Polisi GLLM ar gynnal Asesiadau Di-Arholiad

Mae'r polisi hwn yn berthnasol i bob manyleb TAG a TGAU sy'n cynnwys un neu ragor o asesiadau di-arholiad sy'n cyfrannu at radd y prif gymhwyster. Diffinnir yr asesiadau di-arholiad hyn ym manylebau'r cyrff dyfarnu.

Dylid darllen y polisi hwn law yn llaw â chyfarwyddiadau'r Cyd-gyngor Cymwysterau ar gynnal asesiadau di-arholiad. http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Mae'r polisi a'r weithdrefn hon yn:

- diffinio rolau a chyfrifoldebau aelodau staff mewn perthynas ag asesiadau di-arholiad

- nodi'r gweithdrefnau ar gyfer cynllunio a rheoli asesiadau di-arholiad
- nodi sut i reoli'r risgiau sy'n gysylltiedig ag asesiadau di-arholiad

Beth yw asesiadau di-arholiad?

Mae'r diffiniad rheoleiddiol o arholiad yn gyfyng iawn ac mewn gwirionedd mae unrhyw fath o asesiad nad yw'n cael ei osod yn 'allanol a'i sefyll gan ddysgwyr ar yr un pryd o dan amgylchiadau a reolir' yn cael ei ddiffinio fel asesiad di-arholiad (ADA).
Felly mae 'ADA' yn cynnwys asesu mewnol, ond nid yw wedi'i gyfyngu i hyn. Caiff arholiadau ymarferol a gaiff eu marcio'n allanol a/neu eu gosod yn allanol ac a sefir ar amseroedd gwahanol mewn canolfannau gwahanol eu diffinio fel 'ADA'.

Mae asesiadau di-arholiad yn mesur gwybodaeth a sgiliau pwnc-benodol na ellir eu profi drwy bapurau ysgrifenedig a amserir.

Ceir tri cham asesu, gyda rheolau'n gysylltiedig â phob cam. Yn aml mae'r rheolau hyn yn amrywio'n ôl pwnc. Y camau yw:

- gosod tasgau;
- cyflawni tasgau;
- marcio tasgau.

Ni ddylai asesiadau di-arholiad ond cael eu defnyddio pan nad oes dull dilys arall o asesu gwybodaeth a sgiliau hanfodol; rhaid sicrhau eu bod yn asesu gwybodaeth a sgiliau mewn modd dilys a chadarn, eu bod yn hawdd i'w rheoli a'u bod wedi'u cynllunio i fodloni gofynion y pwnc dan sylw. **Rhaid rhoi ystyriaeth hefyd i sut y cânt eu pwysoli mewn perthynas ag arholiadau ysgrifenedig.**

Rhaid rhannu marciau a aseswyd mewn canolfan â dysgwyr gan roi cyfle iddynt ofyn am adolygiad o farciau'r ganolfan os gallant nodi problemau gyda'r modd y defnyddiwyd y cynllun marcio, neu broblemau gyda'r dysgu a'r addysgu ehangach, e.e. yr hyfforddi, neu wybodaeth, dealltwriaeth a sgiliau'r athro. Yn ogystal, gall dysgwyr seilio adolygiad ar wendidau yn y modd y cafodd y marcio ei gyd-drefnu a'i safoni.

Monitro a Mesur Effaith

Caiff effeithiolrwydd y Polisi ar Gynnal Asesiadau Di-arholiad ei fonitro'n gyson gan Dîm Rheoli'r Grŵp. Y meini prawf o ran mesur effeithiolrwydd fydd peidio â chael digwyddiadau risg wedi'u cofnodi.

Cyhoeddi'r Polisi

Bydd y polisi hwn ar gael yn ddwyieithog i'r cyhoedd ar wefan y Grŵp.

Cymeradwywyd y Polisi gan: CSSC

Dyddiad cymeradwyo'r Polisi: Tachwedd 2017

Dyddiad Adolygu'r Polisi: Tachwedd 2019

Y Weithdrefn ar gyfer Gweinyddu Asesiadau Di-arholiad

1. Amlinellu cyfrifoldebau staff

1.1. Yr Uwch Dîm Rheoli

- Yn atebol am gynnal yr asesiadau di-reolaeth yn ddiogel. Sicrhau bod yr asesiadau'n cydymffurfio â chanllawiau'r Cyd-bwyllgor Cymwysterau ac â chyfarwyddiadau pwnc-benodol y cyrff dyfarnu.
- Creu, cyhoeddi a diweddaru polisi apelio mewnol mewn perthynas ag asesiadau di-arholiad.

1.2 Rheolwyr Maes Rhaglen

- Ar ddechrau'r flwyddyn academaidd, dechrau cydgysylltu ag Arweinwyr Rhaglenni i amserlennu asesiadau di-arholiad.
- Mapio'r gofynion cyffredinol o ran rheoli adnoddau ar gyfer y flwyddyn. Yn rhan o hyn, dylid datrys:
  - gwrthdaro/problemau o ran amseru neu gynnal asesiadau di-arholiad
  - problemau sy'n deillio o'r angen am gyfleusterau penodol (ystafelloedd, rhwydweithiau TG, amser o'r coleg, ac ati).
- Sicrhau bod gan bob aelod staff sy'n rhan o'r broses galendr digwyddiadau.
- Penderfynu ar y corff dyfarnu a'r fanyleb ar gyfer cymhwyster penodol.
- Sicrhau bod o leiaf 40% o'r asesu (yr asesu dan reolaeth a/neu'r asesu allanol) yn digwydd yn ystod y gyfres arholiadau pryd yr ardystir y cymhwyster, er mwyn bodloni'r gofynion asesu tymhorol yn unol â manyleb y corff dyfarnu.
- Ar yr ychydig achlysuron pan na ellir cynnal asesiadau di-arholiad yn y dosbarth, dylid trefnu lle addas i'w cynnal, gan ddilyn cyfarwyddyd yr uwch dîm rheoli.

1.3 Y Rheolwr Maes Rhaglen / Arweinydd y Rhaglen

- Safoni'n fewnol yr holl farcio a wna pob Tiwtor sy'n gysylltiedig ag asesu cydran a asesir yn fewnol.
- Sicrhau bod tiwtoriaid unigol yn deall eu cyfrifoldebau o ran asesu di-arholiad.
- Sicrhau bod tiwtoriaid unigol yn deall gofynion manyleb y corff dyfarnu a'u bod yn gyfarwydd â'r nodiadau perthnasol i Diwtoriaid, ac unrhyw gyfarwyddiadau pwnc-benodol eraill.

1.4 Y Staff Addysgu

- Deall a chydymffurfio â'r canllawiau cyffredinol a geir yng nghyhoeddiad y Cyd-bwyllgor Cymwysterau o ran cynnal asesiadau di-arholiad.
- Deall a chydymffurfio â manyleb y corff dyfarnu o ran cynnal asesiadau di-arholiad, gan gynnwys unrhyw gyfarwyddiadau pwnc-benodol, nodiadau i Diwtoriaid neu wybodaeth ychwanegol ar wefan y corff dyfarnu.
- Rhoi manylion holl godau'r unedau asesu di-arholiad i'r swyddfa arholiadau.
- Sicrhau deunyddiau/tasgau cyfrinachol a osodwyd gan gyrff dyfarnu mewn da bryd er mwyn paratoi ar gyfer yr asesiad(au).
- Sicrhau y cedwir yr holl ddeunyddiau asesu'n ddiogel ar safle'r coleg bob amser (gall hyn fod yn y swyddfa arholiadau os nad oes lle addas ar gael yn y maes cwricwlwm). Ni ddylai'r deunyddiau hyn, ar unrhyw gyfrif, gael eu cymryd oddi ar y safle.
- Goruchwylio asesiadau (ar y lefel reoli a ddynodwyd). Cynnal y tasgau sy'n ofynnol o dan y rheoliadau, gan ganiatáu'r cymorth a ddynodir yn y fanyleb yn unig i ddysgwyr.
- Sicrhau bod dysgwyr a Thiwtoriaid sy'n goruchwylio'n llofnodi ffurflenni dilysu ar derfyn yr asesiad.
- Lle bo'n briodol, datblygu tasgau asesu newydd neu osod sampl o asesiad corff dyfarnu mewn cyd-destun er mwyn bodloni amgylchiadau lleol, yn unol â manylebau a gofynion rheoli'r corff dyfarnu.
- Marcio cydrannau a asesir yn fewnol gan ddefnyddio'r cynlluniau marcio a gafwyd gan y corff dyfarnu. Cyflwyno marciau, drwy'r swyddfa arholiadau, i'r corff dyfarnu yn ôl y galw, gan gadw cofnod o'r marciau a ddyfarnwyd.
- Cadw gwaith dysgwyr yn ddiogel rhwng sesiynau asesu (os cynhelir mwy nag un).
- Ar ôl iddynt ei gwblhau, cadw gwaith dysgwyr yn ddiogel tan y dyddiad cau a bennwyd ar gyfer gwneud ymholiadau am y canlyniadau. Os cyflwynir ymholiad, rhaid cadw gwaith y dysgwr yn ddiogel hyd nes y caiff y ganolfan wybod canlyniad yr ymholiad ac unrhyw apêl sy'n deillio ohono.
- Gofyn i'r Rheolwr/Cydlynydd Cymorth Dysgu Ychwanegol priodol am y cymorth sy'n angenrheidiol i weinyddu a rheoli'r trefniadau o ran mynediad.
- Lawrlwytho a dosbarthu taflenni marcio, ac anfon y taflenni marcio at y cyrff dyfarnu cyn y dyddiadau cau.
- Llofnodi pob ffurflen ddilysu a sicrhau bod yr holl ddysgwyr wedi llofnodi ffurflenni dilysu.

