



Non-examination Assessment Policy 2026-27

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Introduction

1. Statement of Intent

This policy sets out the arrangements for the planning, management and conduct of all qualifications delivered at USP College that contain a non-examination assessment component. Non-examination assessment includes internal assessment, controlled assessment, coursework and vocational assessment activities. Any assessment not externally set and taken simultaneously under controlled examination conditions is treated as non-examination assessment.

The policy ensures that assessment is fair and accessible to every student, that staff understand and fulfil defined responsibilities and that risks associated with assessment are appropriately managed.

This publication is further referred to in this policy as NEA

2. Introduction and purpose

Non-examination assessment measures subject specific knowledge and skills that cannot be reliably assessed by timed written examinations. The three stages of assessment are task setting, task taking and task marking.

- i. Requirements vary between awarding bodies and specifications, and staff must follow the specific guidance issued for each qualification:
 - a) Ensure all students have equal access to assessment across the college
 - b) Cover procedures for planning and managing non-examination assessments
 - c) Define staff roles and responsibilities with respect to non-examination assessments
 - d) Manage risks associated with non-examination assessments

Coursework components assess students' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC1 [JCQ Instructions for Conducting Coursework](#)).

3. Scope

This policy applies to all non-examination assessments delivered by the College as part of regulated qualifications and accredited programmes. The policy applies to:

- i. all students enrolled on courses that include internally assessed or centre-assessed components
- ii. all teaching staff, assessors, internal verifiers and curriculum managers involved in the setting, supervision, marking or authentication of non-examination assessments
- iii. examinations office staff responsible for administration, security and submission of assessment materials
- iv. the Senior Management Team and Quality Team responsible for oversight of assessment standards
- v. any external personnel engaged by the College in assessment or quality assurance activities

The policy covers all forms of non-examination assessment including coursework, practical assessments, portfolios, performances, presentations and project-based assessment completed under the supervision of the College.

This policy applies to assessment activity undertaken on college premises, online, remotely, on educational visits, or in approved external settings where the College retains responsibility for assessment delivery.

Students are required to comply with this policy alongside the College's academic integrity, appeals, disciplinary and support policies. Staff must follow this policy in conjunction with awarding organisation requirements and internal quality assurance procedures.

4. Linked / Related Policies

The Non-Examination Assessment Policy operates within the College's wider academic governance framework and should be read in conjunction with the following policies and procedures, which collectively support fair, valid and secure assessment practice:

- i Examinations Policy
- ii Exam Contingency Plan (within Examinations Policy)
- iii Data Protection and GDPR Policy
- iv IT Acceptable Use Policy
- v Artificial Intelligence Policy
- vi Plagiarism and Academic Integrity Policy
- vii Internal Quality Assurance Policy
- viii Additional Learning Support (SEND) Policy
- ix Equality, Diversity and Inclusion Policy

5. The Exam Contingency Plan

Exam Contingency Plan

This policy should be read alongside the USP College Exam Contingency Plan, which outlines the centre's response to disruption affecting the delivery of non-examination assessments (NEA). This includes, but is not limited to:

- i Staff absence (short-term and long-term)
- ii Loss of teaching or assessment facilities
- iii IT system failure, cyber incidents or loss of digital work
- iv Public health incidents or centre closures
- v Candidate absence due to exceptional circumstances

The contingency plan sets out how assessment continuity will be maintained, how evidence will be secured, and how awarding body requirements will continue to be met. The Exam Contingency Plan is available on [MyUSP](#) and [College website](#) within the [Examination Policy](#).

6. Legal and Regulatory Policy

The College conducts and administers all non-examination assessments in accordance with national awarding organisation requirements and relevant statutory legislation. This policy ensures that assessment practice is fair, transparent, and maintains the integrity of qualifications.

The policy is informed by the requirements of the Joint Council for Qualifications (JCQ) and awarding organisations, which set out national standards for the planning, supervision, authentication and marking of non-examination assessments.

In addition, the College recognises and complies with relevant legislation and statutory guidance including:

- I. Equality Act 2010, ensuring students are not disadvantaged and reasonable adjustments are implemented where appropriate
- II. Data Protection Act 2018 and UK GDPR regarding the secure handling and storage of assessment materials and student work
- III. Studentren and Families Act 2014 and SEND Code of Practice in relation to additional learning support and access arrangements
- IV. Safeguarding guidance including Keeping Studentren Safe in Education, supporting the safe supervision of students during assessment activity

The College also aligns assessment practice with awarding body appeals processes and quality assurance arrangements to ensure assessment decisions are reliable and open to scrutiny. Failure to comply with these regulatory requirements may constitute malpractice and will be managed in accordance with the College's academic integrity and disciplinary procedures

These policies provide the framework for managing malpractice, appeals, learner support, equality considerations and academic conduct. Where issues arising from non-examination assessments fall under the remit of another policy, the procedures outlined in that policy will take precedence.

