

Rutlish School



Procedures for the Completion of Non-Examination Assessments

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This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

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This policy fulfils the JCQ Statutory Requirement to:

- cover procedures for planning and managing non-examination assessments & Coursework;
- define staff roles and responsibilities with respect to non-examination assessments & Coursework;
- manage risks associated with non-examination assessments & Coursework
- defines the process for appealing against internally assessed marks

1. PURPOSE OF THIS POLICY

- To ensure the planning and management of Non –examination assessment & Coursework is conducted efficiently and in the best interest of candidates
- To clarify the roles and responsibilities of staff in the implementation of an efficient management of Non examination assessment & Coursework.
- To manage the risks associated with non-examination assessments.
- Defines the process for appealing against internally assessed marks

It is the responsibility of everyone involved in the delivery of Non-Examination Assessment (NEA) & Coursework to read, understand and implement this policy.

This policy will be reviewed by the Governors, Head teacher, Examinations Officer, and the Senior Leadership Team (SLT) every year to ensure it complies with JCQ regulations.

In addition to this policy staff should refer to:

1. The subject specification as prepared by the examination board and any other associated documents
2. The following JCQ publications:
 - Instructions for conducting non examination assessment
 - Instructions for conducting Coursework

2. WHAT ARE NON-EXAMINATION ASSESSMENTS & COURSEWORK?

Non-examination assessments

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'. (JCQ 2019)

Coursework

The term coursework is a generic one, which includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. (JCQ 2019)

There are three stages to non-examination assessment & Coursework

- Task Setting
- Task Taking
- Task marking

What qualification does it apply to?

The policy applies to GCE and GCSE qualifications which include non-examination assessment. This includes the endorsements that are required for the A level sciences and the Spoken English component at GCSE.

Coursework regulations refers to OCR Nationals and Project qualifications completed at the school.

3. MARKING OF INTERNALLY-ASSESSED COURSEWORK

The centre will make every effort to avoid candidates being assessed by a person who has a close personal relationship with the candidate. The JCQ (2022) describes this as 'family which includes step-family, foster family and similar close relationships. Or close friends and their immediate family (e.g son/daughter).'

If this is not possible the centre will declare a possible conflict of interest to the relevant awarding body and submit the marked work for moderation whether or not, it is part of the moderation sample.

4. GENERAL PRINCIPLES AND ROLES AND RESPONSIBILITIES

Head of Centre

- Ensures the Centres non-examination assessment & Coursework policy is in place.
- Allocates resources to departments in order for NEA & Coursework to be delivered effectively
- Ensures the Centres internal appeals process for internally assessed marks is in place.
- Ensures teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work.
- Ensures assessment materials supplied to the centre, by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre-staff and candidates and are not shared outside of the centre.
- Ensures all staff accessing secure assessment material via awarding bodies' online system has a device complying with awarding bodies' multi factor authentication (MFA) requirements. The devices used for these purposes must never be shared by more than one member of staff

Senior Leaders

- Supports the Head of Centre in the implementation of the NEA & Coursework policy
- Reviews the requirements of NEA & Coursework on a yearly basis and helps to map provision across the academic year so to ensure appropriate resources are allocated e.g. access to ICT facilities
- Supports Departmental TLR holders in the implementation of subject specific requirements including ensuring resources and training is provided for the standardisation across the centre.

Departmental TLR Holders

- Ensures all subject specific statutory guidance is implemented and develops monitoring systems to ensure it is carried out on a day to day basis.
- Ensures all subject teachers understand their role and responsibilities within the NEA & Coursework process
- Ensures all relevant paperwork is completed in line with the awarding bodies' requirements. This includes consent forms where the assessment piece involves the use of video recordings.
- Ensures all marking is standardised across the Centre
- Ensures the exams office is provided with all relevant paperwork associated with the completion of the course

Subject Teacher

- Understands and complies with the statutory guidance as indicated by their exam board
- Supports the Departmental lead to ensure the appropriate paperwork is completed in line with the awarding bodies requirements
- Marks the work following the guidance of their lead TLR holder

SENCO/EAL Coordinator

- Assess students and where appropriate put in place access arrangements to support the student if approved by the awarding body
- Liaise with subject teachers to ensure they understand which students are entitled to additional support. (Please refer to the Centre Access Arrangement's Policy)

Exams Officer/Manager

- Liaises with the TLR holders to provide administrative support and guidance throughout the completion of the assessments.
- Ensures the relevant Consortium arrangements are in place for each examination season.

