



BLACKBURN GOULD
& ASSOCIATES

EXAMINATION AND APPEALS PROCEDURE



Purpose of the procedure

The purpose of this procedure, 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*

[[NEA](#)– *The basic principles, page 4*]

What are non-examination assessments?

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

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

- *task setting.*
- *task taking.*
- *task marking.*

[[NEA](#)– *The basic principles, page 4*]

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

The basic principles

Executive Director

- Ensures that the centre’s *non-examination assessment procedure* is fit for purpose.
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by learners (or their parents/carers) appealing against internally assessed marks.
- Ensures the correct conduct of non-examination assessments which comply with [NEA](#) and awarding body subject-specific instructions.
- Ensures the center-wide calendar records assessment schedules by the start of the academic year.

Internal Quality Assurer

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by assessors and learners.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject assessors in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to learners by subject assessors.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by learners.
- Where not provided by the awarding body, ensures a centre-devised template is provided for learners to keep a detailed record of their own research, planning, resources etc.

Centre Manager

- Ensures subject assessors 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.
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject assessors.

Assessors

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

Exams Team

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Task setting

Assessor

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

Issuing of tasks

Assessor

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

Task taking

Supervision

Assessor

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



Advice and feedback

Assessor

- As relevant to the subject/component, advises learners on relevant aspects before learners begin working on a task.
- When reviewing learners' work, unless prohibited by the specification, provides oral and written advice at a general level to learners.
- Allows learners 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.
- Sees to it that when work has been assessed, learners are not allowed to revise it.

Resources

Assessor

- Refers to the awarding body's specification and/or associated documentation to determine if learners have restricted/unrestricted access to resources when planning and researching their tasks.
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by learners.
- Ensures learners understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensures that where appropriate to include references, learners keep a detailed record of their own research, planning, resources etc.

Word and time limits

Assessor

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

Collaboration and group work

Assessor

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

Authentication procedures

Assessor

- Where required by the awarding body's specification
 - Ensures learners 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 learner declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed.
- Provides signed learner declarations where these may be requested by a JCQ Centre Inspector.



- Where there may be doubt about the authenticity of the work of a learner or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer.

Presentation of work

Assessor

- Instructs learners to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions.
- Instructs learners to add their learner number, centre number, and the component code of the assessment as a header/footer on each page of their work.

Keeping materials secure

Assessor

- When work is being undertaken by learners under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by learners for final assessment, ensures work is securely stored.
- Follows secure storage instructions as defined in [NEA4.8](#)
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- Reminds learners of the need to keep their own work always secure and not share completed or partially completed work on-line, on social media or through any other means.
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to learners' work where work is stored electronically.

Exams Team

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

Task marking – externally assessed components

Conduct of externally assessed work

Assessor

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

Examination Team

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

Submission of work

Assessor

- Provides the attendance register to a Visiting Examiner.

Exams Team



- 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 learners who are present and any who may be absent.
- Where learners' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Assessor

- Marks learners' work in accordance with the marking criteria provided by the awarding body.
- Annotates learners' 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 learners of their marks which could be subject to change by the awarding body moderation process.
- Ensures learners are informed in a timely manner to enable an internal appeal to be submitted by a learner and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Internal Quality Assurer

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Assessor

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

Consortium arrangements

Assessor

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead).
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected.
- Ensures procedures for internal standardisation as a consortium are followed.

Assessor

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

Exams Team

- Arranges completion of form JCQ/CCA [*Centre consortium arrangements for centre - assessed work*](#)
- Submits form JCQ/CCA to the deadline for each exam series affected.
- Submits marks to the awarding body deadline.
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline.



- Where relevant (as the consortium lead), retains all learners' work in the consortium until after the deadline for enquiries about results for the exam series.