7. Basic principles Roles & Responsibilities

7.1 Head of Centre

- a) Returns an online 'Head of Centre declaration' at the time of the National Centre Number
- b) Register annual update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA.
- c) Ensures the centre's non-examination assessment policy is fit for purpose.
- d) Ensures that SMT (Senior Management Team), examinations officers and SENCo's (Special Educational Needs Coordinator) have sufficient time to perform their role and familiarise themselves with relevant awarding body and JCQ documentation
- e) Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by students (or their parent, carer or guardian) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.
- f) Ensures all students undertaking non-examination assessments receive the [JCQ document Information for Students – Non-Examination Assessments](#) prior to commencing assessment activities and that records of issue are retained by the centre.
- g) Ensures the centre has a written internal appeals procedure for centre-assessed marks, including defined timescales, which is made available to students.
- h) Ensures appropriate arrangements are in place for the secure storage and retention of student work and authentication documentation until the deadline for enquiries about results has passed and any subsequent appeals or malpractice investigations have concluded.
- i) Ensures staff are aware of, and implement, the [JCQ guidance AI Use in Assessments: Protecting the Integrity of Qualifications](#) and that artificial intelligence is not used as the sole means of marking students' work.
- j) The Head of Centre must not normally appoint themselves as the examinations officers. A Head of Centre and an examinations officers are two distinct and separate roles.
- k) Ensures that all students undertaking non-examination assessments are formally informed, in writing, of their responsibilities regarding authenticity of work, use of artificial intelligence, plagiarism, assistance from others, security of materials and assessment deadlines.
- l) Ensures a [student responsibilities statement](#) is published within the centre NEA policy and made accessible to students and parent, carer or guardian.
- m) Ensures procedures are in place for students to sign authentication declarations and that failure to comply is treated in accordance with the centre malpractice policy and JCQ regulations.
- n) Ensures staff provide consistent instruction to students regarding malpractice and the potential sanctions applied by awarding bodies.

7.2 Senior Management Team (SMT)

- a) Ensure the correct conduct of non-examination assessments which comply with NEA, ICC and awarding body subject-specific instructions.
- b) Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

7.3 Quality Nominee (QN)

- a) Monitors and supports Vocational and A Level staff across the centre and is the main point of contact for Pearson staff, External Verifiers and Risk Assessors.
- b) Will receive details about the appointment of external verifiers, external examiners and risk assessors and liaise with the appropriate Curriculum Management and Lead Internal Verifiers to ensure that Standards Verifiers and Centre Quality Reviewers are able to carry out their functions.
- c) Liaise with Curriculum Management to ensure college-wide Quality Assurance systems are in place and employed.

7.4 Quality Assurance (QA) - Lead Internal Verifier

- a) Confirms with Curriculum Management that appropriate awarding body forms and templates for non-examination assessments are used by teachers and students.
- b) Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by Subject Teachers in line with awarding body criteria.
- c) Ensures appropriate centre devised templates are provided to capture/record relevant information given to students by Subject Teacher.
- d) Ensures appropriate centre devised templates are provided to capture/record relevant information is received and understood by students.
- e) Where not provided by the awarding body, ensures a centre-devised template is provided for students to keep a detailed record of their own research, planning, resources etc.

7.5 Curriculum Management

- a) Ensures Subject Teachers understand their role and responsibilities within the non-examination assessment process.
- b) Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- c) Works with the Quality Team to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by Subject Teachers.

7.6 Subject Teacher

- a) Understands and complies with the general instructions as detailed in NEA and ICC.
- b) 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.
- c) Issues and explains the [JCQ Information for Students – Non-Examination Assessments](#) document to students and reinforces assessment regulations before work begins.
- d) Instructs students on acceptable use of sources and ensures that all quotations, paraphrased material and internet content are fully referenced and acknowledged.
- e) Where artificial intelligence tools are used by students, ensures students: declare use of the AI tool, retain evidence of prompts and responses (e.g. screenshots or transcripts), provide an explanation of how the AI material was used, reference the AI tool and date generated.
- f) Ensures students understand that AI-generated or copied material presented as their own work constitutes malpractice, reference to [JCQ AI Use in Assessments: Your role in protecting the integrity of qualifications](#)
- g) Stores students work securely between supervised sessions and after submission for assessment and reminds students to keep their own work secure.

- h) Informs students of centre-assessed marks and the opportunity to request a review of marking within the published timescale.
- i) Marks internally assessed work to the criteria provided by the awarding body.
- j) Provides a recorded briefing to students explaining NEA regulations, including plagiarism, referencing, use of artificial intelligence, acceptable assistance and security of work.
- k) Obtains confirmation from students that they understand these rules before assessment work begins.
- l) Monitors students' work during its production to ensure authenticity and intervenes where work suggests potential malpractice or undeclared assistance.
- m) Reminds students at appropriate stages of internal deadlines and consequences of late submission.
- n) Collects and retains student authentication declarations and confirms that the work submitted is consistent with the student's ability and work produced under supervision.
- o) Ensures the Exams Officers is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series.
- p) Reports immediately to the Head of Centre and Exams Officers any concerns regarding authenticity, undeclared AI use or outside assistance.

