



Exams – Management of Non-Examined Assessment Policy

2022/23

Written By	Helen Whalley & Rhian Davies
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Due for Review	October 2023
Approved and Signed by:	
Chair of Committee	
Headteacher (Head of Centre)	

Management of Non-Examined Assessment Policy – Key Staff

Role	Name(s)
Head of Centre	Joe Barker
SLT - Exams	Rhian Davies
Exams Officer	Helen Whalley
Deputy Exams Officer	Jennita Residu
SENCo	Nuala Burke
Business Manager	Lisa Bower
Network Support Manager	Matt Slatter

Departments	Head of Department	Subjects
Arts	Helen Aspinall	<ul style="list-style-type: none"> • Art & Design • Drama • Music • Performing Arts
English	Laurence Graves	<ul style="list-style-type: none"> • English Language • Film Studies
Humanities	Carly Ramsay	<ul style="list-style-type: none"> • Travel and Tourism
MFL	Ana Castillo	<ul style="list-style-type: none"> • French • German • Italian • Spanish
Sports	Michael Stretton	<ul style="list-style-type: none"> • Dance • Health and Fitness • P.E. • Sports Studies
Technologies	Alex Purdie	<ul style="list-style-type: none"> • Computer Science • Creative Media • Design and Technology • DT Textiles (Fashion) • Enterprise and Marketing • Food Preparation and Nutrition • Food and Cookery • Graphic Design

Purpose of the policy

This policy confirms the procedures in place at Marple Hall School for the planning and management of non-examination assessment and the roles and responsibilities of associated staff.

THE BASIC PRINCIPLES

Head of Centre

- Ensures that 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 JCQ Instructions for conducting non-examination assessments [NEA¹](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year
- Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of any awarding body monitoring visits

Directors of Teaching and Learning

- Confirms with Curriculum Leaders 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 templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Curriculum Leader

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA¹](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the Director of Teaching and Learning to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated candidates) for components of non-examination assessment

Subject Teacher

- Understands and complies with the general instructions as detailed in [NEA¹](#)
- Where these may also be provided by the awarding body, understands and complies 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
- Ensures 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 or is made as a separate unit entry code) in line with the internal deadline for entries

Exams Officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments [ICE²](#) to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration or management of non-examination assessment

TASK SETTING

Subject Teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

ISSUING OF TASKS

Subject Teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

TASK TAKING - SUPERVISION

Subject Teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments³](#) and [Information for candidates - Social Media⁴](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents [Information for candidates – non-examination assessments³](#).

- In particular, centres **must** ensure that candidates:
 - understand that information from published sources must be referenced;
 - receive guidance on setting out references;
 - are aware that they must not plagiarise other material.

ADVICE AND FEEDBACK

Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

RESOURCES

Subject Teacher

- Refers 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
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

WORD AND TIME LIMITS

Subject Teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

COLLABORATION AND GROUP WORK

Subject Teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work

- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

AUTHENTICATION PROCEDURES

Subject Teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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, follows the authentication procedures and malpractice information in [NEA¹](#) and informs the exams officer

PRESENTATION OF WORK

Subject Teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA¹](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

KEEPING MATERIALS SECURE

Subject Teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA¹](#) 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds 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
- Liaises with the Network Support Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Network Support Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

TASK MARKING – EXTERNALLY ASSESSED COMPONENTS

CONDUCT OF EXTERNALLY ASSESSED WORK

Subject Teacher

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ [ICE²](#)

SUBMISSION OF WORK

Subject Teacher

- Provides the attendance register to a Visiting Examiner

Exams Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- 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
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

TASK MARKING – INTERNALLY ASSESSED COMPONENTS

MARKING AND ANNOTATION

Subject Teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale indicated in the centre's *internal appeals procedure* 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

Director of Teaching and Learning

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures 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

Subject Teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

CONSORTIUM ARRANGEMENTS (WHERE APPLICABLE)

Directors of Teaching and Learning

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams officer to ensure JCQ Centre Consortium Arrangements [CCA⁵](#) are processed as appropriate for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject Teacher

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

Exams Officer

- Arranges completion and submission of [CCA⁵](#) by the relevant deadlines for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

SUBMISSION OF MARKS AND WORK FOR MODERATION

Subject Teacher

- Provides the marks to the Exams Officer in line with the internal deadline and agreed processes
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Provides the moderation sample to the exams officer to the internal deadline/submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted
- 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

