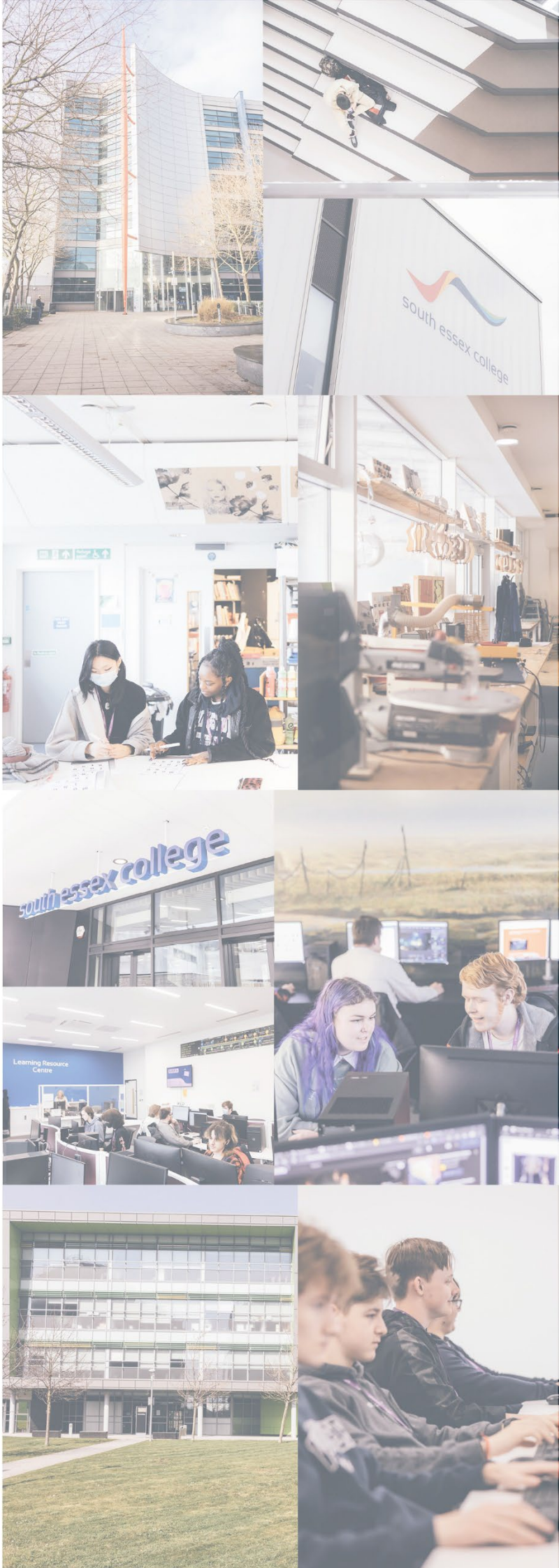
SOUTH ESSEX COLLEGES GROUP

NON-EXAMINATION ASSESSMENT

(Including controlled assessment and coursework)

2026-27



SIGNIFICANT CHANGES FOLLOWING REVIEW 26-27

PAGE NUMBER OR HEADING NAME	DETAILS OF SIGNIFICANT CHANGE	CHANGES MADE BY
What does this policy affect	Added clarification and update of references	Yasmin Bowker-King
Purpose of policy	Requirements updated	Yasmin Bowker-King
Procedures – Task setting	Safeguarding and declaration detail	Yasmin Bowker-King
Procedures – Task taking	Required JCQ documents for learners and artificial intelligence detail	Yasmin Bowker-King
Resources	Required referencing and artificial intelligence detail	Yasmin Bowker-King
Authentication	Electronic signature detail	Yasmin Bowker-King
Presentation of work	Detail added for English qualifications and artificial intelligence	Yasmin Bowker-King
Marking and annotation	Detailed deadline requirements for conflict of interest and use of artificial intelligence when marking work	Yasmin Bowker-King
Candidate declaration	New section added	Yasmin Bowker-King

NON-EXAMINATION ASSESSMENT (Including controlled assessment and coursework) 26-27

Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	10-09-2026
Name of person responsible for completing the EIA	Yasmin Bowker-King
Role of person responsible for completing the EIA	Senior Exams Manager
Who is affected by the policy / decision / change	Staff and Students
What's the reason for the new policy / change in policy, practice, process etc.	This is a yearly review and update required by JCQ and awarding organisations

You will need to consider whether its possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage	Who is at a disadvantage, and again has this changed?
Who will benefit	Who will not benefit (or who did and now doesn't due to the changes proposed in policy
Who can access the policy	Who cannot, or now cannot.

