



Teitl: Title:	Non-Examination Assessment Policy
Fersiwn: Version	2
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr / Staff / Myfyrwyr a Staff / Arall (rhowch fanylion) Students

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	Impact Assessment Stage 1 (Equality & Welsh) Non-Examination Assessment Policy
<i>Effaith ar yr Iaith Gymraeg</i> <i>Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr Iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.</i>	<i>Welsh Language Impact</i> An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	<i>Director of Information Systems</i>		
Ymgynghoriad / Consultation:	Information Systems Team Manager Meeting		
Dyddiad cymeradwyo / Date Approved	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group	-	
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:	11/01/23	
	Pwyllgorau'r Bwrdd / Board Committees:	Pwyllgor Archwilio a Risg / Audit & Risk Committee:	-
		Pwyllgor Cwricwlwm a Safonau / Curriculum & Standards Committee	-
Pwyllgor Cyllid, Pobl a Diwylliant / Finance, People & Culture Committee:		-	
	Corff Llywodraethu / Governing Body:	-	
Dyddiad Adolygu: Review Date:	11/01/26		

Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)
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Rhifwch bob adran a pharagraff
Please number each section and paragraph

1. **Purpose**

- 1.1. Non-examination assessment measures subject-specific skills that may not necessarily be tested by timed written papers.
- 1.2. Since September 2010 the JCQ has required each centre to have a non-examination assessment policy in place:
 - 1.2.1. to cover procedures for planning and managing non-examination assessments
 - 1.2.2. to define staff roles and responsibilities with respect to non-examination assessments
 - 1.2.3. to manage risks associated with non-examination assessment
- 1.3. Instructions for task setting, task taking and task marking are all clearly explained in the specification for a course. This policy sets out the roles, responsibilities and procedures to be adopted to ensure the appropriate administration of non-examination assessments.

2. **Risk**

- 2.1. All associated risks in relation to non-examination assessments are mitigated by relevant individuals adhering to the policy at all times. These include insufficient resources, absence, staff training and malpractice. The Exams department also has a log of risks relating to all External Exams and Assessments on the central college Risk Management system which is regularly reviewed and monitored by the Director of Information Systems.

3. **Responsibilities**

3.1. Assistant Principal

- 3.1.1. Accountable for the safe and secure conduct of non-examination assessments.

3.2. Head of Quality

- 3.2.1. Create, publish and update an internal appeals policy for non-examination assessments.

3.3. Curriculum Directors and or Assistant Principals

- 3.3.1. Decide on the awarding body and specification for a particular GCSE.
- 3.3.2. Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- 3.3.3. Ensure that individual tutors fully understand their responsibilities with regard to non-examination assessment.
- 3.3.4. Ensure that individual tutors fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.

- 3.3.5. At the start of the academic year, begin scheduling non-examination assessments.
 - 3.3.6. Map overall resource management requirements for the academic year. As part of this resolve:
 - 3.3.6.1. clashes/problems over the timing or operation of non-examination assessments;
 - 3.3.6.2. issues arising from the need for particular facilities (rooms, IT networks, laptops etc);
 - 3.3.7. Ensure that all staff involved, including the Exams Manager, have a calendar of events.
 - 3.3.8. Ensure that staff involved in the supervision of non-examination assessments fully understand what is required.
- 3.4. Teaching staff
- 3.4.1. Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting non-examination assessments.
 - 3.4.2. 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.
 - 3.4.3. Supply to the exams team details of all unit codes for non-examination assessments on request.
 - 3.4.4. Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
 - 3.4.5. Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
 - 3.4.6. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
 - 3.4.7. Ensure that candidates and supervising tutors sign authentication forms on completion of an assessment.
 - 3.4.8. Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
 - 3.4.9. Retain candidates' work securely between assessment sessions (if more than one).
 - 3.4.10. Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
 - 3.4.11. Ask the appropriate special educational needs coordinator (ALNCo) for any assistance required

for the administration and management of access arrangements.

3.5. Exams office staff

3.5.1. Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

3.6. In exceptional circumstances where non-examination assessments cannot be conducted in the classroom, arrange suitable accommodation where non-examination assessments can be carried out at the direction of the relevant **Curriculum Director and or Assistant Principal.**

3.7. Special educational needs coordinator/additional learning support

3.7.1. Ensure access arrangements have been applied for.

3.7.2. Work with teaching staff to ensure requirements for support staff are met.

4. Communication & Bilingualism

4.1. A version of this policy is available in Welsh.

5. Consultation Process

5.1. SMT, Board

6. Lifespan of Document

6.1. Please see the front cover for information.

6.2. The policy will be in place for 3 years before a formal review is required. JCQ issue new guidelines annually and this may require minor policy updates during this time.