Submission of marks and work for moderation

Assessor

- Inputs and submits marks online via the awarding body's secure extranet site, keeping a record of the marks awarded.
- Where responsible for marks input, ensures checks are made that marks for any additional learners are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of learners' work to the awarding body moderator by the external deadline, keeping record of the work submitted. Provides the moderation sample to the exams officer to meet the internal deadline.
- Ensures the moderator is provided with authentication of learners' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Exams Team

- Inputs and submits marks online via the awarding body's secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject assessors that marks have been submitted to the awarding body.
- Where responsible for marks input, ensures checks are made that marks for any additional learners are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of learners' 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 meet the awarding body deadline.
- Ensures that for postal moderation
 - Work is dispatched in packaging provided by the awarding body.
 - Moderator label(s) provided by the awarding body are affixed to the packaging.
 - Proof of dispatch is obtained and kept on file until the successful issue of final results.
- Through the subject teacher, ensures the moderator is provided with authentication of learners' 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

Assessor

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

Exams Team

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



External moderation - feedback

Assessor

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

Exams Team

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

Access arrangements

Assessor

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

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the learner's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject assessors aware of any access arrangements for eligible learners which need to be applied to assessments.
- Works with subject assessors to ensure requirements for access arrangement for learners needing 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

Assessor

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

Exams Team

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a learner is eligible, applies 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 report to the relevant awarding body any suspected cases of malpractice involving learners, assessors, invigilators, or other administrative staff.
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)

Assessor

- Is aware of the JCQ [Notice to Centres - Assessors sharing assessment material and learners' work](#)
- Ensures learners understand the JCQ document [Information for learners- non-examination assessments](#)
- Ensures learners understand the JCQ document [Information for learners- Social Media](#)

Exams Team

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Assessors sharing assessment material and learners' work](#) to subject heads
- Signposts learners to the relevant JCQ information for learners' documents.
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice.

Enquiries about results

Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by learners (or their parents/carers), appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Assessor

- Provides relevant support to subject assessors making decisions regarding enquiries about results.

Assessor

- Provides advice and guidance to learners on their results and the post-results services available.
- Provides the exams officer with the original sample or relevant sample of learners' work that may be required for an enquiry about results to the internal deadline.
- Supports the exams officer in collecting learner consent where required.

Exams Team

- 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 for centres](#)
- Provides/signposts relevant centre staff and learners 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 learner consent where required.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date	

accessed from the awarding body online	<i>Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	
Centre set task: An assessor fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject assessors access awarding body training information, practice materials etc. Records confirmation that subject assessors understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	
Learners do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual learner or group of learners is produced for learners Records confirm all learners understand the marking criteria Learners confirm/record they understand the marking criteria</i>	
An assessor long term absence during the task setting stage	<i>See centre's exam contingency plan - Assessor extended absence at key points in the exam cycle</i>	
Issuing of tasks		
Task for legacy specification given to learners undertaking new specification	<i>Ensures subject assessors take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	
Awarding body set task not issued to learners on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to learners contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to learners	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to learners Awarding body guidance sought where this issue remains unresolved</i>	
An assessor long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or learner activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	
Rooms or facilities inadequate for learners to take tasks under appropriate supervision	<i>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 learners Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	
Insufficient supervision of	<i>Confirm subject assessors are aware of and follow the</i>	

learners to enable work to be authenticated	<i>current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of learners</i> <i>Confirm subject assessors understand their role and responsibilities as detailed in the center's non-examination assessment procedure</i>	
A learner is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	
Access arrangements were not put in place for an assessment where a learner is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the learner</i>	
Advice and feedback		
Learner claims appropriate advice and feedback not given by an assessor prior to starting on their work	<i>Ensures a centre-wide process is in place for subject assessors to record all information provided to learners before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to learners prior to starting on their work as appropriate to the subject and component</i> <i>Learner confirms/records advice and feedback given prior to starting on their work</i>	
Learner claims no advice and feedback given by an assessor during the task-taking stage	<i>Ensures a centre-wide process is in place for subject assessors to record all advice and feedback provided to learners during the task-taking stage as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to learners during the task-taking stage as appropriate to the subject and component</i> <i>Learner confirms/records advice and feedback given during the task-taking stage</i>	
A third-party claim that assistance was given to learners by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; learners and subject assessor are interviewed, and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	
Learner does not reference information from published source	<i>Learner is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Learner is again referred to the JCQ document Information for learners: non-examination assessments</i> <i>Learner's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Learner does not set out	<i>Learner is advised at a general level to review and re-draft</i>	

references as required	<p><i>the set out of references before work is submitted for formal assessment</i></p> <p><i>Learner is again referred to the JCQ document Information for learners: non-examination assessments</i></p> <p><i>Learner's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
Learner joins the course late after formally supervised task taking has started	<p><i>A separate supervised session(s) is arranged for the learner to catch up</i></p>	
Learner moves to another centre during the course	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	
An excluded pupil wants to complete his/her non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a learner outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the learner</i></p>	
Resources		
A learner augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by learners, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for learners is restricted between formally supervised sessions</i></p>	
A learner fails to acknowledge sources on work that is submitted for assessment	<p><i>Learner'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</i></p> <p><i>Awarding body guidance is sought on whether the work of the learner should be marked where learner's detailed records acknowledge sources appropriately</i></p> <p><i>Where confirmation is unavailable from learner's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the learner</i></p>	
Word and time limits		
A learner is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, learners are discouraged from exceeding them</i></p> <p><i>Learners confirm/record any information provided to them on word or time limits is known and understood</i></p>	
Collaboration and group work		
Learners have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Authentication procedures		
An assessor has doubts about the authenticity of the work submitted by a learner for internal assessment	<p><i>Records confirm subject staff have been made aware of the JCQ document Assessors sharing assessment material and learners' work</i></p> <p><i>Records confirm that learners have been issued with the current JCQ document Information for learners: non-examination assessments</i></p>	
Learner plagiarises other		

material	<i>Learners 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 learners: non-examination assessments The learner's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	
Learner does not sign their authentication statement/declaration	<i>Records confirm that learners have been issued with the current JCQ document Information for learners: non-examination assessments Learners confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for learners: non-examination assessments Declaration is checked for signature before accepting the work of a learner for formal assessment</i>	
An Assessor not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject assessors to sign authentication forms at the point of marking learners work as part of the centre's quality assurance procedures</i>	
Presentation of work		
Learner does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a learner for formal assessment</i>	
Keeping materials secure		
Learners work between formal supervised sessions is not securely stored	<i>Records confirm subject assessors are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	
Task marking – externally assessed components		
A learner is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the learner If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	
A learner is absent on the day of the examiner visit for an unacceptable reason	<i>The learner is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A learner submits little or no work	<i>Where a learner submits no work, the learner is recorded as absent when marks are submitted to the awarding body Where a learner 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 body</i>	

A learner is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work.</i>	
The work of a learner is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work.</i>	
Learner malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal actions and procedures are also followed</i>	
An Assessor marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course. Marked work of said child is submitted for moderation whether part of the sample requested or not.</i>	
An extension to the deadline for submission of marks is required for a legitimate reason.	<i>Awarding body is contacted to determine if an extension can be granted. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension.</i>	
After submission of marks, it is discovered that the wrong task was given to learners	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for learners</i>	
A learner wishes to appeal the marks awarded for their work by their Assessor	<i>Learners are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. Records confirm learners have been informed of their marks. Learners are informed that these marks are subject to change through the awarding body's moderation process. Learners are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks. Through the learner exam handbook, learners are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body.</i>	
Deadline for submitting work for formal assessment not met by learner.	<i>Records confirm deadlines given and understood by learners at the start of the course. Learners confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met. Decision made (depending on the circumstances) if the work</i>	



	<i>will be accepted late for marking or a mark of zero submitted to the awarding body for the learner.</i>	
Deadline for submitting marks and samples of learner's work ignored by Assessor	<i>Internal/external deadlines are published at the start of each academic year. Reminders are issued through assessors as deadlines approach Records confirm deadlines known and understood by assessors.</i>	
Assessor long term absence during the marking period	<i>See centre's exam contingency plan (Assessor extended absence at key points in the exam cycle)</i>	