1.5 Staff y swyddfa arholiadau

- Cofrestru dysgwyr ar gyfer unedau unigol, os y'u hasesir drwy gyfrwng asesiad di-arholiad, arholiad allanol neu brawf ar sgrin, cyn y dyddiad olaf y derbynnir enwau.
- Mewngofnodi codau cyfnewid ar gyfer y gyfres o arholiadau terfynol.
- Pan dderbynnir deunyddiau cyfrinachol yn uniongyrchol gan y swyddfa arholiadau, bod yn gyfrifol am eu derbyn, eu storio a'u trosglwyddo'n ddiogel, boed ar fformat CD neu gopi caled.

1.6 Cefnogaeth ddysgu ychwanegol

- Sicrhau bod cais wedi'i wneud am drefniadau mynediad.
- Gweithio gyda staff addysgu i sicrhau y bodlonir gofynion staff cefnogi.

1.7 Staff y swyddfa arholiadau

- Cofrestru dysgwyr ar gyfer yr holl unedau, os y'u hasesir drwy gyfrwng asesiad di-arholiad neu arholiadau allanol, cyn dyddiad cau'r corff dyfarnu.
- Pan dderbynnir deunyddiau cyfrinachol yn uniongyrchol gan y swyddfa arholiadau, bod yn gyfrifol am eu derbyn, eu storio a'u trosglwyddo'n ddiogel, boed ar fformat CD neu gopi caled.

1.8 Cydlynwyr anghenion addysgol arbennig/staff ategol ychwanegol

- Sicrhau bod cais wedi'i wneud am drefniadau mynediad.
- Gweithio gyda staff addysgu i sicrhau y bodlonir gofynion staff cefnogi.

2. Gosod tasgau

Yn unol â gofynion penodol y corff dyfarnu, bydd tiwtoriaid GLLM yn gyfrifol am ddewis y tasgau asesu di-arholiad o restr a gymeradwywyd neu am osod tasgau penodol sy'n berthnasol i'r ganolfan.

Pan fydd tiwtoriaid yn gosod eu tasgau eu hunain, rhaid iddynt sicrhau eu bod yn bodloni'r meini prawf asesu a geir yn y fanyleb a'u bod o fewn cyrraedd y dysgwyr. **Dylai tiwtoriaid gyfeirio at fanyleb y corff dyfarnu** i sicrhau eu bod yn cydymffurfio â gofynion pwnc-benodol.

Bydd tiwtoriaid yn sicrhau bod dysgwyr yn deall meini prawf asesu'r holl dasgau asesu a osodir. Gellir rhoi copïau o'r meini prawf marcio neu fersiynau symlach ohonynt i ddysgwyr cyn belled nad ydynt yn ymwneud yn benodol â gwaith dysgwr unigol neu grŵp o ddysgwyr.

Cyflwyno Tasgau:

Dylai tiwtoriaid edrych ar fanyleb y corff dyfarnu perthnasol i gael y dyddiadau ar gyfer cyflwyno tasgau.

3. Cyflawni tasgau

Goruchwylio

Dylid dilyn y trefniadau canlynol pan fyddant yn berthnasol i'r gydran sy'n cael ei hasesu <u>os na nodir yn wahanol ym manyleb y corff dyfarnu</u>.

Nid oes angen Goruchwylwyr nac arddangos poster Dim Ffonau Symudol a Rhybudd i Ddysgwyr y Cyd-gyngor Cymwysterau.

Nid oes angen goruchwylio dysgwyr yn uniongyrchol drwy'r amser. Nid oes rheolau tynn ynghylch defnyddio adnoddau, gan gynnwys y rhyngrwyd, ond dylai tiwtoriaid edrych ar ofynion pwnc-benodol y corff dyfarnu.

Dylai tiwtoriaid sicrhau:

- bod yr oruchwyliaeth yn ddigonol i ddilysu gwaith dysgwyr;
- mai eu gwaith eu hunain a gyflwynir gan ddysgwyr unigol i'w asesu.

Gall gwaith gael ei wneud y tu allan i'r coleg heb unrhyw oruchwyliaeth uniongyrchol, ond rhaid i'r tiwtor fod yn hyderus mai gwaith y dysgwr ei hun a gyflwynir.

Fel arfer, os na nodir yn wahanol yng ngofynion y corff dyfarnu, gall dysgwyr:

- ddefnyddio adnoddau electronig ac argraffedig fel y mynnant;
- defnyddio'r rhyngrwyd heb gyfyngiadau;
- gweithio mewn grwpiau.

Pan fydd dysgwyr yn gweithio mewn grwpiau, dylai'r tiwtor gadw cofnod o gyfraniad pob dysgwr.

Dylai tiwtoriaid hefyd sicrhau bod dysgwyr yn deall yr angen i gyfeirnodi gwaith a rhoi arweiniad iddynt ar sut i wneud hyn. Dylent hefyd sicrhau eu bod yn gwybod nad ydynt yn cael llên-ladrata. I gynorthwyo hyn, dylai pob dysgwr gadw cofnod manwl o'i ymchwil, ei gynllunio, ei ddefnydd o adnoddau ac ati. Dylai'r cofnod hefyd gynnwys yr holl ffynonellau a ddefnyddiwyd gan gynnwys llyfrau, gwefannau ac adnoddau sain/gweledol.

Cyn dechrau ar y gwaith, dylai tiwtoriaid roi cyngor cyffredinol ar ddulliau ymchwilio a sgiliau astudio i'w cynorthwyo â'u gwaith gan gynnwys arweiniad ar ffynonellau gwybodaeth, casglu a chyflwyno data, sgiliau dadansoddi a gwerthuso, ystyriaethau iechyd a diogelwch ac ati.

Fodd bynnag, ni ddylai tiwtoriaid ddarparu atebion enghreifftiol na chanllawiau ysgrifenedig sy'n ymwneud yn benodol â'r dasg (e.e. amlinelliadau, penawdau i baragraffau neu adrannau).

3.2 Cyngor ac adborth yn ystod y cam o gyflawni'r dasg:

Os na waherddir hyn yn benodol ym manyleb y corff dyfarnu gallwch:

- adolygu gwaith dysgwyr a rhoi cyngor ysgrifenedig a llafar ar lefel gyffredinol;
- ar ôl rhoi cyngor ar lefel gyffredinol, gadael i ddysgwyr adolygu ac ailddrafftio'u gwaith.

Nid oes angen cofnodi na rhoi ystyriaeth i gyngor cyffredinol o'r fath wrth farcio'r gwaith.

Os bydd tiwtoriaid yn rhoi mwy na chyngor cyffredinol, er enghraifft:

- rhoi cyngor manwl a phenodol ar sut i wella drafftiau i fodloni'r meini prawf asesu;
- rhoi adborth manwl ar wallau a phethau a adawyd allan sy'n cyfyngu ar allu dysgwyr i ysgogi eu hunain;
- ymyrryd yn bersonol i wella cyflwyniad neu gynnwys y gwaith;

yma mae'n rhaid i diwtoriaid gofnodi'r cymorth hwn ac un ai rhoi ystyriaeth iddo wrth farcio'r gwaith neu ei gyflwyno i arholwr allanol. Ni ddylid rhoi cymorth os nad oes ffordd o'i gofnodi a rhoi ystyriaeth iddo wrth farcio.
Ni ddylech asesu gwaith ac yna rhoi cyfle i'r dysgwr ei ddiwygio.

Dylid defnyddio anodiadau i egluro sut y cafodd y gwaith ei farcio yng nghyd-destun y cymorth ychwanegol a roddwyd.

Mae peidio â dilyn y drefn hon yn gyfystyr â chamymddwyn.

3.3. Adnoddau

Dylai tiwtoriaid fod yn ymwybodol o gyfyngiadau'r corff dyfarnu ar ddefnyddio adnoddau. Fel arfer mae gan ddysgwyr fynediad anghyfyngedig at adnoddau, ond rhaid i diwtoriaid edrych ar fanyleb y corff dyfarnu a/neu ddogfennau cysylltiedig.

