

# **Non-examination Assessment and Coursework Policy May 2026**

Approved by Local Governing Body

Chair of Governors: John Garner

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## Purpose of the policy

The purpose of this policy, as defined by JCQ, is 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

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

### The basic principles

#### Head of centre

- Provides a signed declaration as part of the national centre number register annual update to confirm awareness of and that relevant centre staff are adhering to the latest version of [NEA](#)
- Ensures the centre's non-examination assessment policy is fit for purpose
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

#### SLT responsible for examinations, Quality Nominee (QN) and Programme lead

- Confirms with curriculum leaders that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

#### Curriculum leader

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

#### Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

#### Exams officer

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

## Task setting

### Subject teacher

- 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
- Makes candidates aware of the criteria used to assess their work

## Issuing of tasks

### Subject teacher

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

## Task taking - supervision

### Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Keeps a record of each candidate's contribution
- Ensures candidates are aware of the current JCQ documents [information for candidates - non-examination assessments and information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

## Advice and feedback

### Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or outlines/headings specific to the task
- Provides oral and written advice at a general level to candidates, unless prohibited to do so by the specification
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

## Resources

### Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures 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
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions

- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## **Word and time limits**

### **Subject teacher**

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

## **Collaboration and group work**

### **Subject teacher**

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

## **Authentication procedures**

### **Subject teacher**

- Where required by the awarding body's specification
  - ❖ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - ❖ signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ centre inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the senior leadership team in charge of exams

## **Recognition of prior learning (RPL) in BTEC qualifications**

RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification. An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.

### **The use of previously achieved certifications as evidence toward a qualification**

- Occasionally Pearson (the parent body of the exam board Edexcel who administer the vocational/BTEC courses) will map or give guidance to show shared content across units or qualifications (for example, first aid certificates). In these cases, a learner may use a previously achieved certificate as evidence without them having to repeat learning or assessment
- If Pearson has not mapped qualifications, the provider will need to map and check that learners' previous certificated achievement meets the current qualifications assessment criteria. It is important that the course provider keeps a record of the mapping so that the awarding body can confirm that it is valid
- No extra assessment is needed if a learner's previously achieved certificate or qualification meets the requirements of a whole unit
- Any higher education award (carrying academic credit) which has been certificated by Pearson, cannot be used as prior learning to contribute to the achievement of another higher education award of an equivalent level to be certificated by Pearson. Therefore, any part of a Level 5 Higher National Diploma that has been certificated cannot be used as evidence for RPL towards the achievement of an additional

Level 5 Higher National Diploma. Where learning has not been certificated this does not apply. Where higher education awards have been certificated by another awarding body, under licence from Pearson, this may not apply as centres must make case by case determinations as to whether RPL is applicable.

## Evidence which could qualify for RPL

- Home or family life
- Non-certificated education or learning
- Paid work
- Community or voluntary work

## The assessment of RPL

- The 'standards verifier' must be contacted before any monitoring activity starts
- The assessor may ask questions or ask a learner to show them skills, to check that their understanding and skills are current
- The assessment strategy, where stated, for each qualification must also be followed
- Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgements about a learner's past learning and experience in relation to unit standards. The assessor may look at:
  - ❖ Work experience records, validated by managers
  - ❖ Past portfolios of evidence or essays made by the learner
  - ❖ Reports validated as being the learner's own unaided work
  - ❖ Expert witness testimonies
  - ❖ Professional discussions
  - ❖ New assignment briefs or tasks that have been created to fill any gaps in the learner's work
- Evidence collected through the RPL process is assessed and verified through the same quality assurance procedures that the centre uses for any other internal assessment methods

## Presentation of work

### Subject teacher

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

## Use of AI for Completing Non-Examination Assessments (NEA) and Coursework

- **Prohibition of AI Use:**
  - Students are strictly prohibited from using AI tools, including but not limited to text generators, code generators, or other automated software, to complete any portion of their NEA. This prohibition includes drafting, editing, idea generation, problem-solving, or any other task directly related to the completion of NEAs..
- **Permissible Uses:**
  - While the use of AI for learning and research purposes is encouraged, it must not be used for tasks designed to assess a student's individual performance. AI tools may only be used for basic functions such as grammar or spell checks, provided they do not generate or significantly alter the content.
- **Verification and Monitoring:**
  - Students' work will be put through plagiarism and AI checkers.
- **Consequences of Violation:**

- Any student found to have used AI inappropriately to complete their NEA will face disciplinary action as outlined in the Malpractice Policy. (See policy [here](#).)
- **SLT in Charge of exams/NEA**
  - This policy will be communicated to all staff and students at the start of each academic year.
  - Assemblies will be held to inform students about the prohibition of AI use in coursework and NEAs.
  - Training sessions will be provided to faculty and staff to help them detect and address the use of AI in NEA/coursework.
- **Subject teachers:**
  - Subject teachers are responsible for ensuring that students are fully aware of this policy, and that NEA/coursework guidelines clearly state the prohibition of AI use.
  - Teachers will also provide lessons on how to properly reference sources in NEA/coursework and explain the consequences of academic misconduct.