Protected Characteristic	What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	1	None identified		
Disability	2	Learners with a disability will be identified through access arrangement process for adaptations to be made for non-examination assessments so they are not disadvantaged.	Support from the Additional Learning Support Team and Subject Teachers of any adaptions are communicated early to prepare learners for assessments. Awarding bodies are notified ahead of deadlines by Exams Team once approved by SENCO/Additional Support Manager.	As and when required
Gender (Sex)	1	None identified		
Gender Reassignment	1	None identified		
Marriage or Civil Partnership	1	None identified		
Pregnancy / Maternity	1	None identified		
Race	1	None identified		
Religion or Religious Belief	1	None identified		
Sexual Orientation	1	None identified		
Any other element that needs to be considered.	1	None identified		

Note:

1. The terms stated under protected characteristics are the terminology used in the Equality Act 2010.
2. As part of the policy approval process Executive Board will consider the EIA assessment and any potential barriers which we may not be able to overcome and whether the action proposed will mitigate sufficiently within legislation or whether we decide to not implement the new policy if the risk are significant. If the policy is approved the EIA is also approved.

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What does this policy affect?

This policy affects the delivery of specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework.

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

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified any type of assessment that is not:

- set by an awarding organisation
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding organisation, and
- taken under conditions specified by the awarding organisation (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments (GCE & GCSE)**, Foreword)

(This document is further referred to in this policy as NEA)

(VTQ) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms.

These instructions apply to the setting, supervision, authentication, marking, internal standardisation and external moderation/verification of non-examination assessment in Vocational and Technical Qualifications. (JCQ's **Instructions for conducting non-examination assessments (VTQs)**, Introduction)

(This document is further referred to in this policy as NEA VTQs)

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

These instructions are for use in ELC qualifications, Project qualifications and CCEA GCE unitised AS and A level qualifications.

These instructions are additional to any guidelines or regulations that an individual awarding organisation may issue. If there is conflict between the awarding organisation's guidelines or regulations and these instructions, the awarding organisation's guidelines and subject-specific instructions will take precedence. (JCQ's **Instructions for conducting coursework,** Introduction)

(This document is further referred to in this policy as ICC)

Purpose of the policy

This policy confirms the JCQ requirement that South Essex Colleges Group has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework which includes details on how candidates' work will be authenticated with reference to the JCQ documents *Instructions for conducting coursework* and *Instructions for conducting non-examination assessments*.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities for non-examination assessments
- Manage risks associated with non-examination assessments
- Detail how candidates' work will be authenticated

Each year, as part of the annual declaration, the head of centre must confirm that a policy regarding the management of non-examination assessments is in place which is reviewed and updated annually by a member of the senior leadership team and communicated within the centre.

The JCQ Centre Inspection Service may ask the Head of Centre to confirm that a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is robust and fit for purpose. (NEA 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessments, controlled assessment (where applicable) and coursework.

The basic principles

Head of centre

- Returns a declaration (managed 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, NEA VTQs and ICC
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leaders

- Ensure the correct conduct of non-examination assessment which complies with NEA, NEA VTQs or ICC and awarding organisation subject-specific instructions

- Ensure the college calendar records assessment schedules by the start of the academic year.

Quality assurance (QA) lead/Lead internal verifier

- Confirms with Head of School that appropriate awarding organisation forms and templates for non-examination assessment 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 organisation 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
- Where not provided by the awarding organisation, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.