3. TASK SETTING

Departmental TLR Holder

- Selects tasks from a choice provided by the awarding body or designs tasks where this permitted
- Liaises with Examination Office to download securely any tasks and stores them securely in line with Exam Board requirements
- Ensures subject teachers are aware of their responsibilities
- Determines with the guidance of the SLT when the assessments will take place across the centre unless dates are specified specifically by the Exam Board
- Ensures resources are in place before the NEA & Coursework is started to ensure awarding body requirements are fulfilled

Subject Teachers

- Supports the Departmental lead in devising tasks where required
- Attends training provided by the Departmental lead to ensure awarding body requirements are fulfilled
- Ensures candidates are aware of the criteria that will be used to assess them.

5. TASK TAKING

Supervision

TLR Holder

- Ensures Departmental staff are aware of the conditions that the candidates have to complete the tasks under and the supervision arrangements.
- Ensures that candidates who are taking non-examination assessments, that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities.
- Ensures procedures are in place to monitor group work so that candidates' contributions are accurately reflected

Subject Teacher

- Prior to the start of the assessments ensure candidates are made aware of the level supervision required and the implications of breaking these regulations.
- Must ensure that candidates are aware of how to reference already published materials, receive guidance on how to reference work and understand the implication of plagiarism
- Ensures there is sufficient supervision to ensure a candidate's work can be authenticated
- Where group work is allowed ensuring appropriate paperwork is in place that records the contributions of different candidates.

Advice & Feedback

TLR Holders

- Ensures departmental staff are aware of what support they can provide and the malpractice implications if inappropriate support is provided.

Subject Teachers

- Ensures candidates have received the relevant feedback prior to the start of the assessment.
- When reviewing students ensure any feedback provided is in line with the statutory guidance provided by the awarding body.
- If in line with the specification allow students to redraft after receiving **generic advice**.
- Records any assistance given beyond general advice and takes this in to account when marking or when submitting to an external examiner.
- Ensures that when work is assessed candidates **are not allowed to revise it**.

Resources

TLR Holder

- Before implementing the course ensure the Centre has the required resources to complete the tasks set
- Liaise with the SLT to ensure access is obtained to any specific resources e.g. ICT rooms

- Ensure subject teachers are aware of what resources can be provided to candidates when the task is being completed.

Subject Teachers

- Ensures the required resources are in place prior to the start of the assessment
- Ensure candidates understand that they cannot introduce any improved notes or new resources between formally supervised sessions
- Ensure candidates keep a record of their planning and research and acknowledge the work of others through formally referencing.
- Ensure an accurate attendance register is taken for each assessment session and record actual working time where appropriate.

Acknowledgement of sources

Subject Teachers

- Ensure candidates are aware the use of any material from a source or generated from sources which are not their own, must be indicated which particular part/element/phrase has been used and state where it came from.

Students

- Students must indicate where computer-generated content has been used (such as an AI chatbot), the reference must show the name of the AI bot used and should show the date the content was generated.
- Students must retain a copy of the computer-generated content for reference and authentication purposes.

Word and Time Limits

Subject Teachers

- Ensures candidates are made aware of any restrictions imposed by the awarding bodies.
- Where appropriate record the length of time a candidate has spent completing the task.

Group Work

Class teacher

- Unless specified by the awarding body allow candidates to collaborate where appropriate
- Ensure that individual contributions to group work is recorded for assessment purposes
- Ensure that the contribution of an individual candidate in group work can be determined.

Authentication

TLR Holders

- Ensure subject teachers and candidates complete declaration sheets and implement systems to ensure they are stored correctly
- Alert their line manager and Head of Centre if they suspect a candidate is submitting work that cannot be authenticated as their own.

Subject Teachers

- Ensure students sign the declaration sheet
- Sign the declaration sheet as the supervising teacher and keep this documentation secure until the deadline for enquires about results has expired or until any appeal, malpractice or other results enquiry has been completed whichever is the later.
- Alert their HOD, SLT Line Manager and Head of Centre if they feel they cannot authenticate a candidate's work.