7.7 Exams Officers

- a) Maintains a central record confirming students have received the JCQ Information for Students – Non-Examination Assessments and the centre Student Responsibilities statement.
- b) Ensures authentication statements are retained in accordance with awarding body retention requirements.
- c) Signposts the annually updated JCQ publication NEA to relevant centre staff.
- d) Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.
- e) Is responsible for the awarding body registration of all students on a professional course. This involves the Exams Officers confirming with Curriculum Management the students be registered.
- f) Ensures that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and students and are not shared outside of the centre
- g) Ensures NEA work and associated documentation submitted for moderation is stored securely and dispatched according to awarding body requirements.
- h) Maintains secure records of student marks, authentication statements and assessment documentation for the required retention period.
- i) Supports the Head of Centre in reporting suspected malpractice, including undeclared use of artificial intelligence, to the awarding body.
- j) To liaise with MIS to ensure all registrations are accurate and up to date.
- k) Reports immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- l) Publishes and communicates to students the centre's internal appeals process for reviews of centre-assessed marks, including submission deadlines.
- m) Retains records confirming students have received the [JCQ Information for Students – Non-Examination Assessments](#) document where required by the centre.
- n) Provides evidence of student information and authentication documentation during inspections, moderation visits or JCQ centre inspections.
- o) Supports the Head of Centre in ensuring student malpractice guidance and sanctions information are published and accessible to students.

8. Task Setting

8.1 Subject Teacher

- a) Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification.
- b) Makes students aware of the criteria used to assess their work.
- c) Ensure that where students are taking non-examination assessments, teaching
- d) staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities

8.2 Lead Internal Verifier

- a) Designs Assessment plan for the year in conjunction with Curriculum Management.
- b) Plans with the course team an annual Internal Verification schedule linked to assessment plans.
- c) Samples Internal Verification of Assessment Briefs.

8.3 Internal Verifier

- a) Ensures that all assignment briefs are verified as fit for purpose prior to them being circulated to students. They should enable students to meet the unit grading criteria.
- b) Complete the Internal Verification Sheets and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- c) Make all Internal Verification evidence available to the Quality Nominee.

8.1 Subject Teacher - Class Specific

- a) Determines when set tasks are issued by the awarding body.
- b) Identifies date(s) when tasks should be taken by students.
- c) Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are always stored securely.
- d) Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

9. Resources

8.1 Subject Teacher

- a) Refers to the awarding body's specification and/or associated documentation to determine if students have restricted/unrestricted access to resources including the internet and Artificial Intelligence (AI) when planning and researching their tasks.
- b) Refers to the [JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications](#) as well as the awarding body's associated documentation
- c) By referencing these documents, and the centre's malpractice policy, students are made 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
- d) Ensures conditions for any formally supervised sessions are known and put in place.
- e) Ensures conditions for any formally supervised sessions are understood and followed by students.
- f) Ensures students understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- g) Ensures that where appropriate to include references, students keep a detailed record of their own research, planning, resources etc.
- h) Ensures if students use material from a source or generated from a source which is not their own work, they must indicate the particular part, element or phrase and state where it came from. Students must give detailed references even where they paraphrase the original material.

10. Task Tasking

10.1 Subject Teacher

- a) Checks the awarding body's subject-specific requirements ensuring students take tasks under the required conditions and supervision arrangements.
- b) Ensures there is sufficient supervision to enable the work of a student to be authenticated.
- c) Ensures there is sufficient supervision to ensure the work a student submits is their own.
- d) Keeps a record of each student's contribution (where students may work in groups), and it must be possible to attribute assessable outcomes to individual students
- e) Ensures students are aware of the [JCQ documents Information for students - nonexamination assessments and Information for students - social media.](#)
- f) Ensures students understand and comply with the regulations in relevant [JCQ document - Information for students.](#)

11. Advice and feedback

11.1 Subject Teacher

- a) As relevant to the subject/component, advises students on relevant aspects before students begin working on a task.
- b) Will not provide students with model answers or writing frames specific to the task
- c) When reviewing students' work, unless prohibited by the specification, provides oral and written advice at a general level to students.
- d) Allow students to revise and re-draft work after advice has been given at a general level.
- e) Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- f) Ensures when work has been assessed, students are not allowed to revise it.

11.2 Lead Internal Verifier

- a) Ensures that internally assessed work consistently meets national standards.
- b) Co-ordinates with the Internal Verifiers to consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
- c) Maintains secure records of all work sampled as part of their verification process using a standard template.

11.3 Internal Verifier

- a) Judges whether the Assessor has assessed accurately against the unit grading criteria.

12. Collaboration and Group Work

12.1 Subject Teacher

- a) Unless stated otherwise in the awarding body's specification, and where appropriate, allows students to collaborate when carrying out research and preparatory work.
- b) The teacher should keep a record of each student's contribution, and it must be possible to attribute assessable outcomes to individual students.
- c) Ensures that where an assignment requires written work to be produced, each student writes up their own account of the assignment.
- d) Assesses the work of each student individually

13. Authentication Procedures

13.1 Subject Teacher

Where required by the awarding body's specification:

- a) Ensures students sign a declaration confirming the work they submit for final assessment is their own unaided work. This must take place as soon as the student has completed the assessment.