Head of School

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment.
- Ensures NEA, NEA VTQs and ICC and relevant awarding organisation 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, NEA VTQs and ICC
- Where instructions may also be provided by the awarding organisation, understands and complies with the awarding organisation specification for conducting non-examination assessment, including any subject-specific instructions, teachers' notes or additional information on the awarding organisation's website.
- Marks internally assessed work to the criteria provided by the awarding organisation.
- 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 for the relevant exam series.

Senior Exams Manager/Exams Team

- Signposts the updated JCQ NEA, NEA VTQs and ICC documents to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment
- Brief staff on the requirements set by the awarding organisation and provide training where applicable

Task setting

Head of School/Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding organisation or designs tasks where this is permitted by criteria set out within the subject specification

- Checks that the tasks being set and approach being taken are appropriate and in line with the awarding organisation's specification as well as ethical standards and the centre's safeguarding responsibilities
- Ensures that all candidates have read the JCQ document Information for candidates – non-examination assessments, Information for candidates – coursework assessments (where applicable) and the Candidate declaration prior to beginning their work
- Makes candidates aware of the criteria used to assess their work
- Ensures candidates do not sign the declaration until they have completed their work and handed it in for final assessment

Issuing of tasks

Head of School/Subject teacher

- Determines when set tasks are issued by the awarding organisation
- Identifies date(s) when tasks should be taken by candidates in line with awarding organisation guidelines/requirement
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are always stored securely
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Ensures candidates understand what they need to do to comply with the regulations for non-examination assessments outlined in the JCQ documents Information for candidates - non-examination assessments and Information for candidates - social media
- Checks the awarding organisation'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
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates:
    - understand that information from all sources must be referenced including the use of AI and the sources resulting in the AI-generated content
    - receive guidance on setting out references and are made aware of the centre's policy on the use of AI
    - are aware that they must not plagiarise other material to comply with the exams contingency policy including AI-generated content

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 writing frames specific to the task

- When reviewing candidates' work, unless prohibited by the specification or the NEA/controlled assessment regulations set by the awarding organisation, provides oral and written advice at a general level to candidates
- 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 organisation's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Ensures candidates understand they must not copy such material and claim it as their own work and that any source material must be appropriately credited and referenced
- Refers to the JCQ document *AI Use in Assessments: Your role in protecting the integrity of qualifications* (http://www.jcq.org.uk/exams-office/malpractice) as well as the awarding organisation's specification and/or associated documentation published by the awarding bodies and the regulator
    - By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- 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 augmented 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 (The record must include all the sources used, including books, websites, audio-visual resources and AI tools)
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged , including where AI is used
  Refers to the following JCQ documents to ensure their own understanding in protecting the integrity of qualifications, and preventing AI misuse and plagiarism in assessments:
    - AI Use in Assessments: Your role in protecting the integrity of qualifications
    - Preventing AI Misuse in Assessments - A summary for teachers
    - AI and Assessments: A quick guide poster for students
    - Plagiarism in Assessments

Word and time limits

Subject teacher

- Refers to the awarding organisation's specification to determine whether there are minimum and/or maximum time and word limits

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding organisation'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 - how candidates' work is authenticated

Subject teacher

- Where required by the awarding organisation's specification:
    - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
    - signs the teacher declaration of authentication confirming the requirements have been met

  (Electronic signatures are acceptable. Typed names will be taken as being as binding as a handwritten signature)
- Keeps signed candidate declarations on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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, NEA VTQs or ICC and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding organisation will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA, NEA VTQs or ICC unless the awarding organisation's specification gives different subject-specific instructions
- Ensures candidates' work for assessment is in English, as specified by the awarding organisation and AI translation tools are not used to generate work for assessment
- 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
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding organisation's specified requirements

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session). Teacher must seek guidance from the examinations team on what is classed as secure storage for the controlled assessment
- When work is submitted by candidates for final assessment, ensures work is securely stored
- 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 organisation moderation, securely until all possible post-results services have been exhausted.
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and 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 (Reminds candidates of the contents of the JCQ document *Information for candidates – social media)*
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions.
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding organisation guidance to ensure that the method of encryption is suitable