Presentation of Work

Subject Teacher

- Instructs candidates how the work should be presented and of any subject specific guidance

- Instructs candidates to insert their name, candidate number, centre number and the component code as a header /footer on each page of their work

Keeping Materials Secure

TLR Holders

- Ensure work is stored securely between sessions and implement systems to monitor this.
- After the completion of the work ensure the department secures the work in line with exam board requirements
- Ensures all work is kept secure until the deadline for enquires about results has expired or until any appeal, malpractice or other results enquiry has been completed whichever is the later.
- Liaises with Tech support to ensure secure accounts are in place prior to the start of the assessments where appropriate.

Subject Teachers

- Ensures work is kept secure between lessons whilst it is being undertaken
- Once completed ensure work is stored securely and in line with the JCQ requirements
- Takes sensible precautions if removing the coursework from the Centre to mark at home.
- Ensures candidates are aware that they have to keep their work secure and not to share it with other students or on social media etc.

ICT Network Manager

- All data stored in shared areas, including home directories, network shares and SQL databases such as SIMS, shall be backed up incrementally to our on-premise backup server.

6. TASK MARKING

Externally Assessed Work

TLR Holder

- Liaises with the exams officer about the arrangements for any externally assessed component
- Liaises with the visiting examiner to ensure all the awarding bodies requirements are fulfilled

Examination Officer

- Arranges for any additional administrative support or support for the successful implementation of the assessment
- Ensures the externally assessed component is conducted according to the JCQ regulations.

Internally Assessed Work

TLR Holder

- Ensures subject teachers have received guidance and training on how to mark the work.
- Ensure standardisation takes place across the Centre. If the work is connected to Post 16 courses standardisation must take place across the two schools.
- Ensures all candidates are informed of their mark at least 20 days before the submission of the marks to the exam board. For summer entries this should be before the 15 April.
- Ensure a system is in place for candidates to review the criteria used for marking is republished to candidates/made available
- Ensure all marks are submitted to the exams office through the schools MIS system
- Provides the moderation sample to the exams officer

Subject Teachers

- Marks the work in accordance with the set criteria
- Staff will not use Artificial Intelligence (AI) as the sole means of marking candidates' work.
- Annotate the work
- Inform candidates of their mark prior to the set deadlines.
- Inserts the marks in to the schools MIS system

- Supports the TLR holder in compiling the sample for moderation

Exams Manager/Officer

- Submits the marks to the relevant awarding body once confirmed by the TLR holder and within the set external deadline.
- Provides the sample list to the Departmental lead.
- Submits the requested samples of work to the moderator within the specified time frame
- Ensure appropriate records are kept that indicates the date the sample was posted and that all appropriate paperwork was present on despatch.

6. STORAGE AND RETENTION OF WORK

TLR Holders

- Ensures all work is kept secure with the declaration sheets until the deadline for enquires about results has expired or until any appeal, malpractice or other results enquiry has been completed whichever is the later.
- Where products cannot be stored securely due to their size or the construction materials used ensure Photographs or videos of the work are created and kept secure
- Ensure any Digitally stored work is backed up

Exams Manager

- Store all returned samples in the examination room until the deadline for enquires about results has expired or until any appeal, malpractice or other results enquiry has been completed whichever is the later.

7. EXTERNAL MODERATION FEEDBACK

TLR Holder

- Reviews feedback and puts in to place an action plan to ensure any recommendations are acted upon.
- If the NEA or Coursework has been moderated down, then the TLR holder should review the feedback and decide through discussion with the SLT if a re-moderation of NEA/Coursework should be applied for.

Exams Manager

- Distribute moderation reports to TLR holders.
- Support the TLR holder in any Enquiry About Results processes

8. SPECIAL CONSIDERATION

In some instances, it may be appropriate to apply to an awarding body for a special consideration as the student was either disadvantaged when completing the assessment or was unable to do so.

In all instances the TLR holder in the department should liaise directly with the Exams Office and where appropriate evidence is provided a special consideration will be applied for. The special consideration is for the exam board to award and departments should ensure all possibilities have been explored in an attempt to ensure the candidate completes the necessary NEA/Coursework

If a candidate is absent from an assessment, then special consideration will only be approved if the following criteria has been met:

- The candidate has covered the whole course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment **during the certification series** at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time.)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.

- The candidate meets the published criteria for enhanced grading.
- The centre supports the application for special consideration.