## Keeping materials secure

### Subject teacher

- Ensures work is securely stored between sessions (if more than one session) where work is being undertaken by candidates under formal supervision
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (the JCQ document information for candidates – social media should be brought to the attention of candidates)
- Liaises with the IT manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

## Task marking – externally assessed components

### Conduct of externally assessed work

#### Subject teacher

- Liaises with the exams officer regarding 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
- Liaises with the visiting examiner where this may be applicable to any externally assessed component

#### Exams officer

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

### Submission of work

#### Subject teacher

- Provides the attendance register to a visiting examiner

#### Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a visiting examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed

- correctly to show candidates who are present and any who may be absent
- Ensures the completed attendance register accompanies the work where candidates' work must be dispatched to an awarding body
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

## Task marking – internally assessed components

### Marking and annotation

#### Head of centre

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

#### Curriculum leader

- Sets 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

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale 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
- Teaching staff will not use Artificial Intelligence as a sole means of marking candidates' work.

## Internal standardisation

Ruislip High School refers to the most up-to-date version of the following documents:  
BTEC guide to internal assessment and BTEC guide to internal verification

### SLT responsible for examinations, Quality Nominee (QN) and Programme lead

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (eg. NQTs, supply staff etc.)
- Ensures accurate internal standardisation, for example by:
  - ❖ Obtaining reference materials at an early stage in the course
  - ❖ Holding a preliminary trial marking session prior to marking
  - ❖ Carrying out further trial marking at appropriate points during the marking period
  - ❖ After most marking has been completed, holds a further meeting to make final adjustments
  - ❖ Making final adjustments to marks prior to submission
  - ❖ Retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

#### Subject teacher

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

- Keeps all 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

## **Consortium arrangements**

### **Curriculum leader**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the awarding body is notified by submission of the centre consortium arrangements for centre-assessed work (including spoken language endorsements, GCSE English language) for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

### **Subject teacher**

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series or until any appeal, malpractice or other results enquiry has been completed, whichever is later

### **Exams officer**

- Where the centre is the consortium lead
  - ❖ Submits the notification of centre consortium arrangements for centre-assessed work via the awarding body's centre admin portal (CAP) to the deadline for each exam series affected
  - ❖ Submits marks to the awarding body deadline
  - ❖ Liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline

## **Submission of marks and work for moderation**

### **Subject teacher**

- Liaise with 'subject verifier' at Pearson with matters concerning mark submission
- Inputs 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 officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/provides the moderation sample to the exams officer to the internal deadline
- Ensures 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
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

### **Exams officer**

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline
- Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation

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

## **Storage and retention of work after submission of marks**

### **Subject teacher**

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

### **Exams officer**

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

## **External moderation – the process**

### **Subject teacher**

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

## **External moderation – feedback**

### **Curriculum leader**

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

### **Exams officer**

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

## **Access arrangements**

### **Subject teacher**

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

### **Special educational needs co-ordinator (SENCo)**

- 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](#)
- Ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the

- support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

## Special consideration and loss of work

### Subject teacher

- Understands 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
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

### Exams officer

- Refers to/directs relevant staff to the JCQ publication [a guide to the special consideration process](#)
  - ❖ Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - ❖ Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - ❖ Keeps required evidence on file to support the application

## Malpractice

### Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [suspected malpractice in examinations and assessments: policies and procedures](#) and other awarding bodies, such as ASDAN's publications [Malpractice and Maladministration](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### Subject teacher

- Is aware of the JCQ [notice to centres - sharing NEA material and candidates' work](#) and other awarding bodies, such as ASDAN, to mitigate against candidate and centre malpractice
- Ensures candidates understand the JCQ document [information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [information for candidates - social media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### Exams officer

- Signposts the JCQ publication [suspected malpractice in examinations and assessments: policies and procedures](#) to the head of centre
- Signposts the JCQ [notice to centres - sharing NEA material and candidates' work](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## Post-results services

### Head of centre

- Is familiar with the JCQ publication [post-results services](#)
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of

results or an appeal

### **Curriculum leader**

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

### **Subject teacher**

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

### **Exams officer**

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

## **Practical skills endorsement for the A level sciences**

### **Head of centre**

- Provides a signed declaration as part of the national centre number register annual update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **SLT responsible for examinations, Quality Nominee (QN) and Programme lead**

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### **Curriculum leader**

- 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
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

### **Subject teacher**

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using common practical assessment criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a

- substantial impairment
- Follows the awarding body's instructions for the submission of candidates pass or not classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

#### **Exams officer**

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/follows the awarding body's instructions for the submission of candidates pass or not classified assessment outcome

## **Spoken language endorsement for GCSE English language specifications**

#### **Head of centre**

- Provides a signed declaration as part of the national centre number register annual update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the spoken language endorsement

#### **Quality assurance (QA) lead/lead internal verifier**

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

#### **Curriculum leader**

- 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
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

#### **Subject teacher**

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

#### **Exams officer**

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

## **Reviews of marking - centre assessed marks**

Ruislip High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Ruislip High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body

- Inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment
- After having received a written request for materials, CLs promptly make these available to the candidate. This will either be the originals viewed under supervised conditions or copies
- Provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing and candidates **must** explain on what grounds they wish to request a review
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
- Will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.