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 organisation and where applicable, according to JCQ *Instructions for conducting examinations*

- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Department

- 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 organisation and where applicable, according to JCQ *Instructions for conducting examinations*

Submission of work

Subject teacher

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

Exams Department

- Provides the attendance register to the subject teacher where applicable
- Ensures the awarding organisation's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding organisation's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding organisation
- 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 organisation and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding organisation's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

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

Head of School

- 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 organisation external deadline

Subject teacher

- Accesses awarding organisation training/updates as required to ensure familiarity with the mark scheme/marking process

- Marks candidates' work in accordance with the marking criteria provided by the awarding organisation
- Does not use artificial intelligence as the sole means of marking candidates' work, reviews all the work in its entirety and determines the mark it warrants using their own professional judgement, regardless of the outcomes of an AI tool, remaining responsible for the mark/grade awarded
- 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 organisation moderation process
- Ensures candidates are informed of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding organisation

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

- Supports staff not familiar with the mark scheme (e.g. ECTs, 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 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 for centre assessed NEA component

Head of School

- 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 relevant awarding organisation is informed that the centre is part of a consortium by submitting Form JCQ/CCA *Centre consortium arrangements for centre-assessed work* 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 concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams team

- Where the centre is the consortium lead:
    - submits an online notification of *Centre consortium arrangements for centre-assessed work* to the relevant awarding organisation through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
    - submits marks for home centre candidates to the awarding organisation deadline
    - where relevant, liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding organisation deadline

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding organisation 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 organisation 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
- Submits any supporting documentation required by the awarding organisation/Provides the exams officer with any supporting documentation required by the awarding organisation

Exams team

- Inputs and submits marks online, via the awarding organisation 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 organisation deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the moderator by the awarding organisation deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding organisation deadline.
- Ensures that for postal moderation:
    - work is dispatched in packaging provided by the awarding organisation.
    - moderator label(s) provided by the awarding organisation are affixed to the packaging.
    - proof of dispatch is obtained and kept on file until the successful issue of final results.

- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding organisation

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
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Exams team

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

External moderation – the process

Head of School

- Ensures that awarding organisation or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding organisation/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

Head of School

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

Exams team

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

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCO/Additional Support Manager to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCO/Additional Support Manager)

- Follows the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment including reference to the document Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding organisation 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

Head of School

- 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 organisation

Exams team

- Refers to/directs relevant staff to the JCQ document A guide to the special consideration process
    - Where a candidate is eligible, submits an application for special consideration via the awarding organisation's secure extranet site to the prescribed timescale
    - Where application for special consideration via the awarding organisation's secure extranet site is not applicable, submits the required form to the awarding organisation to the prescribed timescale
    - Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding organisation (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)

Malpractice

Head of centre

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

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments and (where applicable) Information for candidates - coursework 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 team

- Signposts the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to Head of School
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

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

Head of School

- 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

Exams team

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

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

Head of centre

- Returns the '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 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 organisation 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

Quality assurance (QA) lead/Lead internal verifier
- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Head of School
- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding organisation 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 organisation will be contacted at the beginning of the course
- Undertakes any training provided by the awarding organisation 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 organisation 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 organisation'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 team
- 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 organisation to the external deadline/Follows the awarding organisation's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

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

Head of centre

- 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 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

Head of School

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding organisation 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 storage of recordings are compliant with awarding bodies regulations
- 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 organisation's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recording.
- Ensure internal College Group deadlines are adhered to for assessment and providing the exams teams with grades/score.

