going with individual tasks so dates are for planned final completion around sampling periods with Standards Verifier but formative assessment takes place on-going with resubmission periods/appeals within these dates. Appeals windows for 2 weeks.*

May Resit Dates included – provisional

***Above is in reference to the units for Year 1/2 of the BTEC programme of study 2023-2025.

May Resit Dates included – provisional

BTEC Business Diploma		Deadline	Return	Appeals	Rsits out		
	Unit 4	29.9.23	23.10.23	15/03 - 29/03 2024	March 2024		
		15.12.23	15.01.24				
		26.01.23	12.02.24				
	Unit 5	13.10.23	30.10.23			15/03 - 29/03 2024	March 2024
		17.11.23	04.12.23				
		26.01.24	12.02.24				
	Unit 6	13.12.23	March 2024	*Once results emailed to students.	August 2023		
		19.01.24	August 2024				
	Unit 14	16.02.24	04.03.24	08-05-15/05/2	March 2023		
		22.03.24	12.04.24				

**Coursework units are on-going with individual tasks so dates are for planned final completion around sampling periods with Standards Verifier but formative assessment takes place on-going with resubmission periods/appeals within these dates. Appeals windows for 2 weeks.*

***Above is in reference to the remainder of units for 2nd Year students (Year 13) due to complete Summer 2024.

May Resit Dates included – provisional

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
- 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 (GCSE English Language) Spoken Language endorsement
- 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 (A Level Sciences) prescribed practical activities
- 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

Head of Department (or subject lead)

- Ensures subject teachers understand their roles and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of 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

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Creates and agrees a plan of assessment activities, with timescales
- Where these may also be provided by the awarding body, understand and comply 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
- Teaches, assesses, gives feedback and tracks the progress of students on their courses effectively
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

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
- Responsible for submitting marks to the exam board
- 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

Head of Year

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

Task Setting

Subject teacher role and responsibilities:

- 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

Issuing tasks:

- 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

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- 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

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- 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
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- 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
- Ensure that it is possible to attribute assessable outcomes to individual candidates

- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- The subject teacher ensures and 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
- Understand 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

- 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
- Ensure the correct task is issued to candidates

Keeping material secure

The subject teacher role and responsibility:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

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 head of department/ 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

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure 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
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Marking and internal standardisation

Head of centre role and responsibilities:

- 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 teacher role and responsibilities:

- 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 head of department/ 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

Internal Standardisation

- The quality assurance lead ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- The head of department/ 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
- Ensure accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks on a recording document and provide marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams officer / Exams administrator role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors

- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

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
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings
- Exams officer will ensure 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 and reasonable adjustments

- 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 subject teacher liaises with the exams officer to report loss of work to the awarding body
- The exams officer refers to/ directs relevant staff 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
- 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 head of department 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 head of department/ 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

Head of Department for Science

- The head of department for Science (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 each subject
- At least one of the teaching team 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 head of department 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 head of department ensures the required task setting and task taking instructions are followed by subject teachers
- The head of department ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- The head of department 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 head of department 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 exams team, follow the awarding body's instructions for the submission of grades and recordings

NB It is not TCOLC policy to take private candidates.