In some other instances a special consideration can be applied for. Further guidance can be obtained from JCQ guide to the special consideration available on their website.

9. MALPRACTICE

All suspected cases of malpractice should be reported to the Head of Centre and the senior leader linked to the Department.

In all cases the Head of Centre will investigate the allegations using the JCQ Publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures. Reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials.

Prior to the commencement of the NEA/Coursework candidates should be informed of what constitutes malpractice and the consequences. In particular, they should be briefed on sharing information and the use of Social Media, the use of AI and misuse of AI.

Centre staff overseeing NEA should ensure they are aware of what constitutes malpractice within their subject area and ensure they follow both the generic guidance provided by the JCQ and subject specific guidance provided by the awarding bodies.

In addition, they should also ensure they read the JCQ Notice to centres – teachers sharing assessment material and candidates work.

10. ENQUIRIES ABOUT RESULTS

The number of options linked to NEA/Coursework is limited as individual students are unable to apply for a re-moderation of coursework.

If the Centre has had its NEA/Coursework downgraded, then the TLR responsible should liaise directly with their line manager and Head of Centre to consider a re-moderation at the Centres expense. Due to the extended period of time a re-moderation takes this decision should be made within 10 working of days of the publication of results where possible so as to avoid the impact on post 16 progression and University applications.

Where a candidate requests a review of their mark before marks are submitted to the awarding body, the centre will inform the awarding body if they do not accept the outcome of a review.

11. ENDORSEMENTS WITH A LEVEL SCIENCES AND SPOKEN LANGUAGE IN ENGLISH

Through signing the National Centre Number Register the Head of Centre has agreed to ensure that all reasonable steps will be taken to ensure the above endorsement assessments will take place.

In all instances the TLR holders within departmental areas will lead on these assessments with the support of their subject teachers.

They will ensure all Staff delivering the specification are aware of their responsibilities and assesses these components using the guidance issued.

Departments will be responsible to ensure effective record keeping is maintained and standardisation has taken place.

For the science endorsement the TLR holders should facilitate the external verifier and ensure all records are in place.

The TLR holders in the English department is responsible for maintaining records in connection with the spoken language endorsement and should video a sample of students for external moderation.

In line with the submission of written NEA the department should liaise directly with the exams officer for the effective despatch of this to the external moderator.

12 . RE-USE OF COURSEWORK MARKS BY CANDIDATES

Centres must be aware of the need to authenticate candidates' work. They must ensure that any additional assistance is recorded and taken into account when marking the work (or submitted to the external examiner) in the normal way. In the case of amended or enhanced coursework, this must include additional assistance received before the previous submission or following feedback from that submission. However, candidate knowledge of the previous breakdown of marks does not need to be regarded as additional assistance

APPENDIX 1

Reviews of marking - centre assessed marks GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments

Rutlish School 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. Rutlish School 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.

The purpose of this procedure is to ensure that the marking of Non-Examination Assessment has been consistent in the Centre. It is the Examination Boards responsibility to award grades and moderate coursework either up or down depending on the outcome of their moderation process to ensure the national standard within that course has been maintained. At no point in this process should grades be discussed and the review should only focus of the marks being awarded.

1. All students will be informed of their mark at least 20 days before the exam board deadline. For the main Summer examination season the deadline will be the 15th April across the Centre for all courses. The Centre recognises that Examination Board deadlines will vary in some instances however the general principle of 20 days will apply across the examination seasons and specifications to ensure enough time is available for an appeal process. In exceptional circumstances the time allocated to these appeals may be modified at the discretion of the Head of Centre eg A candidate or Teacher has been ill which has delayed the marking process. If a student has failed to submit their coursework by the Centre set deadlines without a legitimate reason, then the Headteacher will consider the circumstances before considering if an appeal is appropriate. E.g. Coursework is submitted 2 days before the exam board deadline with no legitimate reason. In this example it would not be possible for an appeal to be processed by the Centre and still meet Exam board deadlines.
2. All students will be informed of the criteria that has been used to assess their work and where this information can be located. If copies of assessment criteria are required by the candidate, then the Centre will provide these in either digital format or paper copies. In line with the examination board reviews the candidate will be informed that the review of marking could result in the following
 - The centre recognises an error has been made and the marks are adapted to bring them in to line with the Centres marking. The candidate needs to acknowledge that marks could be increased or decreased.
 - The marks remain unchanged as they are in line with the Centres marking
3. Upon receipt of this information the candidate has 3 working days* to request a review of marking in writing to the Headteacher. Candidates should use the specified form available on the School Website to apply for this review.
4. Within the application to the Headteacher the candidate will need to explain the grounds for the appeal. The appeal process will only consider reviews that focus on the quality of work submitted and will not consider any other appeals. Appeals will only be considered if one of the following criteria is met:
 - A suspected administrative error
 - A suspected failure to apply the marking criteria to the evidence generated by the candidate where that failure did not involve the exercise of academic judgement
 - A suspected unreasonable exercise of academic judgement.