- b) Signs the teacher declaration of authentication confirming the requirements have been met (electronic signatures are acceptable).
- c) Keeps signed student declarations on file until the deadline for requesting reviews of results have passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- d) Provides signed student declarations where these may be requested by a JCQ Centre Inspector.
- e) Where there may be doubt about the authenticity of the work of a student or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and follows the USP Malpractice policy.
- f) Understands 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.

14. Presentation of Work

14.1 Subject Teacher

- a) Instructs students to present work as detailed in NEA or ICC unless the awarding body's specification gives different subject-specific instructions.
- b) Instructs students to add their student number, centre number and the component code of the assessment as a header/footer on each page of their work.
- c) Ensures if students' work is to be submitted electronically, it meets the awarding body's specified requirements.

15. Remote Assessment, Digital Security and Submission

15.1 Remote and Online Assessment Supervision

Where non-examination assessment is undertaken remotely or online, the centre will ensure that supervision arrangements provide assurance equivalent to in-centre conditions. This includes:

- a) Clear instructions to students on permitted assistance and resources
- b) Appropriate supervision methods (e.g. live monitoring, recorded sessions or structured check-ins),
- c) Where required by the awarding body
- d) Verification of student identity where applicable
- e) Monitoring of work development to support authentication
- f) Retention of records of supervision and any intervention

15.2 Security of Digital Submissions

The centre will ensure that all electronically submitted work is secure and protected. This includes:

- a) use of approved platforms for submission
- b) restricted access to student work
- c) secure storage in line with data protection and retention requirements
- d) protection against data loss, corruption or unauthorised access
- e) clear submission requirements (format, naming, deadlines) communicated to students
- f) Failure to submit work in accordance with these requirements may result in the work being treated as not submitted.

15.3 Digital Audit Trails

Where digital systems are used, the centre will maintain appropriate audit evidence to support authentication and quality assurance. This may include:

- a) version history and timestamps
- b) records of access and activity
- c) evidence of drafting and development
- d) submission and feedback records
- e) declared use of AI tools and supporting evidence

Audit records may be used in the investigation of malpractice or appeals.

15.4 Late Submission

Internal deadlines will be published and communicated to students. Where a deadline is missed:

- a) The reason will be reviewed by Curriculum Management
- b) Work may be accepted where awarding body deadlines are not compromised
- c) Where work cannot be accepted, a mark of zero may be submitted in line with awarding body requirements
- d) body requirements

All decisions will be recorded.

15.5 Escalation of Issues

Issues relating to non-examination assessment will be managed through the following escalation route:

- i Subject Teacher
- ii Curriculum Management
- iii Exams Officer / Quality Team
- iv Senior Management Team

This aligns with the centre's escalation process outlined in the Examinations Policy.

15.6 Reasonable Adjustments and Extensions

The centre will apply reasonable adjustments and manage extensions in accordance with the Equality Act 2010 and JCQ requirements.

- a) Adjustments reflect the student's normal way of working
- b) Extensions may be approved in exceptional circumstances, supported by evidence
- c) Extensions must not compromise awarding body deadlines unless formally authorised

Where appropriate, special consideration will be applied for.

15.7 Contingency for Digital or Remote Disruption

Where disruption occurs (e.g. IT failure, loss of work, remote delivery issues), the centre will follow the Exam Contingency Plan to:

- a) Secure or recover evidence where possible
- b) Implement alternative arrangements
- c) Maintain fairness and compliance
- d) Liaise with awarding bodies as required

16. Keeping Material Secure

16.1 Subject Teacher

- a) When work is being undertaken by students under formal supervision, ensures work is securely stored between sessions (if more than one session).
- b) When work is submitted by students for final assessment, ensures work is securely stored.
- c) Takes sensible precautions when work is taken home for marking.
- d) 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.
- e) Reminds students of the need to always keep their own work secure and not share completed or partially completed work on-line on social media or through any other means.
- f) Where work is stored electronically, liaises with the IT Services to ensure the protection and back-up of students' work and that appropriate arrangements are in place to restrict access to it between sessions.

16.2 IT Department

- a) Ensures appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically.
- b) Employs an effective back-up strategy so that an up-to-date archive of students' evidence is maintained.
- c) Considers the contingency of students' work being backed up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect students' work in the event of IT system corruption and cyber-attacks.

17. Task Marking Externally Assessed Components

17.1 Subject Teacher

- a) Liaises with the Exams Officers 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 according to [JCQ Instructions for conducting examinations](#)
- b) Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

17.2 Exam Officers

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

18. Submission of Work

18.1 Exam Officers

- a) Packages the work as required by the awarding body and attaches the examiner address label.
- b) Despatches the work to the awarding body's instructions by the required deadline.
- c) Provides the attendance register to the Curriculum Management where applicable.
- d) Ensures the awarding body's attendance register for any externally assessed component is completed correctly.
- e) Where students' 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
- f) Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- g) Ensures that the package in which the work is despatched is robust and securely fastened.

