



# Non Examination Assessment Policy

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
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RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher

## 1. Aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

## 2. Guidance

- The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.
- This policy also takes into account the JCQ's guidance on:
  - [Post-results services](#)
  - [General regulations for approved centres](#)
  - [Teachers sharing non-examination assessment material and candidates' work](#)
  - [Artificial intelligence \(AI\) use in assessments: protecting the integrity of qualifications](#)
  - [Access arrangements and reasonable adjustments](#)
  - [Suspected malpractice: policies and procedures](#)

## 3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

1. Task setting
2. Task taking
3. Task marking

The rules often vary across subjects.

The JCQ defines non-examination assessment as any type of assessment that is **not**:

- Set by an awarding body
- Designed to be taken at the same time by all relevant candidates at a time determined by the awarding body, and
- Taken under conditions specified by the awarding body

Non-examination assessment includes internal assessment, and practical exams taken at different times across centres, which are externally marked and/or externally set.

## 4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

### 4.1 Everyone

Everyone involved in our exam processes, including staff and students, must read, understand and implement this policy.

### 4.2 Head of centre

In our school, the head of centre is Sally Hudson.

The head of centre is responsible for:

- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Appropriate controls are in place to submit accurate data to the awarding bodies by the required deadlines, such as entries and internally assessed marks
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments
- Marking is carried out by fully qualified teachers and verification of centre-assessed components is carried out by fully qualified assessors
- The JCQ's guidance on AI use in assessments is followed, and that
  - Candidates do not submit inauthentic work
  - Teachers do not use AI as the sole means of marking candidates' work
  - The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
  - Teachers and assessors are familiar with AI tools, their risks and AI detection tools
  - The SENCO understands the JCQ document 'Access Arrangements and Reasonable Adjustments' and is given sufficient time to manage the access arrangements process within the centre
  - The JCQ's information for candidates documents are distributed to all candidates prior to assessments taking place
  - The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
  - Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

### 4.3 Senior leaders

Senior leaders are responsible for:

- Making sure that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Making sure that teaching staff are aware of the potential for malpractice

#### **4.4 Subject leaders**

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

#### **4.5 Teachers**

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally-assessed work to the criteria provided by the awarding body
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly

#### **4.6 Exams officer**

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment

#### **4.7 Special educational needs co-ordinator (SENCO)**

The SENCO is responsible for:

- Understanding access arrangements and what is set out in the JCQ document 'Access Arrangements and Reasonable Adjustments'
- Managing the access arrangements process within the centre
- Making sure that all relevant staff are aware of any access arrangements that need to be applied

## 5. Task setting

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

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

We will refer to the awarding body's specification to make sure that the assessment criteria can be met and that tasks are accessible to candidates.

## 6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

### 6.1 Supervision

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
  - There is sufficient supervision of every candidate to enable work to be authenticated
  - The work that an individual candidate submits for assessment is his/her own
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
  - Ensure that candidates understand the need to reference work
  - Give guidance on how to do this, and
  - Ensure that candidates are aware that they must not plagiarise other material
- The supervisor will make sure that candidates understand what they need to do to comply with the regulations for non-examination assessments

### 6.2 Advice and feedback

- Teachers will advise candidates on relevant aspects before candidates begin working on a task, such as sources of information, relevance of materials and concepts, structure of the response (e.g. chapter titles and content), techniques of data collection, etc.
- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:

- Review candidates' work and provide oral and written advice at a general level
- Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance, as set out in the awarding body's specification, will not be given
- Assistance will not be given if there is no means to record it and to take account of it in the marking
- Failure to follow this procedure constitutes malpractice

### **6.3 Resources**

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices (unless required for approved reasonable adjustments, see section 9)
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates
- Candidates will not introduce augmented notes or new resources between formally supervised sessions
- Where appropriate, candidates will include references and keep a detailed record of their own research, planning, resources, etc. This record should include all the sources used, including books, websites and audio-visual resources

### **6.4 Word and time limits**

- Teachers will refer to awarding bodies' specifications as to whether there are minimum and/or maximum time and word limits

### **6.5 Group work**

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

## 6.6 Keeping materials secure

- Where candidates are producing work over a period of time under formal supervision, their work will be stored securely between sessions
- Any work that is handed in by the candidate for formal assessment will be stored securely
- Where candidates' work is stored electronically:
  - We will utilise appropriate security safeguards to make sure access to this material is restricted
  - It will be backed up regularly
  - We will consider encrypting any sensitive digital media, referring to the awarding body's guidance to ensure that the method of encryption is suitable
- We will remind candidates to always keep their work secure and not publicise it, including posting it on social media
- The centre will securely store all internally assessed work until all possible post-results services have been exhausted

## 7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
  - The work is solely that of the candidate concerned
  - The work was completed under the required conditions

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

## 8. Task marking

### 8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

We will keep a record of names and candidate numbers for candidates whose work was included in the moderation sample.