Exams team

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

Candidate Declaration

Subject teacher

- Ensures candidates read and understand the Notice to Candidates within the declaration form and understand what they will be declaring when signing
- Before signing the Teacher declaration within the form, ensures they have read and understood the guidance produced by JCQ on authenticating candidates' work, marking candidates' work and internal standardisation (ensuring they are familiar with the candidate's general standard of work)
- Keeps a copy of the Candidate declaration on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been

completed, whichever is later, as this may be subject to inspection by the awarding organisation and/or a JCQ Centre Inspector

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

Reference to non-examination assessment is intended to include any specifications with one or more non-examination assessment component or unit , controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	*Records confirm that relevant centre staff are familiar with and follow:* • *the current JCQ documents Instructions for conducting non-examination assessments and (where applicable) Instructions for conducting coursework* • *the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments*	Head of Centre
Candidate malpractice	*Records confirm that candidates are informed and understand they must not:* • *submit work which is not their own* • *make available their work to other candidates through any medium* • *allow other candidates to have access to their own independently sourced material* • *assist other candidates to produce work* • *use books, the internet, AI or other sources without acknowledgement or attribution* • *submit work that has been word processed by a third party without acknowledgement* • *include inappropriate, offensive or obscene material* *Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments, (where applicable) Information for candidates – coursework assessments and Information for candidates – social media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media*	Subject Teacher / Head of School
Task setting		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Awarding organisation set task: IT failure/corruption of task details where set task details accessed from the awarding organisation online	*Awarding organisation key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding organisation contacted to request direct email of task details*	Exams team
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding organisation training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding organisation's specification* *Samples assessment criteria in the centre set task*	Head of School
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the awarding organisation's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*	Subject Teacher
Subject teacher long term absence during the task setting stage	*See centre's contingency plan (Teaching staff extended absence...)*	Head of School
Issuing of tasks		
Awarding organisation set task not issued to candidates on time	*Awarding organisation key date for accessing set task as detailed in the specification noted prior to start of course* *Course information issued to candidates 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*	Subject Teacher
The wrong task is given to candidates	*Ensures course planning and information taken from the awarding organisation's specification confirms the correct task will be issued to candidates* *Awarding organisation guidance sought where this issue remains unresolved*	Subject Teacher
Subject teacher long term absence during the issuing of tasks stage	*See centre's contingency plan (Teaching staff extended absence)*	Head of School
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task	*Ensures the candidate's presentation does not form part of the sample which will be recorded*	Head of School/Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
such as a presentation that may be recorded	*Contacts the awarding organisation at the earliest opportunity where unable to record the required number of candidates for the monitoring sample*	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in centre wide calendar*	Head of School
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	*Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course* *Staggered sessions arranged where IT facilities insufficient for number of candidates* *Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)*	Head of School
Insufficient supervision of candidates to enable work to be authenticated	*Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding organisation's specification in relation to the supervision of candidates* *Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy*	Head of School / Exams team
A candidate is suspected of malpractice prior to submitting their work for assessment	*Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*	Head of School / Exams team
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine the process to be followed to apply for special consideration for the candidate*	SENCO/ Additional Support Manager / Subject Teacher / Exams team
Advice and feedback		
Candidate claims appropriate advice and feedback not	*Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates*	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
given by subject teacher prior to starting on their work	*before work begins as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component* *Candidate confirms/records advice and feedback given prior to starting on their work*	Head of School
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	*Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component* *Candidate confirms/records advice and feedback given during the task-taking stage*	Head of School
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*An investigation is conducted; candidates and subject teacher are interviewed, and statements recorded where relevant* *Records as detailed above are provided to confirm all assistance given* *Where appropriate, a suspected malpractice report is submitted to the awarding organisation*	Head of School / Exams team
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	Subject Teacher
Candidate does not set out references as required	*Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments*	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	and (where applicable) Information for candidates – coursework assessments *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*	Head of School /Subject Teacher
Candidate moves to another centre during the course	*Awarding organisation guidance is sought to determine what can be done depending on the stage at which the move takes place*	Head of School /Exams team
An excluded pupil wants to complete a non-examination assessment(s)	*The awarding organisation specification is checked to determine if the specification is available to a candidate outside mainstream education* *If so, arrangements for supervision, authentication and marking are made separately for the candidate*	Head of School /Exams team
Resources		
A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions* *Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions* *Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions*	Subject Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	*Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources* *Awarding organisation guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledge sources appropriately* *Where confirmation is unavailable from candidate's records, awarding organisation guidance is sought and/or a mark of zero is submitted to the awarding organisation for the candidate*	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding organisation for exceeding word or time limits	*Records confirm the awarding organisation specification has been checked to determine if word or time limits are mandatory*	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Where limits are for guidance only, candidates are discouraged from exceeding them *Candidates confirm/record any information provided to them on word or time limits is known and understood*	
Collaboration and group work		
Candidates have worked in groups where the awarding organisation specification states this is not permitted	*Records confirm the awarding organisation specification has been checked to determine if group work is permitted* *Awarding organisation guidance sought where this issue remains unresolved*	Subject Teacher / Exams team
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work* *Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments* *Candidates 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 candidates: non-examination assessments and (where applicable) Information for candidates: coursework assessments* *The candidate's work is not accepted for assessment* *A mark of zero is recorded and submitted to the awarding organisation*	Subject Teacher
Candidate does not sign their authentication statement/declaration	*Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Declaration is checked for signature before accepting the work of a candidate for formal assessment*	Subject Teacher
Subject teacher not available to sign authentication forms	*Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures*	Head of School