5. In line with awarding bodies processes a charge will be made for this application. For each component reviewed the fee charged will need to be paid before a review is completed. The charges applied will be based on a three-tier system. The tiering system recognises that the different components of coursework will require a different amount of time to review. Tier one will be charged at £50, tier two will be £75 and tier three will be £100.
6. Once the application has been made the student cannot withdraw their request.
7. Upon receiving this request, the Headteacher will appoint a senior member of staff who is not connected to the department to oversee the review. The senior member of staff will contact the candidate to acknowledge the appeal and outline the process.
8. Within 3 working days* the Senior Teacher leading the appeal will have ensured the following actions have taken place:
 - A meeting with the Head of Department and teacher responsible for marking the work to ensure the correct procedures have been followed e.g. standardisation.
 - The work will then be reviewed by the department. Where possible a teacher not previously connected to the assessment will review the work and discuss their outcomes with the Head of Department and Senior Leader. The aim of the review is to ensure that the marking is consistent with the standard set by the Centre. The same tolerance levels should be applied that were used within the standardization process.
 - Once the outcome of the review is completed the Senior Leader will report his findings to the Head of Centre. The Head of Centre will have the final decision if there is any disagreement on the mark to be submitted to the awarding body.
 - The candidate will be informed in writing of the outcome of review and will be informed that if they are still not content with the outcome they can appeal to the Governing Body. The Governing Body will not initiate another review of marking and can only review the process that has been carried out.
9. All appeals need to be completed at least 3 working days before the exam board deadline. These dates are available from the Exams Office.
10. The outcome of the review of the centre's marking will be logged as a complaint. A written record will be kept and stored within the Examination Office. If requested it will be made available to the Examination Board should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

**Working days is defined as the days the school is open in the published school year. This is generally Monday – Friday during term time and does include Inset Days.*

APPENDIX 2

NON-EXAMINATION ASSESSMENT& COURSEWORK RISK MANAGEMENT

Risks & Issues	Possible Remedial action		Staff (RACI utilised in decision making process)
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Where possible all assessments take place in subject curriculum time. All significant events reviewed in calendar by SLT and HOY	Request dates for NEA and review where significant clashes arise	SLT Subject Line manager Exams Line Manager HOD HOY
Too many assessments close together across subjects	Plan assessments so that they are spaced out over the duration of the course	Review timing of assessments to allow candidates sometime between assessments	SLT Subject Line manager Exams Line Manager HOD HOY
Alternative Examinations e.g. BTEC restricts access to students by class teacher in the preparation phase	Ensure HODS know when Alternative Examinations will take place so that assessment dates can be managed	Exams calendar in place for the start of the examination. If in year decisions are made about examination entry then the impact on NEA is reviewed	Exams Manager SLT
NEA/Coursework scheduled to take place late in the academic year and close to exam board deadline	Ensure no NEA/Coursework is scheduled to take place close to submission date unless specified by the Exam Boards	Where possible re schedule the NEA to ensure there is adequate gap between completion of task and submission of marks to allow for unforeseen circumstances e.g. absence	SLT HOD
Accommodation			
Insufficient class room space allocated for candidates	Once group sizes are known at the start of the academic year. Subjects are reviewed to ensure they have adequate space to conduct a NEA/Coursework. HOY reviews group sizes when managing casual admissions	If inadequate space is provided, then additional classrooms could be used or NEA/Coursework are sat in multiple sittings. If a written task is required then the school hall can be utilised	SLT Timetable SLT Options/Exams HODS HOY