19. Task Marking and Annotation (Internally Assessed Components)

19.1 Head of Centre

- a) Ensures where a teacher teaches a student, they have a close personal relationship with, e.g. his/her own student, a conflict of interest is declared to the awarding body and the marked work of the student submitted for moderation, whether it is part of the moderation sample or not.
- b) 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.
- c) The Head of Centre must also ensure teaching staff do not use artificial intelligence (AI) as the sole means of marking students' work

19.2 Curriculum Management

- a) Sets timescales for teachers to inform students of their centre-assessed marks that will allow sufficient time for a student 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.

19.3 Subject Teacher

- a) Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process.
- b) Marks students' work in accordance with the marking criteria provided by the awarding body.
- c) Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process.
- d) Does not use artificial intelligence as the sole means of marking students' work.
- e) Annotates students' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- f) Informs students of their marks which could be subject to change by the awarding body moderation process.
- g) Ensures students are informed in a timely manner to enable an internal appeal to be submitted by a student and the outcome known before final marks are submitted to the awarding body.

20. Internal Standardisation

20.1 Quality Nominee

- a) Provides guidance to Verifiers and Assessors on College policy.

20.2 Quality Assurance (QA) Lead/Lead internal verifier

- a) Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- b) Retains evidence that internal standardisation has been carried out.

20.3 Subject Teacher

- a) Indicates on work (or cover sheet) the date of marking.
- b) Marks to common standards.
- c) Keeps students' 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.

21. Submission of Marks and Work for Moderation

21.1 Subject Teacher

- a) Input and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/provides marks to the Exams Officers to the internal deadline.

- b) Where responsible for marks input, ensures checks are made that marks for any additional students are submitted and ensures mark input is checked before submission to avoid transcription errors.
- c) Ensures the moderator is provided with authentication of students' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- d) Submits any supporting documentation required by the awarding body/Provides the Exams Officers with any supporting documentation required by the awarding body.

21.2 Exams Officers/Lead Internal Verifier/Curriculum Management

Ensures that for postal moderation:

- a) Work is dispatched in packaging provided by the awarding body
- b) Moderator label(s) provided by the awarding body are affixed to the packaging
- c) Proof of dispatch is obtained and kept on file until the successful issue of final results.
- d) Through the Subject Teacher, ensures the moderator is provided with authentication of students' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

22. Storage and Retention of Work after Submission of Marks

22.1 Subject Teacher

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

22.2 Exam Officers

- a) Ensures any sample returned after moderation is logged and returned to the Subject Teacher for secure storage and required retention after Enquiries about Results (EAR) deadline has passed

23. External Moderation Feedback

23.1 Quality Nominee

- a) To provide details of external moderator to Curriculum Management.
- b) To monitor external moderation process.
- c) To disseminate reports to appropriate staff.
- d) To record and monitor actions from reports

23.2 Curriculum Management

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

23.3 Exam Officers

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

24. Access Arrangements and Reasonable Adjustments

USP has a duty to provide reasonable adjustments for our students with special educational needs and/or disabilities to support their access to education and ensure they are not disadvantaged during assessment in comparison to their peers. Reasonable adjustments should be discussed and confirmed with students at the earliest opportunity (typically at enrolment) to ensure that timely adjustments and/or support can be implemented. On occasions where reasonable adjustment requirements are not immediately disclosed or develop/ become apparent during a student's course of study, these should be addressed and supported as soon as is practicable. Examples of reasonable adjustments to assessments (including exam-access arrangements) may include:

- a) Scribes, reader or word processor
- b) Supervised rest breaks
- c) Private or smaller exam rooms
- d) Additional reading and assessment time
- e) Timetabling to meet student needs

24.1 Head of Centre

- a) Ensures that 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

24.2 Special Educational Needs Coordinator (SENCo) (or equivalent role)

- a) Follows the regulations and guidance in the [JCQ publication Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessments including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills.
- b) Where arrangements do not undermine the integrity of the qualification and is the student'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.
- c) Makes Subject Teachers aware of any access arrangements for eligible students which need to be applied to assessments.
- d) Works with Subject Teachers to ensure requirements for access arrangement students requiring the support of a facilitator in assessments are met.
- e) Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

24.3 Subject Teacher

- a) Works with the Special Educational Needs Coordinator to ensure any access arrangements for eligible students are applied to assessments.

25. Special Consideration and Loss of Work

25.1 Subject Teacher

- a) Understands that a student may be eligible for special consideration in assessments in certain situations where a student is absent and/or produces a reduced quantity of work.
- b) Liaises with the Exams Officers when special consideration may need to be applied for a student taking assessments.
- c) Liaises with the Exams Officers to report loss of work to the awarding body

25.2 Exam Officers

- a) Refers to/directs relevant staff to the JCQ document A guide to the special consideration process.
- b) Where a student is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- c) 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.
- d) Keeps required evidence on file to support the application.

