

BRANNEL SCHOOL

EXCELLENCE | CREATIVITY | COMMUNITY



NEA
(Coursework/Controlled Assessment)
Policy

2025-26

Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA 1) The regulator's definition of an examination is very narrow. 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'. (NEA, Foreword).

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms.

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in AQA, Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions.

Purpose of the policy

This policy confirms the JCQ requirement that CELT Schools have in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place 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 (NEA 1)

Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities

Senior Leadership Team

- Ensure all staff are made aware of their individual roles and responsibilities with regard to the safe and secure conduct of all controlled assessments, coursework and NEAs.
- In collaboration with Heads of Department, ensure that controlled assessments, coursework and NEAs are spread throughout the academic year, resolving clashes/issues arising from the need of particular facilities (rooms, IT Networks, time out of school etc.).

Heads of Department and Subject Leads

- Ensure that all individual teachers within their department or faculty fully understand their roles and responsibilities with regard to the safe and secure conduct of all controlled assessments, coursework and NEAs.
- Ensure that all individual teachers within their department are fully conversant and understand the requirements of the awarding body's specification and assessment structure, are familiar with the relevant teachers' notes and any other subject specific instructions.
- Ensure that all individual teachers within their department are familiar with and follow the guidance in 'JCQ: Instructions for conducting controlled assessments, coursework or non-examination assessments'.
- Ensure that internal standardisation of marks across assessors and teaching groups take place.

Teaching Staff

- Understand and comply with the guidance in 'JCQ: Instructions for conducting controlled assessments, coursework or non-examination assessments'.
- Understand and comply with the awarding body's specification in relation to controlled assessments, coursework or non-examination assessments.

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates

- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or design tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

Work with the Exam officer to provide assessment dates in a timely manner so the Autumn, Spring and Summer Assessment trackers can be populated with all NEA sessions and shared with all staff.

Task taking

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- Ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own

- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

Work with the Exams officer and Invigilators to deliver NEA tasks under the correct supervision conditions as stated in the JCQ Guidance including AI Guidance.

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.

Collaboration and group work

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments and/or Instructions for conducting coursework and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and informs the exams officer.

Presentation of work

Subject teacher role and responsibilities:

- Obtain 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
- Instruct candidates to present work as detailed in the JCQ documents Instructions for conducting non-examination assessments/coursework unless the awarding body's specification gives different subject specific instructions
- Instruct 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
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored. Follow secure storage instructions as defined in the JCQ documents Instructions for conducting nonexamination assessments/coursework
- Take sensible precautions when work is taken home for marking.
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required.

IT role and responsibilities:

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

Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document Instructions for conducting examinations

Additional responsibilities:

Liaise with subject teachers to deliver student access arrangements applicable during both internally and externally assessed NEA component of a qualification

Submission of work

Subject teacher role and responsibilities:

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

Additional responsibilities:

- Pays close attention to the completion of any student and centre declarations for the NEA component/task

- Uploads electronic externally assessed samples requested by the awarding body via their secure extranet site within the deadlines set by the awarding body

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series

Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/markings process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body (Does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate 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

- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as 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

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

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

Ensure accurate internal standardisation - for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors

- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body

Additional responsibilities:

Works with the exams officer to submit the requested samples of candidates' work to the moderator by the awarding body deadline

Working with the exams officer, 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 office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Works with the subject teacher to submit the requested samples of candidates' work to the moderator by the awarding body deadline
- Working with 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
- Working with the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place

- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exams office/officer role and responsibilities:

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

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

- Access or signpost any moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

SENCo (or equivalent) role and responsibilities:

Follow the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments

- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities:

- Ensures relevant staff are directed to the JCQ document *A guide to the special consideration process* and submits special consideration applications, where candidates are eligible, via the awarding body's secure extranet within the mandated timescales.
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be reported to the awarding body)
- Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

- Ensures that all teaching staff involved in the direct supervision of non-examination assessments or coursework are aware of the potential for AI related malpractice, are appropriately trained to identify it, and are reminded that failing to report suspected or alleged AI malpractice constitutes malpractice in itself.

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents Information for candidates - non-examination assessments/coursework assessments
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities:

- Signpost the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Signpost candidates to the relevant JCQ information for candidate's documents

Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Signpost subject teachers and subject leads to the relevant JCQ AI Use in Assessments: Protecting the Integrity of Qualifications document and the supporting documentation which can be shared with students

Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ document Post-Results Services
- Ensure the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Endorsements

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

Head of centre role and responsibilities:

- Ensure the Exam officer and English Subject lead work together to timetable the spoken endorsement assessments in line with relevant awarding body deadlines

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Subject lead role and responsibilities:

- Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions

- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

Exams office/officer role and responsibilities:

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

Additional responsibilities:

- Work with the English Subject lead to upload all samples in line with awarding bodies deadlines