Risks & Issues	Possible Remedial action		Staff (RACI utilised in decision making process)
	Forward Planning	Action	
	Options SLT manager reviews group sizes and liaises with SLT Timetable to resolve any conflicts		
Insufficient facilities for all students	Review group sizes on option process. SLT Timetabler allocates appropriate rooms for subjects	If ICT equipment is required review if notebooks can be used. Manage ICT facilities on a rotational basis	SLT Timetable SLT Line manager HOD
Downloading Awarding Body Secure Information			
ICT system unavailable	Download tasks ahead of scheduled assessment dates where specification allows	Alert ICT network manager of any significant downloads to ensure Internet is available. Download tasks at the earliest opportunity and store securely	Exams Manager Network Manager HOD SLT Line Manager
Teaching staff/ assessors unable to access task details	Test prior to running a live assessment. Ensure ICT technician is booked to be present to overcome any technical difficulties	Review access rights of staff to ensure they have the correct access rights	Exams SLT line Exams Manager Network manager HOD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date and store securely	Alert exam boards and attempt download again	Exams SLT line Exams Manager Network manager HOD
Absent Candidates			
Candidates absent for all or part of assessment	Plan alternative sessions for the candidate	HOD alerts line manager and liaise with HOY to schedule new dates	HOD HOY SLT
Candidates have a scheduling clash	NEA/Coursework take place in curriculum time unless planned for at the start of the academic year	Review exam board policy on clashes. If possible schedule an alternative date /session	SLT Line HOD Exams Manager HOY
Control Levels for task taking			
Assessment is undertaken under the incorrect level of control/supervision	Ensure teaching staff understand what is involved in implementing NEA/Coursework. Training provided if required especially for NQT and new staff to the school	Seek Guidance from exam board	Head of Centre SLT Line HOD Exams Manager

Risks & Issues	Possible Remedial action		Staff (RACI utilised in decision making process)
	Forward Planning	Action	
Supervision			
Relevant diary or paperwork is not provided or completed	Ensure all teachers carrying out NEA/Coursework are familiar with how student paperwork needs to be completed prior to starting any NEA	Ensure candidates complete the relevant paperwork after every session	SLT Line HOD Class teacher
Teaching staff do not understand their role in supervising NEA/Coursework	Ensure all staff carrying out NEA/Coursework are fully briefed on the process and the expectations on how it should be implemented		HOD SLT Line
A suitable supervisor has not been arranged for an assessment where the normal class teacher is not available	Staff notify HOD of any periods where they will be unavailable during the NEA/Coursework period. Suitable cover is arranged	SLT on call is alerted and where possible cover is arranged to ensure NEA/Coursework can take place	SLT Exams Manager HOD Class teacher
Subject teacher is absent for an extended period	N/A	Timetable manipulated to ensure an appropriately qualified teacher is in place to teach the class.	Head HOD SLT Line SLT Timetable
Task Setting, Student Guidance & Access Arrangements			
Teaching staff fail to correctly set tasks	Ensure all staff are fully briefed on the task to be completed by the relevant HOD. Relevant staff receive up to date training from the exam boards	Seek guidance from the awarding body	Head SLT Line Exams Manager HOD
Assessments have not been moderated as required in the awarding body specification	Review specification and ensure adequate meeting time/inset time is allocated to the set task by the HOD	Seek guidance from the awarding body	Head SLT line Exams manager HOD
Centre set task. Department fails to set a task that meets the assessment criteria	Ensure staff are trained on specifications Sample centre-based tasks through SLT line meeting to check they match criteria	Contact board for further guidance	HEAD SLT Exams Manager
Inappropriate Guidance provided to candidates	Ensure all staff are trained by HOD on how guidance can be provided	Investigation to establish further details Consult Exam Board	HEAD SLT HOD

Risks & Issues	Possible Remedial action		Staff (RACI utilised in decision making process)
	Forward Planning	Action	
Access arrangements not in place prior to the implementation of the NEA/Coursework	SENCO to lead to ensure all assessments are in and access arrangements are applied for before Christmas of Year 10 Additional days paid for to access specialist assessor Prioritise early assessments if a significant number of assessments are required	Additional time of specialist assessor employed Additional admin support provided to progress centre	HEAD SLT/SENCo HOD
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security. Limited distribution of paperwork where appropriate by HOD. If materials are used in meetings then copies are collected at the end of the meeting	Request different tasks	Head SLT Line Exams Manager HOD