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Presentation of work		
Candidate does not fully complete the awarding organisation's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments* *Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage*	Head of School
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course* *Alternative secure storage sourced where required*	Head of School / IT Manager
Candidates work produced electronically is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments* *Internal processes and regular monitoring/internal audit by IT Manager ensures:* • *access to this material is restricted by permission requirements on secure storage* • *appropriate security safeguards are in place* • *an effective back-up strategy is employed so that an up-to-date archive of candidates' evidence is maintained. Back-ups retrievable from internal and offsite servers* • *any sensitive digital media is encrypted (according to awarding organisation guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it*	Head of School / IT Manager
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	*Awarding organisation guidance is sought to determine if alternative assessment arrangements can be made for the candidate* *If not, eligibility for special consideration is explored and a request submitted to the awarding organisation where appropriate*	Head of School / Exams team
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – internally assessed components		
A candidate submits little or no work	*Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding organisation* *Where a candidate 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 assessment criteria a mark of zero is submitted to the awarding organisation*	Subject Teacher
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work*	Subject Teacher / Head of School / Exams team
The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8)/VTQs (15) and (where applicable) Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work*	Head of School / Exams team
Candidate malpractice is discovered	*Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9)/ VTQs (5) and (where applicable) Instructions for conducting coursework (6) in coursework) are followed* *Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed* *Appropriate internal disciplinary procedures are also followed*	Head of School / Exams team
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	*A possible conflict of interest is declared by informing the awarding organisation before the published deadline for entries for each examination series* *Marked work of said candidate is submitted for moderation whether part of the sample requested or not*	Head of School
An extension to the deadline for submission of marks is	*Awarding organisation is contacted to determine if an extension can be granted*	Head of School /

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
required for a legitimate reason	*Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension*	Exams team
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding organisation is contacted for guidance* *Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine eligibility and the process to be followed to apply for special consideration for candidates*	Head of School / Exams team
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding organisation* *Records confirm candidates have been informed of their marks* *Candidates are informed that these marks are subject to change through the awarding organisation's moderation process* *Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks* *Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding organisation*	Subject Teacher / Head of School / Exams team
Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course* *Candidates confirm/record deadlines known and understood* *Depending on the circumstances, awarding organisation guidance sought to determine if the work can be accepted late for marking providing the awarding organisation's deadline for submitting marks can be met* *Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding organisation for the candidate*	Subject Teacher / Head of School
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/Head of School as deadlines approach*	Head of School

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Records confirm deadlines known and understood by subject teachers *Where appropriate, internal disciplinary procedures are followed*	
Subject teacher long term absence during the marking period	*See centre's exam contingency plan (Teaching staff extended absence)*	Head of School

End of Policy



Senior Leadership Responsibility	Ansar Mahmood
Policy Author	Ansar Mahmood / Yasmin Bowker-King
Roles Responsible for Reviewing	Group Deputy Chief Executive Officer and Chief Information Officer / Senior Exams Manager
Date to be reviewed	September 2027
Type of Policy	Public / Internal