Mewn sesiynau a oruchwylir yn ffurfiol fel arfer ni all dysgwyr ond defnyddio eu nodiadau paratoi. Ni ddylent fynd ar y rhyngrwyd na dod â'u cyfrifiaduron neu ddyfeisiadau electronig eu hunain gyda hwy.   Ni ddylent gyflwyno adnoddau newydd rhwng sesiynau a oruchwylir yn ffurfiol.   Dylai deunyddiau gael eu casglu a'u storio'n ddiogel ar ddiwedd pob sesiwn ac ni ddylet fod ar gael i ddysgwyr. Mae hyn yn cynnwys cofion bach sydd â gwaith myfyrwyr wedi'u cadw arnynt.

3.4 Cydweithio a gwaith grŵp

Oni bai fod y fanyleb yn nodi'n wahanol, gall dysgwyr gydweithio â dysgwyr eraill ac mae ganddynt hawl i gwblhau rhai aseiniadau mewn grwpiau os yw'r fanyleb yn caniatáu hynny. Fodd bynnag, rhaid gallu priodoli canlyniadau y gellir eu hasesu i ddysgwyr unigol.   Pan fydd aseiniad yn gofyn am waith ysgrifenedig, rhaid i bob dysgwr   ysgrifennu ei gofnod ei hun o'r aseiniad. Gall bob aelod o'r grŵp gofnodi'r un data, ond rhaid i bob dysgwr ddefnyddio ei eiriau ei hun i ddisgrifio sut y cafwyd y data a dod i'w gasgliadau ei hun.

Dylid marcio gwaith yn unigol yn hytrach nag fel gwaith grŵp os na nodir yn wahanol yn y fanyleb. Y tiwtor sy'n gyfrifol am fonitro gwaith grŵp a sicrhau bod cyfraniad pob unigolyn yn cael ei asesu ar wahân.

Dylai tiwtoriaid gyfeirio at ganllawiau penodol y corff dyfarnu pan fyddant yn caniatáu i ddysgwyr weithio mewn grwpiau.   Fe all y fanyleb gynnwys cyfyngiadau ar uchafswm maint y grŵp.

3.5 Gweithdrefnau dilysu

Rhaid i ddysgwyr lofnodi datganiad i gadarnhau mai eu gwaith eu hunain yw'r gwaith maent yn ei gyflwyno i'w asesu'n derfynol.

Rhaid i diwtoriaid lofnodi datganiad awdurdodi ar ôl i'r gwaith gael ei gwblhau i gadarnhau:

- mai gwaith y dysgwr yn unig yw'r gwaith a gyflwynir;
- bod y gwaith wedi'i gwblhau'n unol â'r amodau gofynnol;
- bod y datganiadau a lofnodwyd gan y dysgwyr wedi'u cadw ar ffeil

Os na all y tiwtor gadarnhau mai gwaith y dysgwr ei hun yw'r gwaith a gyflwynir a'i fod wedi cael ei gwblhau o dan yr amodau gofynnol, ni ddylid derbyn y gwaith a bydd marc o sero'n cael ei gofnodi.

Dylid ymdrin ag unrhyw amheuaeth o gamymddwyn ar ran y dysgwr yn unol â Pholisi Grŵp Llandrillo Menai o ran Asesu ym maes Addysg Bellach, Dysgu Oedolion, Dysgu yn y Gymuned a Dysgu Seiliedig ar Waith

3.6 Cyflwyno gwaith

1   Caniatáu i ddysgwyr ddefnyddio prosesydd geiriau ar gyfer gwaith ysgrifenedig.

2   Dweud wrth ddysgwyr nodi'r manylion canlynol ar bob tudalen fel pennyn neu droedyn:
- rhif 5 digid y ganolfan;
- rhif y dysgwr;
- cod y gydran.

3   Caniatáu i ddysgwyr ddefnyddio gwiriwr sillafu/gramadeg wrth airbrosesu.

4   Annog dysgwyr sy'n cyflwyno gwaith mewn llawysgrifen i ddefnyddio inc du ac i ysgrifennu'n eglur.

5   Cyflwyno gwaith mewn llawysgrifen neu wedi'i airbrosesu ar bapur A4 os nad yw'r fanyleb yn nodi'n wahanol.

6   Cynnwys copïau o gyflwyniadau, siartiau, arteffactau, ffotograffau, llythyrau, fideos, recordiadau sain, adysgrifau o gyfweliadau a datganiadau tyst gan diwtoriaid sy'n goruchwylio pan fydd hynny'n briodol.

7   Ystyried yswirio deunyddiau bregus neu werthfawr rhag cael eu colli neu'u ddifrodi. Nid yw cyrff dyfarnu'n gyfrifol am waith sy'n cael ei golli neu'i ddifrodi wrth gael ei safoni neu wrth gael ei gludo.

8   Peidio â chynnwys eitemau gwerthfawr neu eitemau sydd o werth sentimental megis ffotograffau neu dystysgrifau.

9   **Sicrhau caniatâd ar ddechrau'n cwrs gan rieni/gwarcheidwaid os bydd fideos neu ffotograffau/delweddau o'r dysgwyr yn cael eu cynnwys fel tystiolaeth o gyfraniad neu gyfranogiad.**

10   Cael gwared ar gloriau neu ffolderi trwm cyn anfon gwaith i'w safoni neu'i farcio'n allanol.

11   Sicrhau bod gwaith pob dysgwr yn cael ei anfon yn ddiogel a bod tudalen flaen y corff dyfarnu wedi'i llenwi a'i chynnwys gyda'r gwaith.

(Ffynhonnell:
Cyfarwyddiadau'r Cyd-bwyllgor Cymwysterau ar Gynnal Asesiadau Di-arholiad)

4.   Marcio Tasgau (cydrannau a asesir yn fewnol)

Marcio ac anodi

Tiwtoriaid a thimau cwrs sy'n gyfrifol am farcio a safoni gwaith yn fewnol yn unol â meini prawf marcio'r fanyleb a'r dogfennau pwnc-benodol perthnasol.   Dylid defnyddio anodiadau fel tystiolaeth i ddangos sut a pham y dyfarnwyd marciau i gynorthwyo'r broses o safoni'r marciau yn y ganolfan.   Mae rhannau allweddol o'r cynllun marcio'n dangos yn eglur sut y dyfarnwyd credydau.

Dylid cofnodi tystiolaeth o safoni mewnol a dylid storio gwaith dysgwyr yn ddiogel tan y dyddiad cau a bennwyd ar gyfer gwneud ymholiadau am y canlyniadau.

Os bydd dysgwr yn methu â chyflwyno unrhyw waith, dylid cofnodi'r dysgwr hwnnw'n absennol (**yn hytrach na dyfarnu marc sero**)

Dylai tiwtoriaid egluro i ddysgwyr y gall unrhyw farciau a asesir yn y ganolfan gael eu newid drwy'r broses safoni

4.2 Hawl Dysgwyr i Ofyn am Adolygiad o'r Marcio

Rhaid i diwtoriaid rannu marciau a aseswyd mewn canolfan â dysgwyr gan fod gan fod ganddynt hawl i ofyn am adolygiad o farciau'r ganolfan cyn i'r marciau gael eu cyflwyno i'r corff dyfarnu .

Dylid rhoi gwybod i ddysgwyr bod modd iddynt ofyn am gopïau o ddeunyddiau i'w cynorthwyo i benderfynu a ydynt am ofyn am adolygiad o farcio eu hasesiad. Dylai'r deunyddiau gael eu rhoi i ymgeiswyr yn brydlon ac ar ffurf y gallant eu defnyddio.

Os bydd dysgwr yn gofyn am adolygiad o farciau'r ganolfan, rhaid gwneud hyn cyn cyflwyno'r marciau i'r corff dyfarnu. Dylid cynnal yr adolygiad yn unol â'r weithdrefn apelio yn erbyn asesiad a amlinellir ym Mholisi Asesiadau AU a Dysgu Seiliedig ar Waith GLLM.

Dylid roi digon o amser i ddysgwyr er mwyn iddynt allu adolygu copïau o'r deunydd a dod i benderfyniad. Yn ogystal, rhaid i'r ganolfan sicrhau digon o amser i gynnal yr adolygiad, gwneud unrhyw newidiadau angenrheidiol i'r marciau a rhoi gwybod i'r dysgwr am y canlyniad, cyn dyddiad cau'r corff dyfarnu. Rhaid i'r adolygiad gael ei gynnal gan asesydd cymwys nad yw wedi asesu'r dysgwr dan sylw o'r blaen ac nad oes ag unrhyw ddiddordeb personol yn yr adolygiad. Rhaid i'r sawl sy'n adolygu sicrhau bod marc y dysgwr yn gyson â'r safon a osodwyd gan y ganolfan.