- e) Refers to/directs relevant staff where applicable to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit [Form 15 – JCQ/LCW](#). Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate).

26. Malpractice

26.1 Head of Centre

- a) Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving students, teachers, invigilators or other administrative staff. Follows the processes set out in the NCG Malpractice Policy. Centres must refer to the [JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications](#). Be familiar with the [JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#), as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator.
- b) Ensures that those members of teaching staff involved in the direct supervision of students 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.

26.2 Subject Teacher

- a) Is aware of the [JCQ Notice to Centres](#) – Sharing NEA material and students' work to mitigate against student and centre malpractice.
- b) Ensures students understand what constitutes malpractice in non-examination assessments.
- c) Ensures students understand the [JCQ document Information for students - nonexamination assessments](#) and (where applicable) Information for students – coursework assessments.
- d) Ensures students understand the [JCQ document Information for students - Social Media](#)
- e) Escalates and reports any alleged, suspected or actual incidents of malpractice involving students to the Head of Centre and Exams Officers.

26.3 Exam Officers

- a) Signposts the [JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the Head of centre](#).
- b) Signposts the [JCQ Notice to Centres - Sharing NEA material and students' work to subject heads](#).
- c) Signposts students to the relevant [JCQ information for students' documents](#).
- d) Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

26.4 Use of Artificial Intelligence and Monitoring of Misuse

The centre recognises the use of artificial intelligence (AI) in education and ensures its use in non-examination assessment is monitored to protect the integrity of qualifications.

Subject Teachers will monitor student work throughout planning, drafting and production. Submitted work must be consistent with the student's known ability and work completed under supervised conditions. Where permitted by the awarding body, students must:

- i declare use of AI tools
- ii retain evidence of prompts and outputs
- iii explain how AI has been used

Teaching staff will review this evidence to confirm that use of AI is appropriate and does not compromise authenticity. Suspected undeclared or inappropriate use of AI will be treated as

malpractice and managed in line with JCQ requirements, this policy, and the College's Malpractice and Academic Integrity procedures.

This approach is underpinned by the College's Artificial Intelligence Policy, which sets out expectations for ethical, transparent and responsible AI use, including requirements for acknowledgement of AI tools and the prohibition of presenting AI-generated content as a student's own work.

The centre acknowledges that AI detection tools are not fully reliable and therefore will not be used in isolation as evidence of malpractice. Professional judgement, supported by a review of student work overtime and supervised assessment conditions, will remain central to determining the authenticity of student work, in line with the principles outlined in both the Artificial Intelligence Policy and this Non-Examination Assessment Policy.

27. Post-result services

27.1 Head of Centre

- a) Is familiar with the [JCQ publication post-results services](#).
- b) Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by students (or their parent, carer or guardian) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

27.2 Curriculum Management

- a) Provides relevant support to Subject Teachers making decisions about enquiries about results.

27.3 Subject Teacher

- a) Provides advice and guidance to students on their results and the post-results services available.
- b) Provides the Exams Officers with the original sample or relevant sample of students' work that may be required for an enquiry about results to the internal deadline (if applicable).
- c) Supports the Exams Officers in collecting student consent where required.

27.4 Exam Officers

- a) Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the [JCQ publication Post-Results Services](#) (Information and guidance to centres).
- b) Provides/signposts relevant centre staff and students to post-results services information.
- c) 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
- d) Collects student consent where required.
- e) Inform student that will not normally be able to appeal against malpractice findings on the grounds of being unaware of the regulations where the centre can demonstrate that the [JCQ Information for Students – Non-Examination Assessments and the centre Student Responsibilities](#) statement were issued prior to the assessment.

28. Practical Skills Endorsement for the A Level Sciences designed for use in England

28.1 Head of Centre

- a) Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to

ensure that all students at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.

- b) Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

28.2 Curriculum Management

- a) Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement.
- b) Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed.
- c) Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A Level Biology, Chemistry and Physics.
- d) Undertakes training provided by the awarding body on the implementation of the practical endorsement
- e) Disseminates information to Subject Teachers ensuring the standards can be applied appropriately.
- f) Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

28.3 Subject Teacher

- a) Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed.
- b) Ensures the required arrangements for practical activities are in place.
- c) Provides all the required centre records.
- d) Ensures students provide the required records.
- e) Provides any required information to the Head of Department/Curriculum Lead regarding the monitoring visit.
- f) Assesses students using Common Practical Assessment Criteria (CPAC).
- g) Applies for an exemption where a student cannot access the practical endorsement due to a substantial impairment.
- h) Follows the awarding body's instructions for the submission of students Pass or Not Classified assessment outcome/provides assessment outcomes to the Exams Officers to the internal deadline.

28.4 Exam Officers

- a) Follows the awarding body's instructions for the submission of students Pass or Not classified assessment.

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

29.1 Head of Centre

- a) Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all students at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

29.2 Quality Assurance (QA) Lead/Lead Internal Verifier

- a) Ensures the appropriate arrangements are in place for internal standardisation of assessments.