Exams Officer

- Submits marks online via EDI or the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline
- Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures 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

- Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures 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

STORAGE AND RETENTION OF WORK AFTER SUBMISSION OF MARKS

Subject Teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams Officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

EXTERNAL MODERATION - FEEDBACK

Directors of Teaching and Learning

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams Officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

ACCESS ARRANGEMENTS

Subject Teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [AA⁶](#)

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

SPECIAL CONSIDERATION

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams Officer

- Refers relevant staff to the JCQ publication A guide to the special consideration process [SC⁷](#)
- 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

MALPRACTICE

Head of Centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures [SM⁸](#)
- 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 of malpractice or suspected malpractice constitutes malpractice in itself

Subject Teacher

- Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work⁹
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments³
- Ensures candidates understand the JCQ document Information for candidates - Social Media⁴

- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams Officer

- Signposts the JCQ publication [SM⁸](#) to the head of centre
- Signposts the JCQ [NTC⁹](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

ENQUIRIES ABOUT RESULTS

Head of Centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal, review of results request or not supporting an appeal

Directors of Teaching and Learning

- Provides relevant support to subject teachers making decisions about review of results

Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in by JCQ [PRS¹⁰](#)
- Signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

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

Directors of Teaching and Learning

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams Officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

MANAGEMENT OF RISKS ASSOCIATED WITH NON-EXAMINATION ASSESSMENTS

Risks and Issues	Forward Planning	Action	Role/Responsibility
• Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	<ul style="list-style-type: none"> Miss R Davies (Deputy Head) Mr A Fitzgerald (Assistant Head)
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	<ul style="list-style-type: none"> Miss R Davies (Deputy Head) Mr A Fitzgerald (Assistant Head)
• Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	<ul style="list-style-type: none"> Directors of Teaching and Learning Miss R Davies (Deputy Head)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		<ul style="list-style-type: none"> Site Manager
• Downloading Awarding Body Set Tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	<ul style="list-style-type: none"> Directors of Teaching and Learning Network Support
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	<ul style="list-style-type: none"> Directors of Teaching and Learning Network Support Exams Team
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	<ul style="list-style-type: none"> Directors of Teaching and Learning
• Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		<ul style="list-style-type: none"> Directors of Teaching and Learning

Risks and Issues	Forward Planning	Action	Role/Responsibility
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
• Control Levels for Task Taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
• Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	<ul style="list-style-type: none"> Directors of Teaching and Learning
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		<ul style="list-style-type: none"> Assistant Headteachers Directors of Teaching and Learning
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
• Task Setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	<ul style="list-style-type: none"> Directors of Teaching and Learning

Risks and Issues	Forward Planning	Action	Role/Responsibility
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	<ul style="list-style-type: none"> Directors of Teaching and Learning
• Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	<ul style="list-style-type: none"> Directors of Teaching and Learning
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	<ul style="list-style-type: none"> Directors of Teaching and Learning
• Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	<ul style="list-style-type: none"> Directors of Teaching and Learning Exams Team
• Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	<ul style="list-style-type: none"> Directors of Teaching and Learning Teachers
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	<ul style="list-style-type: none"> Directors of Teaching and Learning Teacher

Risks and Issues	Forward Planning	Action	Role/Responsibility
• Test Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	• Directors of Teaching and Learning
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	• Directors of Teaching and Learning

- 1 https://www.jcq.org.uk/wp-content/uploads/2022/08/Instructions_NEA_22-23_FINAL.pdf
- 2 https://www.jcq.org.uk/wp-content/uploads/2022/10/ICE_22-23_Oct22_FINAL.pdf
- 3 https://www.jcq.org.uk/wp-content/uploads/2022/08/IFC-NE_Assessments_2022_FINAL.pdf
- 4 https://www.jcq.org.uk/wp-content/uploads/2022/10/Social-Media-Information-for-Candidates_Final.pdf
- 5 [Guidance Notes – Centre Consortium Arrangements Form 2022 / 23 - JCQ Joint Council for Qualifications](#)
- 6 https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf
- 7 https://www.jcq.org.uk/wp-content/uploads/2022/10/Guide_to_spec_con_process_October22_FINAL.pdf
- 8 https://www.jcq.org.uk/wp-content/uploads/2022/09/Malpractice_22-23_FINAL2.pdf
- 9 [Notice to Centres - Sharing NEA material and candidates' work - JCQ Joint Council for Qualifications](#)
- 10 <https://www.jcq.org.uk/exams-office/post-results-services/>