Rhaid rhoi gwybod i Reolwr y Rhaglen, y Rheolwr Sicrhau Ansawdd ac Uwch Gyfarwyddwr y Gwasanaethau Academaidd am ganlyniad yr adolygiad a chofnodi'r digwyddiad fel cwyn. Rhaid cadw cofnod ysgrifenedig a fydd ar gael i'r corff dyfarnu perthnasol os gwneir cais amdano. Nid yw'r safoni a wneir gan gyrff dyfarnu yn rhan o'r weithdrefn hon.

Rhaid i ddysgwyr nodi problemau er mwyn gallu gwneud cais am adolygiad o'r marcio. Gall GLLM ymdrin ag adolygiadau sy'n seiliedig ar bryderon trefniadol drwy gyflwyno tystiolaeth sy'n profi bod staff wedi cael hyfforddiant digonol ar farcio gwaith a aseswyd yn y ganolfan, bod staff llai profiadol yn cael eu cefnogi a bod yna weithdrefnau cadarn ar gyfer dilysu a safoni mewnol.

4.3 Ffactorau sy'n effeithio ar ddysgwyr unigol

Os bydd dysgwyr yn colli rhan o dasg asesu di-arholiad oherwydd absenoldeb, trefnir sesiwn arall dan oruchwyliaeth.

Dylai tiwtoriaid ymgynghori â'r Rheolwr Sicrhau Ansawdd neu Dirprwy Reolwr y Gofrestrfa ynghylch y trefniadau a nodir yng nghanllawiau'r Cyd-bwyllgor Cymwysterau ynghylch tasgau asesu a gollwyd neu a ddifrodwyd yn ddamweiniol.

Cytunir ar Drefniadau Mynediad Arbennig yn unol â'r gweithdrefnau a nodir ym **Mholisi Grŵp Llandrillo Menai ar Asesu ym maes Addysg Bellach, Dysgu Oedolion, Dysgu yn y Gymuned a Dysgu Seiliedig ar Waith**

5. Asesiad Risg mewn perthynas â'r Polisi ar Asesu Di-arholiad

Risgiau a phroblemau enghreifftiol	Camau adfer posibl		Y staff sy'n gyfrifol
	Blaengynllunio	*Cam Gweithredu*	
Amserlennu			
Yr amserlen asesu a gweithgareddau eraill yn gwrthdaro	Cynllunio/sefydlu blaenoriaethau ym mhob pwnc neu linellau dysgu mewn da bryd (e.e. ar ddechrau'r flwyddyn academaidd)	Trefnu dyddiadau gan ymgynghori â chalendr y coleg – trafod gyda phartïon eraill	Rheolwr Maes Rhaglen (RhMRh) / Arweinydd Rhaglen (ARh)
Gormod o asesiadau'n rhy agos at ei gilydd ar draws pynciau neu linellau dysgu	Cynllunio asesiadau fel eu bod yn cael eu cynnal yn rheolaidd drwy gydol y cwrs	Trefnu bod digon o amser rhwng asesiadau fel bod gan ddysgwyr o leiaf rywfaint o amser rhwng asesiadau	RhMRh / ARh
Ystafelloedd			
Dim digon o le i ddysgwyr mewn dosbarthiadau	Unwaith y bydd maint grwpiau'n hysbys ar ddechrau'r flwyddyn, rhybuddio pryd y gall ystafell ddosbarth arferol fod yn anaddas ar gyfer cynnal asesiad di-arholiad	Defnyddio mwy nag un ystafell ddosbarth, neu gynnal yr asesiad mewn mwy nag un eisteddiad pan fydd angen.	RhMRh / ARh
Dim digon o gyfleusterau i bob dysgwr	Blaengynllunio'n ofalus ac archebu ystafelloedd/cyfleusterau'r ganolfan	Trafod gyda Rheolwyr Maes Rhaglen a Chyfarwyddwyr eraill os bydd angen er mwyn sicrhau bod digon o gyfleusterau ar gael.	RhMRh
Sŵn allanol	Hysbysu staff a myfyrwyr lle y cynhelir arholiadau er mwyn iddynt ddeall bod angen bod yn dawel.	Sicrhau bod digon o arwyddion ger yr ystafelloedd arholi i ddweud bod arholiadau'n cael eu cynnal yno.	RhMRh / ARh
Lawrlwytho tasgau a osodwyd gan gyrff dyfarnu			
Y system TG ddim ar gael ddiwrnod yr asesiad	Ym mhob achos, lawrlwytho'r tasgau mewn da bryd cyn dyddiad yr asesiad	Archebu offer TG mewn da bryd a lawrlwytho tasgau cyn dyddiad cynnal yr asesiad	ARh / Darlithydd / Asesydd

Y staff addysgu ddim yn gallu cael mynediad i fanylion y dasg	Profi hawliau mynediad diogel ymlaen llaw bob blwyddyn a chyn pob sesiwn	Sicrhau ymlaen llaw bod gan staff addysgu/aseswyr hawliau mynediad i'r rhannau cywir ar safleoedd allrwyd diogel y corff dyfarnu	Swyddogion Arholiadau / RhMRh
Colli manylion y dasg wrth eu trosglwyddo	Lawrlwytho tasgau mewn da bryd cyn y dyddiad a bennwyd ar gyfer yr asesiad	Dweud wrth y corff dyfarnu am y golled er mwyn iddynt roi'r manylion eto; lawrlwytho eto	Swyddogion Arholiadau / ARh

Risgiau a phroblemau enghreifftiol	Camau adfer posibl		Y staff sy'n gyfrifol
	Blaengynllunio	*Cam Gweithredu*	
Dysgwyr absennol			
Dysgwyr yn absennol am yr asesiad cyfan neu am ran o'r asesiad (am amrywiol resymau)	Trefnu sesiwn/sesiynau eraill i ddysgwyr	Cysylltu â'r bwrdd dyfarnu os oes angen gwneud cais am ystyriaeth arbennig neu amgylchiadau arbennig. Marcio'r hyn y mae'r dysgwyr wedi'i gynhyrchu erbyn y dyddiad cau a gofyn i'r corff dyfarnu beth ddylid ei wneud wedyn Os yw'n absennol ac nad oes gwaith wedi'i wneud, marcio'r dysgwr yn absennol	Darlithwyr/Aseswyr, ARh, Swyddogion Arholiadau
Mae arholiadau neu asesiadau dysgwyr yn gwrthdaro (o bosibl ar safle arall yn achos cyrsiau consortiwm)	Ystyried amserlenni dysgwyr mewn da bryd bob amser a phenderfynu ar flaenoriaethau ymlaen llaw os oes gwrthdaro	Gwirio cyn trefnu dyddiad; cynnig dyddiad arall, os bydd angen, ac edrych ar weithdrefnau'r corff dyfarnu o ran ymdrin â gwrthdaro mewn amserlenni Noder os gwelwch yn dda: ychydig iawn o asesiadau di-arholiad y ceir eu hailsefyll	RhMRh / ARh
Lefelau rheoli mewn perthynas â gwneud tasgau			
Asesiad wedi'i gynnal dan lefel reoli anghywir (o ran amser, adnoddau, goruchwyliaeth a chydweithio)	Sicrhau bod y staff addysgu/aseswyr yn gwybod pa lefel sy'n berthnasol, ac yn deall beth mae'n ei olygu. Darparu hyfforddiant os oes angen	Gofyn am arweiniad gan y corff dyfarnu	Swyddogion Arholiadau, RhMRh
Goruchwylio			
Dyddiadur/cynllun astudio dysgwr heb ei gyflwyno neu heb ei gwblhau (nid yw pob asesiad dan oruchwyliaeth yn gofyn am gwblhau dyddiadur neu gynlluniau astudio)	Sicrhau bod y staff addysgu/aseswyr yn ymwybodol yn gynnar yn ystod y cwrs bod angen cwblhau ddyddiadur/cynlluniau astudio	Sicrhau bod dysgwyr yn dechrau, yn parhau ac yn cwblhau llenwi dyddiadur/cynlluniau astudio a lofnodwyd ar ôl pob sesiwn	Darlithwyr/Aseswyr
Nid yw'r staff addysgu/aseswyr yn deall mai eu cyfrifoldeb hwy yw goruchwylio asesiadau dan reolaeth	Sicrhau bod y staff addysgu/aseswyr yn deall natur asesiadau di-arholiad a'u rôl hwy mewn perthynas â'r goruchwylio	Darparu hyfforddiant ar oruchwylio asesiadau di-arholiad	RhMRh, Rheolwr Sicrhau Ansawdd (RhSA)
Nid oes goruchwyliaeth addas wedi'i threfnu ar gyfer asesiad lle nad oes staff addysgu/aseswyr	Rhaid trefnu goruchwylydd addas ar gyfer unrhyw asesiad di-arholiad lle nad oes	Sicrhau bod goruchwyliaeth briodol wedi'i threfnu	RhMRh / ARh