29.3 Curriculum Management

- a) Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England and ensures any relevant JCQ/awarding body instructions are followed.

- b) Ensures the required task setting and task taking instructions are followed by Subject Teachers.
- c) Ensures Subject Teachers assess students, either live or from recordings, using the common assessment criteria.
- d) Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of students are provided.

29.4 Subject Teacher

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

30. Private Students

- a) According to centre policy, confirms if private students (including distance students and home educated students) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private students by the awarding body).
- b) Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private student, according to the awarding body's specification.

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Exams Officers Head of IT
Centre set task: Subject Teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that Subject Teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that Subject Teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Curriculum Management
Students do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual student or group of students is produced for students</i> <i>Records confirm all students understand the marking criteria</i> <i>Students confirm/record they understand the marking criteria</i>	Curriculum Management
Subject Teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence.</i>	
Issuing of tasks		

Incorrect specification given to students	<i>Ensures Subject Teachers take care to distinguish between requirements/tasks for previous and new specifications Awarding body guidance sought where this issue remains unresolved</i>	Curriculum Management
Awarding body set task not issued to students on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to students contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Exams Officers Curriculum Management
The wrong task is given to students	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to students Awarding body guidance sought where this issue remains unresolved</i>	Curriculum Management Director of Quality
Subject Teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence.</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or student activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Exams Officers Curriculum Management

Rooms or facilities inadequate for students to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of students</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Exams Officers MIS IT Curriculum Management
Insufficient supervision of students to enable work to be authenticated	<i>Confirm Subject Teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of students</i> <i>Confirm Subject Teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Exams Officers Curriculum Management
A student is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Director of Quality Curriculum Management
Access arrangements were not put in place for an assessment where a student is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the student</i>	Exams Officers Additional Learning Support Manager
Advice and feedback		

Student claims appropriate advice and feedback not given by Subject Teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for Subject Teachers to record all information provided to students before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of Subject Teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to students prior to starting on their work as appropriate to the subject and component</i> <i>Student confirms/records advice and feedback given prior to starting on their work</i>	Curriculum Management (at Informal Stage) Director of Quality (Formal Stage)
Student claims no advice and feedback given by Subject Teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for Subject Teachers to record all advice and feedback provided to students during the task-taking stage as part of the centre's quality assurance procedures</i>	Curriculum Management (at Informal Stage) Director of Quality (Formal Stage)
	<i>Regular monitoring of Subject Teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to students during the task-taking stage as appropriate to the subject and component</i> <i>Student confirms/records advice and feedback given during the task-taking stage</i>	
A third party claims that assistance was given to students by the Subject Teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; students and Subject Teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Director of Quality and a Head
Student does not reference information from published source	<i>Student is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Student is again referred to the JCQ document Information for students: non-examination assessments</i> <i>Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Curriculum Management

Student does not set out references as required	<i>Student is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Student is again referred to the JCQ document Information for students: non-examination assessments</i> <i>Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Curriculum Management
Student joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the student to catch up</i>	Exams Officers Curriculum Management
Student moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Exams Officers
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a student outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the student</i>	Exams Officers Curriculum Management
Resources		
A student augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by students, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for students is restricted between formally supervised sessions</i>	Exams Officers Curriculum Management Head of IT

A student fails to acknowledge sources on work that is submitted for assessment	<i>Student's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites, Artificial Intelligence and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the student should be marked where student's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from student's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the student</i>	Curriculum Management Exams Officers
Word and time limits		
A student is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> <i>Where limits are for guidance only, students are discouraged from exceeding them</i> <i>Students confirm/record any information provided to them on word or time limits is known and understood</i>	Curriculum Management
Collaboration and group work		
Students have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Curriculum Management
Authentication procedures		

A teacher has doubts about the authenticity of the work submitted by a student for internal assessment Student plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and students' work</i> <i>Records confirm that students have been issued with the current JCQ document Information for students: nonexamination assessments</i> <i>Students confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for students: non-examination assessments</i> <i>The student's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	Curriculum Management
Student does not sign their authentication statement/declaration	<i>Records confirm that students have been issued with the current JCQ document Information for students: nonexamination assessments</i> <i>Students confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for students: non-examination assessments</i> <i>Declaration is checked for signature before accepting the work of a student for formal assessment</i>	Curriculum Management
Subject Teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for Subject Teachers to sign authentication forms at the point of marking students work as part of the centre's quality assurance procedures</i>	Curriculum Management
Presentation of work		
Student does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a student for formal assessment</i>	Curriculum Management
Keeping materials secure		