Teachers will not use AI as the sole means of marking candidates' work.

Teachers will indicate on candidates' work or on the cover sheet, the date when the work was marked. The centre will carry out internal standardisation.

## **8.2 Externally assessed work**

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

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

The SENCO will inform all relevant staff of any special arrangements that may be needed for candidates with:

- Special educational needs (SEN)
- Disabilities
- English as an additional language (EAL)
- A temporary illness or injury

A candidate's access arrangements and reasonable adjustments requirement is determined by the SENCO as per 4.7 above.

Making sure there is appropriate evidence for a candidate's access arrangements and reasonable adjustments is the responsibility of the SENCO and teachers.

The Exams Officer will complete online applications for access arrangements in advance of non-examination assessments.

Room arrangements for candidates using access arrangements and reasonable adjustments will be organised by a designated member of staff and the Exams Officer.

See chapter 5 of the [JCQ access arrangements and adjustments regulations](#) for details on the types of adjustments that may be considered, as well as the procedures involved.

## **10. Special consideration and loss of work**

A candidate may be eligible for special consideration in assessments in certain situations where they are absent and/or produce a reduced quantity of work. Teachers will liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments and will assist in reporting loss of work to the awarding body.

Teachers will refer to the JCQ document [‘A guide to the special consideration process’](#) when considering whether a candidate is eligible.

## 11. Artificial intelligence (AI)

AI tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. These tools generate text in response to user prompts and questions and can help with analysing or summarising text, writing text and generating new ideas.

RCC recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Work submitted by candidates for assessment must:

- Be in their own words and not copied or paraphrased from another source, such as an AI tool
- Reflect their own independent work

### 11.1 When candidates may use AI

Candidates may use AI tools to obtain information and content which they might use in work produced for assessments, as long as they appropriately reference this (see section 11.3 below).

However, candidates are required to demonstrate their own knowledge, skills and understanding as required.

### 11.2 Risks of using AI

Incorrect use of AI by candidates carries the risk of committing malpractice (see sections 11.4 and 12 below).

AI tools should be used with caution as they can also:

- Give outcomes that are inaccurate or biased
- Produce fake references to books or articles
- Produce harmful and/or dangerous answers

### 11.3 Acknowledging the use of AI

Where a candidate uses an AI tool, they must retain a copy of the question(s) asked and the AI-generated response(s), in a non-editable format (for example, a screenshot), and explain briefly how AI has been used. Candidates must submit this along with the work to be assessed.

Where the AI tool provides details of the sources it has used to generate content, the candidate must verify these sources and reference in the normal way. Where the AI tool doesn't provide such details, candidates must independently verify the AI-generated content, and reference the sources they have used.

Where a candidate has used AI tools as a source of information, they must show the name of the AI source used and the date the content was generated in the acknowledgement. For example 'ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025'.

### 11.4 AI misuse and malpractice

AI misuse constitutes malpractice, and this section should be read with section 12 below.

AI misuse is where a candidate has used 1 or more AI tools without appropriately acknowledging this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the candidate's own
- Copying or paraphrasing whole responses of AI-generated content

- › Using AI to complete parts of the assessment so that the work does not reflect the candidate's own work, analysis, evaluation or calculations
- › Failing to acknowledge use of AI tools when they have been used as a source of information
- › Incomplete or poor acknowledgement of AI tools
- › Submitting work with intentionally incomplete or misleading references or bibliographies

Where a candidate has used an AI tool but not submitted the required information in section 11.3 above and the teacher cannot be sure that the work is the candidate's own, they will follow our internal procedures and the published guidance for assessment.

## **12. Malpractice**

### **12.1 Students**

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- › Submit work which is not their own
- › Make their work available to other candidates through any medium, including social media
- › Allow other candidates to have access to their own independently sourced material
- › Assist other candidates to produce work
- › Use books, the internet or other sources without acknowledgement or attribution
- › Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- › Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

In any instance where the awarding body's confidential assessment material has been or may have been breached, this will be reported immediately to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body, unless the awarding body's confidential assessment material has been breached. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- › The entire piece of work will be awarded zero marks

- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time

## **12.2 Staff**

Any instance of staff malpractice or suspected malpractice/maladministration in non-examination assessment will be reported immediately to the awarding body, whether or not the authentication statement (if required) has been signed, using form JCQ/M2.

## **13. Enquiries about results**

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

## **15. Links with other policies**

This policy should be read in conjunction with the:

- Examinations policy