yn goruchwylio	athro/asesydd yn goruchwylio, yn unol â manyleb y corff dyfarnu		

Risgiau a phroblemau enghreifftiol	Camau adfer posibl		Y staff sy'n gyfrifol
	Blaengynllunio	*Cam Gweithredu*	
Gosod tasgau			
Staff addysgu/aseswyr ddim wedi gosod tasgau'n gywir	Sicrhau bod staff addysgu/aseswyr yn deall y trefniadau gosod tasgau fel y'u diffiniwyd ym manyleb y corff dyfarnu (rhaid datblygu pob tasg, os caiff ei gosod gan y corff dyfarnu neu gan y Ganolfan/consortiwm, yn unol â gofynion y fanyleb)	Gofyn am arweiniad gan y corff dyfarnu	RhMRh / RhSA
Nid yw'r asesiadau wedi'u cymedroli yn unol â gofynion manyleb y corff dyfarnu	Gwirio'r fanyleb a threfnu'r cymedroli angenrheidiol yn briodol	Gofyn am arweiniad gan y corff dyfarnu	RhMRh / RhSA
Diogelwch deunyddiau			
Ni chadwyd tasgau asesu'n ddiogel cyn yr asesiadau	Sicrhau bod y staff addysgu/aseswyr yn deall pwysigrwydd cadw tasgau'n ddiogel	Gofyn am/caffael tasgau asesu gwahanol	RhMRh
Ni chadwyd gwaith ymgeiswyr yn ddiogel yn ystod neu ar ôl asesiadau	Diffinio lefel diogelwch priodol, yn unol â gofynion y corff dyfarnu, ar gyfer pob adran yn ôl y galw	Storio'r deunyddiau'n ddiogel	RhMRh
Y lle storio sydd ar gael yn annigonol neu'n anniogel	Ymorol am le addas i storio yn gynnar yn ystod y cwrs	Dod o hyd i lefydd storio eraill	RhMRh
Dyddiadau cau			
Ymgeiswyr ddim wedi cwblhau gwaith erbyn dyddiadau cau	Sicrhau bod dysgwyr yn cael eu briffio ynghylch dyddiadau cau a'r cosbau a roddir am beidio â chwblhau gwaith mewn pryd. Gofyn am arweiniad gan y corff dyfarnu beth ddylid ei wneud		Darlithwyr/Aseswyr

| Y staff addysgu/aseswyr ddim wedi marcio a/neu wneud gwaith papur erbyn dyddiadau cau | Sicrhau bod staff addysgu/aseswyr yn cael dyddiadau cau clir (cyn dyddiadau cau'r corff dyfarnu) ar gyfer cwblhau marcio/gwneud gwaith papur, er mwyn i'r swyddfa arholiadau allu prosesu ac anfon marciau cyn dyddiadau cau'r corff dyfarnu | Gofyn am arweiniad gan y corff dyfarnu | RhMRh / RhSA |

Risgiau a phroblemau enghreifftiol	Camau adfer posibl		Y staff sy'n gyfrifol
	Blaengynllunio	*Cam Gweithredu*	
Dilysu			
Yr ymgeisydd ddim wedi llofnodi ffurflen ddilysu	Sicrhau bod dysgwyr yn cael ffurflenni dilysu i'w llofnodi ac yn eu hatodi gyda'u gwaith pan fyddant wedi'i gwblhau a chyn ei gyflwyno	Dod o hyd i'r dysgwr a sicrhau ei fod yn llofnodi'r ffurflen	Darlithwyr/Aseswyr/ ARh
Y staff addysgu/aseswyr ddim wedi llenwi ffurflenni dilysu neu wedi gadael cyn eu cwblhau y staff addysgu/aseswyr ddim wedi llenwi ffurflenni dilysu neu wedi gadael cyn eu cwblhau	Sicrhau bod y staff addysgu/aseswyr yn deall pwysigrwydd ffurflenni dilysu a'r angen i gael llofnod	Dychwelyd y ffurflen i'r staff ei llofnodi. Sicrhau bod y ffurflenni wedi'u llofnodi wrth i'r gwaith gael ei farcio, nid ar ddiwedd tymor	Darlithwyr/Aseswyr/ ARh / RhMRh
Llên-ladrad a Chamymddwyn	Sicrhau bod dysgwyr yn deall goblygiadau peidio â dilyn y rheolau	Cyfeirio at bolisi Grŵp Llandrillo Menai o ran Camymddwyn a Llên-ladrad a chanllawiau'r corff dyfarnu.	RhMRh

GLLM Policy on Conducting Non-examination Assessments

This policy applies to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

This policy should be read in conjunction with the JCQ **Instructions for conducting non-examination assessments** http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

This policy and procedure:

- defines staff roles and responsibilities with respect to non-examination assessments

- sets out the procedures for planning and managing non-examination assessments
- identifies the management of risks associated with non-examination assessments

What are non-examination assessments?

The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by learners at the same time under controlled conditions' is classified as non-examination assessment (NEA).
'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'.

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.

Non-examination assessments should only be used where it is the only valid means of assessing essential knowledge and skills; they must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability and should be designed to fit the requirements of the particular subject including the **relative weighting of written examinations.**

Centre assessed marks must be shared learners who must also be given the opportunity to request a review of the centre's marking if they can identify issues in the application of the mark scheme, or the wider teaching and learning such as appropriate teacher knowledge, training, understanding and skill in centre assessed marking. Learners may also base a review on weaknesses in the co-ordination and standardisation of marking.

Monitoring and Impact Measurement

The effectiveness of the Non-examination assessment Policy will be subject to ongoing monitoring by Grŵp Tîm Polisi. The criteria for judging effectiveness will be in no risk incidents being recorded.

Publication of Policy

This policy will be made publicly available bilingually on the Grŵp website.

Policy approved by:

Policy approval date:

December 2017

Policy Review Date:

December 2019

Procedure for the Administration of non-examination assessments

1. Outlining staff responsibilities

1.1 Senior management team
- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Create, publish and update an internal appeals policy for non-examination assessments.

1.2 Programme Area Managers
- At the start of the academic year, begin coordinating with Programme Leaders to schedule non-examination assessments
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of non-examination assessments
  - issues arising from the need for particular facilities (rooms, IT networks, time out of college, etc.).
- Ensure that all staff involved have a calendar of events.
- Decide on the awarding body and specification for a particular qualification.
- Ensure that at least 40 per cent of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- On the few occasions where non-examination assessments cannot be conducted in the classroom arrange suitable accommodation where non-examination assessments can be carried out, at the direction of the senior leadership team.

1.3 Programme Area Manager / Programme Leader
- Standardise internally the marking of all Tutors involved in assessing an internally assessed component.
- Ensure that individual Tutors understand their responsibilities with regard to non-examination assessments.
- Ensure that individual Tutors understand the requirements of the awarding body's specification and are familiar with the relevant Tutors' notes, and any other subject-specific instructions.

1.4 Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting non-examination assessments.
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, Tutors' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s).
- Ensure that all assessment materials are stored securely on a college site at all times (this should be in the exams office if no suitable storage is available in the curriculum area). Under no circumstances should these materials be taken off site.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising Tutors sign authentication forms on completion of an assessment.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain learners' work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate Additional Learning Support Manager/Coordinator for any assistance required for the administration and management of access arrangements.
- Download and distribute marksheets, and send marksheets to awarding bodies before deadlines.
- Sign all authentication forms and ensure all learners sign authentication forms.

1.5 Exams office staff

- Enter students for individual units, whether assessed by non-examination assessments, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

1.6   Additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

1.7   Exams office staff

- Enter learners for all units, whether assessed by non-examination assessments internally, or externally assessed, before the awarding body deadline.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD, memory stick or hard copy format.

1.8   Special educational needs /additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

2. Task setting

In accordance with specific awarding body requirements, GLLM tutors will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.

Where tutors have set their own tasks, they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to learners. **Tutors must refer to the awarding body's specification** to ensure they comply with subject specific requirements.

Tutors will ensure that students understand the assessment criteria for any given assessment task. Learners can be provided with the marking criteria or a simplified learner friendly version of the criteria provided that it is not specific to the work of an individual learner or group of learners.

Issuing of Tasks:

Tutors must consult the relevant awarding body's specification to obtain the date for the issuing of tasks.

3. Task taking

Supervision

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Invigilators and display of the JCQ *No Mobile Phone* poster and the JCQ *Warning to Learners* are **not** required.

Learners **do not** need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed but tutors **must** always check the subject-specific requirements issued by the awarding body.

The tutors **must** ensure that:

- there is sufficient supervision of every learner to enable work to be authenticated;
- the work that an individual learner submits for assessment is his/her own.

Work may be completed outside of the college without direct supervision but the tutor must be confident that the work produced is the learner's own.

Unless otherwise stated by the awarding body requirements, learners may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where learners work in groups, the tutor should keep a record of each learner's contribution.

Tutors must also ensure learners understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
To facilitate this, each learner should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

Before work begins, tutors should provide general advice on research methods and study skills to support them with their work including guidance on sources of information, data collection and presentation, skills of analysis and evaluation, health and safety considerations etc.

However, tutors **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

3.2 Advice and feedback during the task taking stage:

Unless specifically prohibited by the awarding body's specification you may:

- review learners' work and provide oral and written advice at a **general** level;
- having provided advice at a general level, allow learners to revise and re-draft work.

General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

If tutors give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits learners' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then tutors **must** record this assistance and either take it into account when marking the work or submit it to the external examiner. Assistance **must not** be given if there is no means to record it and to take account of it in the marking
You must not provisionally assess work and then allow the learner to revise it.

Annotation should be used to explain how marks were applied in the context of the additional assistance given.

Failure to follow this procedure constitutes malpractice.

3.3   Resources

Tutors must be aware of the awarding body's restrictions with regard to access to resources. Learners **normally** have unrestricted access to resources but tutors **must** refer to the awarding body's specification and/or associated documentation.

In **formally supervised sessions** learners can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to learners including memory sticks that contain the learner work

3.4   Collaboration and group work

Unless the specification states to the contrary, learners can collaborate with other learners and are free to complete some assignments as part of a group where the specification permits. However, it must be possible to attribute assessable outcomes to individual learners. Where an assignment requires written work to be produced, each learner **must** write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each learner must use his/her own words to describe how the data was obtained and draw his/her own conclusions.

Work should be marked on an individual basis rather than as a group mark unless specifically stated in the specification. The tutor is responsible for monitoring group work and ensuring that each learner's contribution can be separately assessed.

Tutors **must** refer to the specific awarding body guidance when allowing learners to work in groups. The specification may place a restriction on the maximum size of the group.

3.5 Authentication procedures

Learners **must** sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Tutors **must** sign a declaration of authentication after the work has been completed confirming that:

- the work is solely that of the learner concerned;
- the work was completed under the required conditions;
- signed learner declarations are kept on file

If the tutor is unable to confirm that the work presented by a learner is his/her own and has been completed under the required conditions, the work must not be accepted and a mark of zero must be recorded.

Any suspicion of malpractice on the part of the learner should be dealt with in accordance with the **Grŵp Llandrillo Menai Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning**

3.6   Presentation of work

1   Allow learners to word process written work.

2   Instruct learners to insert the following details on each page as a header or footer:
- 5 digit centre number;
- learner number;
- component code.

3   Allow learners to use the spell/grammar check when they are word processing.

4   Encourage learners submitting handwritten work to use black ink and write legibly.

5   Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.

6   Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising Tutors where appropriate.

7   Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.

8   Do not include items of real or sentimental value such as photographs or certificates.

9   **Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of learners will be included as evidence of participation or contribution.**

10   Remove bulky covers and folders before work is sent for moderation or external marking.

11   Ensure that each learner's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

(Source: JCQ Instructions for Conducting Non-examination Assessments)

4. Task Marking (internally assessed components)

4.1 Marking and annotation

Tutors and course teams are responsible for marking and internal standardising work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. Key phrases from the mark scheme, clearly show how credit has been awarded

Evidence of internal standardisation should be recorded and learner work should be stored securely until after the closing date for enquiries about results

If a learner fails to submit any work, the learner must be recorded as absent (**and not awarded a mark of zero**)

Tutors must make it clear to learners that any centre assessed marks are subject to change through the moderation process

4.2 The Learners Right to Request a Review of Marking

Tutors **must** inform learners of their centre assessed marks as a learner is allowed to request a review of the centre's marking **before marks are submitted to the awarding body**.

Learners should be informed that they may request copies of materials to assist them in considering whether to request a review of the marking of their assessment. These materials must be made available to candidates in a prompt and accessible manner

If a learner requests a review of the centre marks, this must be undertaken before marks are submitted to the awarding body and should be carried out in accordance with the appeal against assessment decisions procedure as outlined in the GLLM FE and WBL Assessment Policy.

Sufficient time must be given to learners in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the learner of the outcome, all before the awarding body's deadline. The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that learner and has no personal interest in the review. The reviewer must ensure that the learner's mark is consistent with the standard set by the centre.

The outcome of the review of marking must be made known to the Programme Manager, Quality Assurance Manager and Executive Director for Academic Services and logged as a complaint. A written record must be kept and made available to the relevant awarding body upon request. Awarding body moderation is not covered in this procedure.

It should be noted that learners can only request a review of marking where they identify issues. Reviews based upon a procedural concern may be addressed by GLLM via evidence which confirms adequate staff training in the marking of centre assessed work, support for less experienced staff members and rigorous procedures around internal moderation and standardisation.

4.3 Factors affecting individual learners

If a learner misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised.

Tutors must consult with the Quality Assurance Manager or Deputy Registry Manager regarding the procedures set out in JCQ guidelines where assessment tasks are lost or accidentally destroyed.

Special Access Arrangements will be agreed in accordance with the procedures set out in the **Grŵp Llandrillo Menai Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning**

5. Risk Assessment for Non-examination Assessment Policy

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	*Action*	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with college calendar – negotiate with other parties	Programme Area Manager (PAM) / Programme Leader (PL)
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow learners some time between assessments	PAM / PL
Accommodation			
Insufficient space in classrooms for learners	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct Non-examination Assessment	Use more than one classroom or multiple sittings where necessary	PAM / PL
Insufficient facilities for all learners	Careful planning ahead and booking of rooms/centre facilities	Negotiate with other PAM's and Directors if necessary to ensure sufficient facilities are available.	PAM
External noise	Notify staff and students of where exams will be taking place so that awareness of the need to be quiet is disseminated.	Ensure that there is sufficient notification of exams in progress around all rooms where exams are taking place.	PAM / PL
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	PL / Lecturer/Assessor
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Exam Officers / PAM
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Exam Officers / PL

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	*Action*	
Absent learners			
Learners absent for all or part of assessment (various reasons)	Plan alternative session(s) for learners	If there is a need to request special consideration or special circumstances, consult with awarding body. Mark what learners have produced by deadline and seek guidance from awarding body on further action If absent and no work has been produced, mark the learner as absent	Lecturers/Assessors, PL, Exam Officers
Learners have a scheduling clash for exams or assessment (possibly off-site on consortium teaching)	Always consider learner timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes Please note: retakes of Non-examination Assessment are limited	PAM, PL
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exam Officers, PAM
Supervision			
Student study diary/plan not provided or completed (not all Non-examination Assessment will require the completion of a study diary or study plans)	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure learners start, continue and complete study diary/plans that are signed after every session	Lecturers/Assessors
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of Non-examination Assessments and their role in supervision	Provide training on the supervision of Non-examination Assessment	PAM, Quality Assurance Manager (QAM)
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any Non-examination Assessment where a teacher/assessor is not supervising, in line with the awarding body specification	Ensure appropriate supervision is in place	PAM, PL

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	*Action*	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification (all tasks, whether set by the awarding body or the Centre/consortium, must be developed in line with the requirements of the specification)	Seek guidance from the awarding body	PAM / QAM
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	PAM / QAM
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	PAM
Learners' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	PAM
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	PAM
Deadlines			
Deadlines not met by learners	Ensure all learners are briefed on deadlines/penalties for not meeting them	Mark what learners have produced by deadline and seek guidance from awarding body on further action	Lecturers/Assessors
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines	Seek guidance from awarding body	PAM / QAM

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	*Action*	
Authentication			
Learner fails to sign authentication form	Ensure all learners have authentication forms to sign and attach to work when it is completed before handing in	Find learner and ensure form is signed	Lecturers/Assessors/ PL
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Lecturers/Assessors/ PL / PAM
Plagiarism and Malpractice	Ensure students understand the implication of not following the rules	Refer to the Malpractice and Plagiarism policy for Grŵp Llandrillo Menai and guidelines from the awarding body.	PAM

Joint Council for Qualifications

Instructions for conducting non-examination assessments (new GCE & GCSE specifications)

1 September 2017 to 31 August 2018

This document provides subject teachers, senior leaders and heads of centre with a single, definitive source of generic guidance and instructions for GCE and GCSE qualifications.

Produced on behalf of:

Contents

Foreword

This JCQ publication applies to reformed GCE and GCSE qualifications which have been accredited in England or Wales and which include a proportion of non-examination assessment.

It provides subject teachers, senior leaders and heads of centre with a single, definitive source of generic guidance and instructions.

The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).
'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'.

The principles for non-examination assessment as determined by the qualification regulators for England and Wales are:

- non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;

- non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;

- any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.

1 Non-examination assessments: the basic principles

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.

How does JCQ monitor the management of non-examination assessments in centres?

The JCQ requires each centre to have a non-examination assessment policy in place:

- to cover procedures for planning and managing non-examination assessments;
- to define staff roles and responsibilities with respect to non-examination assessments;
- to manage risks associated with non-examination assessments.

A JCQ Centre Inspector will ask the examinations officer to confirm that such 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 fit for purpose. The policy will need to cover all types of non-examination assessment.

Which GCE and GCSE specifications are affected?

These instructions apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

See **Appendices 1 and 2** for instructions for the endorsements – Practical Skills (GCE A-level Biology, Chemistry, Geology and Physics) and Spoken Language (GCSE English Language – England only).

See the JCQ publication *Instructions for conducting examinations* for the conduct of externally set GCE and GCSE Art & Design components - http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

2 Managing non-examination assessments: task setting

Who is involved in task setting?

Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.

Where the centre is responsible for task setting, centres may:

- select from a number of comparable tasks provided by the awarding body; or
- design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where centres are responsible for task setting they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Centres must refer to the awarding body's specification.

> **In A level Geography the Ofqual Subject-Level Conditions and Requirements stipulate that each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Centres may give general guidance but they must not provide candidates with a choice of titles or tasks from which candidates then choose.**

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

3 Managing non-examination assessments: issuing of tasks

When are awarding body set tasks issued to centres?

You **must** consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres.

Teachers must take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications.

What action should be taken if the wrong task is given to candidates?

The centre must make arrangements for candidates to undertake the correct task. Awarding bodies will do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Centres should therefore, take great care to ensure that they issue the correct task to candidates.

4 Managing non-examination assessments : task taking

4.1 Supervision

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Invigilators and display of the JCQ *No Mobile Phone* poster and the JCQ *Warning to Candidates* are **not** required.

Candidates **do not** need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres **must** always check the subject-specific requirements issued by the awarding body.

The centre **must** ensure that:

- there is sufficient supervision of every candidate to enable work to be authenticated;
- the work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidate's own. Candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

Centres **must** ensure that candidates 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 -* http://www.jcq.org.uk/exams-office/information-for-candidates-documents

In particular, centres **must** ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

4.2   Advice and feedback

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

What advice and feedback can I give to candidates during the task-taking stage?

Unless specifically prohibited by the awarding body's specification you may:

- review candidates' work and provide oral and written advice at a **general** level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

If you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then you **must** record this assistance and either take it into account when marking the work or submit it to the external examiner.

Annotation should be used to explain how marks were applied in the context of the additional assistance given. (**See section 6.1, page 15**).

You must not provisionally assess work and then allow the candidate to revise it.

In all subjects you **must not** provide any type of assistance which is explicitly prohibited in the specification. Assistance **must not** be given if there is no means to record it and to take account of it in the marking.

Failure to follow this procedure constitutes malpractice.

4.3   Resources

What resources are allowed?

In many subjects candidates will need to gather information from published sources when researching and planning their tasks.

Candidates **normally** have unrestricted access to resources. Centres **must** refer to the awarding body's specification and/or associated documentation.

Unless the awarding body's specification says otherwise, for all formally supervised sessions:

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;
- access to the internet **is not** permitted;
- candidates **are not** allowed to bring their own computers or other electronic devices, e.g. mobile phones.

Are candidates allowed to introduce new resources between formally supervised sessions?

No. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material **must** be collected and **stored securely at the end of each session (and not accessible to candidates)**:

- the work to be assessed;
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store work. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the centre's IT network.

How should sources be acknowledged?

The work submitted for assessment **must** include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc.
The record should include all the sources used, including books, websites and audio/visual resources.

Guidance is given in the JCQ document *Information for candidates – non examination assessments –* http://www.jcq.org.uk/exams-office/information-for-candidates-documents

4.4   Word and time limits

Word limits as detailed in specifications and subject-specific documentation are for guidance only.

Centres should refer to awarding bodies' specifications as to whether time limits are mandatory.

Where limits are for guidance only centres should discourage candidates from exceeding them.

4.5   Collaboration and group work

When is group work permitted?

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Where an assignment requires written work to be produced, each candidate **must** write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Should all members of a group get the same mark?

No. Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

How is credit apportioned to individual candidates?

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

4.6   Authentication procedures

How is candidates' work authenticated?

Teachers **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specification, the following procedures apply.

Candidates **must** sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers **must** sign a declaration of authentication after the work has been completed confirming that:

- the work is solely that of the candidate concerned;
- the work was completed under the required conditions;
- signed candidate declarations are kept on file.

> **Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.**

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you **must** inform a member of the senior leadership team. (**See section 9, page 26**).

4.7 Presentation of work

1 Allow candidates to word process written work.
The regulations detailed in section 8 of the JCQ document *Instructions for conducting examinations* **do not** apply to non-examination assessments.

2 Instruct candidates to insert the following details on each page as a header or footer:
   - 5 digit centre number;
   - candidate number;
   - component code.

3 Allow candidates to use the spell/grammar check when they are word processing.

4 Encourage candidates submitting handwritten work to use black ink and write legibly.

5 Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.

6 Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

7 Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.

8 Do not include items of real or sentimental value such as photographs or certificates.

9 **Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.**

10 Remove bulky covers and folders before work is sent for moderation or external marking.

11 Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

4.8   Keeping materials secure

When is secure storage of candidates' work required?

Where candidates are producing work over a period of time under formal supervision their work **must** be stored securely.

Once any work is handed in by the candidate for formal assessment it **must** be stored securely.

What constitutes secure storage?

Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts (e.g. Art and Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

What constitutes secure storage of digital content?

It is the centre's responsibility to keep the work that candidates have submitted securely.

Where work is stored electronically centres are required to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy **must** be employed so that an up to date archive of candidates' evidence is maintained.

Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security.

When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation **must** be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal has been completed.

> **Centres must remind candidates to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means. The JCQ document _Information for candidates – Guidelines when referring to examinations/assessments through the Internet_ should be brought to the attention of candidates - http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-candidates---social-media**

5 Non-examination assessments: task marking – externally assessed components

5.1 Conduct of externally assessed work

The format of external assessment will vary according to the specification and the component.

Some components, for example, may have a Visiting Examiner. Other components will require candidates' work to be despatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

Externally assessed components will be conducted within a window as specified by the awarding body.

5.2 Submission of work

Centres **must** pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment.

A copy of the attendance register **must** be kept until the deadline for enquiries about results has passed.

Where candidates' work needs to be despatched to an examiner it **must** be sent by the date specified by the awarding body.

6 Non-examination assessments: task marking – internally assessed components

6.1   Marking and annotation

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate **how** and **why** marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria.

Annotate the work	- Follow guidance in the relevant specification and associated subject-specific documents. - Provide evidence to support your marks. Identify the assessment criteria that have been met. - Be clear and unambiguous. - Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data. - Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.
Award marks	- If some work was done in groups, award marks that reflect the contribution of each individual candidate. - If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details.
Complete documentation	- Record the feedback and guidance that you have given. - Enter marks in the way specified by the relevant awarding body.

What is the correct procedure if a candidate submits little or no work?

Candidate submits no work whatsoever	When marks are submitted to the awarding body the candidate **must** be recorded as absent (**and not awarded a mark of zero**).

Candidate submits very little work	If some work has been produced, it **must** be assessed against the assessment criteria. The appropriate mark **must** be awarded. If none of the work submitted is worthy of credit, a mark of zero **must** be given.

Is the centre required to tell candidates what marks they have been awarded?

Yes. The centre **must** inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking **before marks are submitted to the awarding body**.

What is the correct procedure for a candidate requesting a review of the centre's mark?

Any review must be undertaken before marks are submitted to the awarding body. Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre.

Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.

What is the correct procedure where a teacher teaches his/her own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

6.2   Internal standardisation

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in the assessment of a component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following sequence is an example of good practice.

Obtain reference materials at an early stage in the course

- In the first year of a new specification, participate in awarding body training.
- In subsequent years, obtain exemplar material provided by the awarding body and use your centre's own archive material.

Hold a preliminary trial marking session prior to marking

- Include all the teachers involved in assessment.
- Compare standards through cross-marking a small sample of work.
- Agree a common understanding of the assessment criteria.

Carry out further trial marking at appropriate points during the marking period

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

Make final adjustments to marks prior to submission

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

Retain work and evidence of standardisation

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later. (**See section 4.8, page 13**).

6.3   Consortium Arrangements

A consortium is a group of centres from which candidates are taught and assessed together.
If your centre is part of a consortium, follow these steps.

1   Nominate a consortium co-ordinator who will liaise with the awarding body on behalf of all the centres.

2   Inform the relevant awarding body that your centre is part of a consortium using Form JCQ/CCA *Centre consortium arrangements for centre-assessed work -* http://www.jcq.org.uk/exams-office/forms

      Complete a separate form for each specification that is being taught and assessed jointly.

      Make a new application for each examination series.

3   Return the form to the relevant awarding body by the published deadline.

4   Follow the procedures for internal standardisation described in **section 6.2, page 17, as a consortium** i.e. include all the teachers involved in assessment from all centres in the consortium.

5   Submit marks as detailed in **section 6.4, page 19** of this document.
      Each centre in the consortium submits marks for its own candidates.