7. Implementation Plan

7.1. Majority of content of policy is already in place.

7.2. Approved policy will be sent to all relevant staff.

8. Key Performance Indicators & Standards

8.1. The college is subject to frequent exam inspections organised by JCQ and various awarding bodies. The inspection results are an indication of performance and standards any recommendations and actions are followed up.

8.2. The number of complaints in relation to exams is also monitored and can be used as a performance indicator.

9. References

9.1. Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk. **Procedure: Conducting Non-Examination Assessments**

9.2. Scheduling, and the issuing of tasks

9.2.1. JCQ provide clear guidance on the planning of non-examination assessments in order to ensure that resources such as IT equipment and classroom space are available. The guidance also mitigates the issues relating to candidates requiring additional time, or additional sessions due to absence. Curriculum Directors and or Assistant Principals should ensure that Tutors are adhering to this guidance wherever possible. The guidance can be accessed here:

9.2.2. <https://www.jcq.org.uk/exams-office/non-examination-assessments>

9.2.3. It is the responsibility of the Curriculum Directors and or Assistant Principals to ensure that learners undertaking Non-Examination Assessments have a suitable room to undertake this in and, where applicable, suitable IT resources have also been organised and tested **prior** to the day of the Assessment.

9.3. Conducting the Assessment

9.3.1. JCQ provide clear guidance on this. This can be found in section 4 of the Instructions for Conducting non-examination assessments, found here:

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

9.4. Keeping Materials Secure

9.4.1. Secure storage is defined as a securely locked cabinet or cupboard.

9.4.2. Secure storage is required from the point at which candidates embark on producing work for assessment. All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

9.4.3. For high control (formal supervision) this extends to the candidates' preparatory work.

9.4.4. Candidates' preparatory work may be in an electronic format. The work they are producing for assessment may also be in an electronic format. Centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the centre's IT network.

9.4.5. Candidates work may be taken home by staff for marking provided that they take sensible precautions regarding its security.

9.5. Authentication

9.5.1. Each candidate must sign a declaration to confirm that the work he/she submits for final assessment is his/her own unaided work.

9.5.2. All supervisors must sign the declaration of authentication after the work has been completed confirming that:

9.5.2.1. the work is solely that of the candidate concerned;

9.5.2.2. the work was completed under the required conditions;

9.5.2.3. signed candidate declarations are kept on file.

9.6. Marking

- 9.6.1. Internally marked assessments should be marked by tutors in accordance with Section 5 and 6 of the JCQ guidance.

9.7. Access Arrangements

- 9.7.1. The JCQ document Access Arrangements and Reasonable Adjustments, provides detailed information - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>.
- 9.7.2. In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and non-examination assessment. Centres must apply for access arrangements in advance of examinations and non-examination assessments.
- 9.7.3. All relevant staff must be aware of any access arrangements which need to be applied during a non-examination assessment session.

9.8. Special Consideration

- 9.8.1. The JCQ document A guide to the special consideration process provides detailed information – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

9.9. Malpractice

- 9.9.1. If a tutor is concerned that malpractice may have occurred they must inform the Examinations Manager as a matter of urgency.
- 9.9.2. For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments: Policies and Procedures - <http://www.jcq.org.uk/exams-office/malpractice>
- 9.9.3. Candidates must not:
 - 9.9.3.1. submit work which is not their own;
 - 9.9.3.2. lend work to other candidates or allow other candidates to copy their work;
 - 9.9.3.3. allow other candidates to have access to their own independently sourced material;
 - 9.9.3.4. assist other candidates to produce work;
 - 9.9.3.5. use books, the internet or other sources without acknowledgement or attribution;
 - 9.9.3.6. submit work that has been word processed by a third party without acknowledgement
 - 9.9.3.7. include inappropriate, offensive or obscene material.
- 9.9.4. Candidates are not prohibited from lending books or other resources to one another but they must not plagiarise others' research.
- 9.9.5. Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Social Media - <https://www.jcq.org.uk/exams-office/information-for-candidates-documents>
- 9.9.6. The Exams Manager should refer to section 9 of the JCQ Non-Examination Assessment guidance for details of which reports of malpractice should be sent to awarding bodies.

9.9.7. If a breach of the regulations is discovered and malpractice is found by the awarding body after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties:

9.9.7.1. the piece of work will be awarded zero marks;

9.9.7.2. the candidate will be disqualified from that unit/component for that examination series;

9.9.7.3. the candidate will be disqualified from the whole subject for that examination series;

9.9.7.4. the candidate will be disqualified from all subjects and barred from re-entering for a period of time. **Internal Appeals**

9.9.8. Students have the right of appeal in situations where they feel their work has been assessed inappropriately or incorrectly.

9.9.9. Refer to the internal appeals policy for non-examination assessments.