Students work between formal supervised sessions is not securely stored	<i>Records confirm Subject Teachers are aware of and follow current JCQ publication Instructions for conducting nonexamination assessments Regular monitoring ensures Subject Teacher use of appropriate secure storage</i>	Exams Officers Curriculum Management
Adequate secure storage not available to Subject Teacher	<i>Records confirm adequate/sufficient secure storage is available to Subject Teacher prior to the start of the course Alternative secure storage sourced where required</i>	Curriculum Management
Task marking – externally assessed components		
A student is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the student If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams officers
A student is absent on the day of the examiner visit for an unacceptable reason	<i>The student is marked absent on the attendance register</i>	Exams Officers
Task marking – internally assessed components		
A student submits little or no work	<i>Where a student submits no work, the student is recorded as absent when marks are submitted to the awarding body Where a student submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the</i>	Curriculum Management
	<i>assessment criteria a mark of zero is submitted to the awarding body</i>	

A student is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Exams Officers
The work of a student is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Exams Officers Curriculum Management
Student malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Curriculum Management (at Informal Stage) Director of Quality (at Formal Stage)
A teacher marks the work of his/her own student	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own student at the start of the course Marked work of said student is submitted for moderation whether part of the sample requested or not</i>	Exams Officers
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Curriculum Management
After submission of marks, it is discovered that the wrong task was given to students	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine</i>	Curriculum Management Exams Officers

	<i>eligibility and the process to be followed to apply for special consideration for students</i>	
A student wishes to appeal the marks awarded for their work by their teacher	<i>Students are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i> <i>Records confirm students have been informed of their marks</i> <i>Students are informed that these marks are subject to change through the awarding body's moderation process</i> <i>Students are informed of their marks at least two weeks prior to the internal deadline set by the Exams Officers for the submission of marks</i> <i>Through the student exam handbook, students are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	Curriculum Management Director of Quality
Deadline for submitting work for formal assessment not met by student	<i>Records confirm deadlines given and understood by students at the start of the course</i> <i>Students confirm/record deadlines known and understood</i> <i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i> <i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the student</i>	Curriculum Management Exams Officers
Deadline for submitting marks and samples of students work ignored by Subject Teacher	<i>Internal/external deadlines are published at the start of each academic year</i> <i>Reminders are issued through senior leaders/subject heads as deadlines approach</i> <i>Records confirm deadlines known and understood by Subject Teachers</i> <i>Where appropriate, internal disciplinary procedures are followed</i>	Curriculum Management Director of Quality

Subject Teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence)</i>	
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Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

This policy recognises that non-examination assessments may present barriers for students with disabilities or additional learning needs, particularly in relation to the requirements for independent working, extended written tasks, supervised conditions and use of digital systems (see Sections 8, 9 and 14 of this policy regarding resources, supervision and secure storage).

Potential disadvantages may include:

- A. Difficulty completing extended written tasks within supervised or timed conditions.
- B. Barriers to accessing digital platforms or securely stored electronic work (see Section 14: Keeping Material Secure)
- C. Challenges with organisation, memory, or independent research required during task-taking (see Section 9: Task Taking)
- D. Physical or sensory barriers affecting participation in practical, performance or controlled assessment activities

Mitigation and Alternatives

To reduce these disadvantages, the College applies reasonable adjustments in accordance with the Equality Act 2010 and JCQ Access Arrangements and Reasonable Adjustments guidance. These are implemented as outlined in Section 22 of this policy and supported by the Examinations Policy (Section 6.3: Access Arrangements).

Adjustments may include:

- A. Assistive technology (e.g. screen readers, speech-to-text software)
- B. Additional time, supervised rest breaks or flexible scheduling
- C. Alternative assessment formats were permitted by awarding bodies
- D. Support from readers, scribes or facilitators
- E. Adapted materials (e.g. large print, coloured overlays, accessible formats)

In circumstances where a student's needs cannot be fully met through standard adjustments, additional measures will be implemented through individual support plans and, where appropriate, through the Exam Contingency Plan (see Section 4), particularly in cases of disruption to normal assessment delivery.

The College monitors the implementation of this policy alongside the Examinations Policy and associated procedures to ensure that no group is disproportionately disadvantaged and that all students are able to demonstrate their knowledge, skills and understanding fairly.

1. Name of Policy

Non-examination Assessment Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	√
Staff	√
Wider Community	

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

NA

4. The Impact

Four possible impacts should be considered as part of the assessment:

Positive Impact - Where the policy might have a positive impact on a particular protected characteristic.

None or Little Impact – Where you think a policy does not disadvantage any of the protected characteristics

Some Impact – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.

Substantial Impact – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- Is there any elements of the policy that could be unlawful under the Equality Act 2010?
- Does policy outcomes and service take up differ between people with different protected characteristics?
- What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?
- Do other policies need to change to make this policy more effective?

Use the guidance provided above and complete the following table: **(Please Tick √)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
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Gender		√		
Age		√		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		√		
Hearing impaired		√		
Physical Disability		√		
Specific Learning Difficulties		√		
Global Learning Difficulties		√		
Autistic Spectrum Disorder		√		
Any other disability – Various		√		
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		√		
Culture		√		
Religious Belief		√		
Sexual Orientation		√		
Gender Reassignment		√		
Marriage/Civil Partnership		√		
Pregnancy /Maternity /Paternity		√		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

Action Plan: