



Budmouth College

Management of Non-Examination Assessments Policy – GCSE and GCE (including BTEC) – 2018-2019

Governors' Committee responsible:	Curriculum
Link Senior Leader responsible:	Dr Adrian Bungay
Date:	September 2018
Next review date:	September 2019

Working Together, Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Management of Non-Examinations Assessments Policy

2. Upon whom will this impact?

All Students and Staff

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		✓	
Gender		✓	
Disability		✓	
Religion, Faith or belief		✓	
Sexual Orientation		✓	
Transgender		✓	
Age (N/A to pre-school and school children)		✓	
Rurality		✓	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		✓	
Gender	✓		
Disability		✓	
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age		✓	
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? YES / **NO**

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / **NO**

Initial screening carried out by Sarah Ford

Signed Date 7th September 2018

Comment by Principal:

Date.....

1. POLICY STATEMENT

1.1. This policy commits the College and its staff to having high quality non-examination assessment procedures. This means that the college:-

- will strive to deliver the highest quality of service to all our students and staff
- will expect all staff and students to maintain this quality through adherence to the procedures

This policy is based on the regulations set out by the JCQ in the document 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)'

2. REASON FOR THE POLICY

- 2.1. To ensure that there is a systematic and consistent procedure for the management of non-examination assessments within the College.
- 2.2. To ensure that non-examination assessments are carried out in accordance with the individual Awarding Body specifications and the JCQ regulations.

3. POLICY OBJECTIVES

- 3.1. A culture of high service standards for all staff is fostered within the College and is integral to each student's College experience.
- 3.2. Every member of staff's practice underpins this policy in order to foster and spread the culture of high quality of non-examination assessment services for our students.
- 3.3. Each staff member is made aware of the procedures expected to be followed to ensure compliance with external regulations, thus ensuring that the College is not compromised in any way.

4. POLICY

4.1. Task Setting, Task Taking and Task Marking

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

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

- Task setting;
- Task taking;
- Task marking.

Task Setting

Tasks are set either by the Awarding body or by the College and in both cases, must meet the requirements of the specification.

Task Taking

The College will follow the arrangements set out in points 4.1 to 4.5 in the JCQ document 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' unless the Awarding body's specification says otherwise.

Task Marking

In some specifications, controlled assessments are internally assessed and some are externally assessed. If an assessment is internally assessed and externally moderated, the College will ensure that standardisation of marking takes place. Awarding bodies provide the mark schemes or criteria.

4.2. Endorsement's for A Level Sciences and Spoken Language GCSE English Language

The College will ensure that the separate arrangements set out in Appendix 1 and Appendix 2 in the JCQ document 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' for the Endorsements are adhered to.

4.3. Access Arrangements

- If a student has an access arrangement as part of his/her normal way of working, a similar arrangement will normally be permitted for non-examination assessment. Approval with individual Awarding bodies must be requested in advance of assessments.
- Staff should liaise with SEN to ensure that assistance is available for those students requiring access arrangements.

4.4. Absence/Loss of work

- The College will apply for special consideration in the cases of prolonged longer-term absence or loss of work where the reasons meet the requirements set out by the JCQ in the document 'A guide to the special consideration process'.

4.5. Authentication of Assessments

- The statutory regulations require that all students sign a declaration before submitting their work for final assessment, confirming that the work is their own.
- The authentication forms should also be signed by the teacher.
- The College will keep the declarations on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed.
- Teachers must report to the Senior Exams Officer of any concerns that malpractice may have occurred.

4.6. Secure Storage of assessments and materials

- Assessment materials issued by Awarding bodies must be kept secure throughout the assessment process.
- Student's assessments must be stored securely throughout the task taking stage by the teacher.
- Assessments must remain in secure storage until all possible post-results services have been exhausted. If post-results services have not been requested work may be returned to students after the deadline for Enquiry about results for the relevant services. If post-results services have been requested the work may only be returned once the enquiry about results and any subsequent appeal has been completed.

(Secure storage is defined as a securely locked cabinet or cupboard except in the cases where students produce artefacts (e.g. Art & Design). It can then be a classroom, studio or workshop which must be locked/supervised between the end of one session and the start of the next)

4.7. Candidate Malpractice and Plagiarism

- Learning leaders must inform students of the JCQ regulations concerning malpractice and plagiarism.
- In cases of suspected malpractice the College will refer to and follow the regulations in the JCQ document 'Suspected Malpractice in Examinations and Assessments'.

4.8. RORs (Review of Results)

- Centres can request a post-results review of moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. This service is not available if no adjustment was made to the centre's marks as a result of the original moderation. A review of moderation is not available for an individual student.
- Externally assessed non-examination assessments will be treated as examination scripts for the purposes of enquiries about results.

5. WHO WILL NEED TO KNOW ABOUT THIS POLICY

5.1. It is the responsibility of everyone involved in the non-examination assessment process to read, understand and implement this policy.

RESPONSIBILITY

6.1. Principal

- Overall responsibility for the college as an exam centre

Exams Co-ordinator

- Become familiar with the JCQ 'Instructions for Conducting non-examination assessments (new GCE & GCSE specifications)'.
 - Where confidential materials are directly received by Exams receiving, storing and transmitting this material securely.
 - Distributing mark sheets to learning leaders, then collecting and submitting marks to awarding bodies to meet published deadlines.
 - Distributing samples of candidates' work for external verification as and when requested by the awarding body.
 - Ensure all learning leaders are aware of the non-examination assessment mark submission deadlines.

Learning Leaders

- Standardise internally, the marking of all involved in assessing an internally assessed component.
- Ensuring that internal departmental controlled assessment procedures and deadlines are clear and shared with all relevant staff.
- To understand and comply with the general guidelines in the JCQ publication 'Instructions for Conducting non-examination assessments (new GCE & GCSE specifications)'.
- To understand and comply with the awarding body specification for conducting non-examination assessments, including any subject specific instructions or additional information on the awarding body's website.
- Ensure that students' understand what they need to do to comply with the JCQ regulations, in particular
 - understand that information from published sources must be referenced;
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material
- To choose the most appropriate time for the non-examination assessments to take place.
- Ensure that candidates are fully aware of the non-examination assessment task requirements and know the assessment criteria they are expected to meet.

- Ensure that assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body.
- Ensure that any display materials that are relevant to the non-examination assessment are removed from the exam room or covered up.
- Ensure that candidates' work is kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks, these should be backed up and locked away after each session.
- Provide completed non-examination assessment marks and any requested samples to the Exams Office by the College set deadlines.
- Work with SEN to ensure appropriate access arrangements are made available for individual candidates.
- Ensure that correct levels of supervision are maintained during task taking.
- Confirm that non-examination assessments were completed under the required conditions and that the work is that of the candidates concerned by signing the Authentication forms.
- Mark non-examination assessment tasks in line with specification requirements.
- Make contingency arrangements for the event of absences.
- Post completion, retain candidates' work securely until the deadline for enquiries about results or post-results services have been completed.

SEN

- Work with teachers to ensure requirements for those students with access arrangement are met.

Students

- Adhering to the non-examination assessment regulations as set by the JCQ.
- Signing a declaration that authenticates the work as their own.

ASSESSMENT POLICY FOR BTEC QUALIFICATIONS

Aim: To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals. To ensure that the assessment procedure is open, fair and free from bias and to national standards.

To ensure that there is accurate and detailed recording of assessment decisions. In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for Standards Verification as required by the awarding body
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- provide resources to ensure that assessment can be performed accurately and appropriately.