6   Submit a single sample of work for moderation as specified by the awarding body.

      The awarding body will allocate the same moderator to all centres in the consortium.

      If marks need to be adjusted, the adjustment will be applied across the consortium.

7   Retain all candidates' work from all the centres in the consortium until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

      If the consortium requests a review of moderation, the work must be available from all the centres, as the original sample will be required for a review of moderation.

6.4   Submission of marks and work for moderation

1   Set internal deadlines that will allow your centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.

2   Follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. **It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.**

3   Submit supporting documentation required by the awarding body:
- authentication of candidates' work;
- confirmation that internal standardisation has been undertaken;
- any subject-specific information.

Is it possible to obtain an extension to the deadline for submission of marks?

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body.
The centre must contact the awarding body as soon as possible to request an extension.
The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

6.5   Storage and retention of work after submission of marks

Moderation sample	• Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made. • Moderators normally return work direct to centres but work submitted electronically is not returned.

Marked work	• Retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample. • Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place. • If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.

Extracts and exemplar work	• Awarding bodies will retain the work of some candidates for archive and standardisation purposes. • For information on copyright please see **paragraphs 6.12 to 6.19** of the JCQ publication *General Regulations for Approved Centres* http://www.jcq.org.uk/exams-office/general-regulations

6.6   External moderation – the process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

Sample selection	• The awarding body (or moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre.
	It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.

Sample submission	• For most components, the centre submits a sample of work either to the moderator or directly to the awarding body, according to instructions.
	• For some components the moderator visits the centre to mark the sample of work.

Sample assessment	• The moderator assesses work in the sample using the published marking criteria.

Mark comparison and adjustment	• Moderator marks are compared with the centre marks for the sample of work.
	• The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking.
	• If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.
	• If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made.

Feedback to centres	• The final moderated marks are issued to centres electronically when results are published.
	• Feedback forms are also issued to centres.

6.7   External moderation - feedback

What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by fact or judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component.

Feedback will cover the following aspects:

Centre set tasks	• Were they appropriate?
	• Was there adequate coverage of the assessment objective(s)?

Centre assessments	• Were they accurate against the criteria and in relation to the agreed standard for the component?

Centre administration	• Was this satisfactory?

7 Access arrangements

The JCQ document *Access Arrangements and Reasonable Adjustments, 1 September 2017 to 31 August 2018* provides detailed information - http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

Awarding bodies have developed their specifications to be compliant with equality legislation. Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and non-examination assessments. **Centres must apply for access arrangements in advance of timetabled written examinations and non-examination assessments.**

Information on the application of access arrangements in the Practical Skills Endorsement of a GCE A-level Biology, Chemistry, Geology and/or Physics specification may be found at: http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/reasonable-adjustments-for-gce-a-level-sciences-%E2%80%93-endorsement-of-practical-skills

How can centres prepare themselves to cater for candidates with access arrangements?

The SENCo **must** ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

8 Special consideration

The JCQ document *A guide to the special consideration process* provides detailed information –
http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

8.1   Absence

If candidates are absent will they be eligible for special consideration?

Short-term occasional absence	• The candidate was unexpectedly absent for one or more formally supervised sessions.	**Not eligible** for special consideration. The candidate should be given an opportunity to make up the missed time.
Absence on the day of an external examiner visit	• The candidate was absent for an acceptable reason on the day of an external examiner visiting.	**May be eligible** for special consideration. Advice **must** be sought from the awarding body at the time of the candidate's absence as to possible alternative assessment arrangements.
Joined the course at a late stage **(See section 11, page 29, for candidates who move centres)**	• The candidate was absent for some formally supervised sessions because he/she joined the course at a late stage.	**Not eligible** for special consideration. The candidate should be given an opportunity to make up the missed time, if feasible.
Longer-term absence when work is being submitted in a series prior to certification **(Not applicable to linear specifications)**	• The candidate was absent for an acceptable reason when his/her peers undertook the assessment. • There will be another assessment opportunity prior to the series in which the candidate certificates.	**Not eligible** for special consideration. The candidate should submit the assessment in a subsequent examination series.

Longer-term absence when work is to be submitted in the certification series	• The candidate was absent for acceptable reasons when his/her peers undertook the assessment and was unable to complete the work at a later date. • As this is the candidate's certification series there will be no further assessment opportunity to complete the work.	**May be eligible** for special consideration provided the published criteria are met.

What are the criteria for a candidate who has been absent to be eligible for special consideration?

- The candidate has covered the whole course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment **during the certification series** at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time.)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The centre supports the application for special consideration.

Are there any circumstances in which the awarding body will accept a reduced quantity of work?

Yes, provided that **all** the following criteria are met.

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.

8.2   Loss of work

What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?

Candidate responsible for loss	• The loss is a consequence of negligence on the part of the candidate.	**Not eligible** for special consideration.
Centre responsible for loss	• The loss is not a consequence of negligence on the part of the candidate. • The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.	**Eligible** for special consideration.

What is the procedure for requesting special consideration for a candidate whose work has been lost?

Obtain guidance	Refer to the JCQ document *A guide to the special consideration process* – http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration
Report the loss	Submit **Form 15 – JCQ/LCW** to the relevant awarding body - http://www.jcq.org.uk/exams-office/forms **AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**
If the work had been marked before it was lost or damaged	Submit the mark in the usual way. Submit **Form 15 – JCQ/LCW** to the moderator and the awarding body by the deadline for submission of marks. **AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**

If the work had **not** been marked before it was lost or damaged	Submit an estimated mark on **Form 15 – JCQ/LCW**. Base the estimate on the teacher's assessment of the work actually seen. Do **not** attempt to estimate marks for work not seen. **AQA and OCR centres must not submit Form 15 – JCQ/LCW.** **Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**
If only part of the work is lost	Seek further guidance from the awarding body.

9 Malpractice

Teachers **must** familiarise themselves with the JCQ document *Notice to Centres - Teachers sharing assessment material and candidates' work -* http://www.jcq.org.uk/exams-office/non-examination-assessments

This may help to mitigate against candidate and centre malpractice.

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures -* http://www.jcq.org.uk/exams-office/malpractice

Candidates **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 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.

Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material.

Candidates **must not** post their work on social media. They should be made aware of the JCQ document *Information for candidates – Guidelines when referring to examinations/assessments through the Internet -* http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-candidates---social-media

Heads of centre and senior leaders **must** ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to the awarding body.

What should a centre do if it suspects malpractice?

Irregularities identified by the centre **prior** to the candidate signing the authentication statement (where required)	• The centre should deal with the irregularity under its own internal procedures. • There is no requirement to report the irregularity to the awarding body. (The only exception to this is where the awarding body's confidential assessment material has been breached. The breach **must** be reported to the awarding body.) • Details of any work which is not the candidate's own must be recorded on the record form.
Irregularities identified by the centre **subsequent** to the candidate signing the authentication statement (where required)	• The head of centre must notify the relevant awarding body at the earliest opportunity using **Form JCQ/M1.** • If malpractice is found the awarding body will apply a penalty.
Irregularities identified by an examiner or moderator **subsequent** to the candidate signing the authentication statement (where required)	• The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

What penalty is applied when candidate malpractice has occurred?

If a breach of the regulations on the part of the candidate is discovered **after** a candidate has signed the authentication statement, the awarding body will apply **one** of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

10 Enquiries about results services

For detailed information on enquiries about results services you should refer to the JCQ document
Post Results Services, Information and guidance for centres
http://www.jcq.org.uk/exams-office/post-results-services

The following post-results services may be requested.

Externally-assessed components	Review of marking (Service 2) Priority Review of marking (Priority Service 2)

Internally-assessed components	Review of moderation (Service 3) 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 candidate**.

What is the procedure for obtaining a review of moderation?

Initiate a review of moderation	• Submit a request for Service 3 – Review of moderation. • The awarding body will provide details of where to send the sample where applicable.

Despatch moderation sample	• The original moderation sample must be sent for review. • Where requested, the sample must be despatched within three working days of receiving confirmation from the awarding body that the request has been accepted.

Receive outcome of review	• You will be notified of the outcome. • Feedback will normally be provided.

Why is the original moderation sample required?

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. **<u>It is not a re-moderation of candidates' work</u>**.

The awarding body will have trained its reviewers to conduct reviews of moderation accurately and consistently.

The sample of work submitted for review must have been stored securely. If there is evidence that work has been returned to candidates the enquiry will be cancelled.

What will happen if the centre fails to despatch the sample within three working days?

The outcome of the enquiry may be delayed or the enquiry may be cancelled.

11 Other issues

What happens if, after submission, it is discovered that the wrong task was given to candidates?

The centre must submit an application for special consideration. Awarding bodies do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Centres must therefore, take great care to ensure that they give candidates the correct task for the year of submission. **See section 3, page 6 for further information**.

Can excluded pupils, distance learners (see Appendix 3, page 42), private candidates and those who do not attend a centre for whatever reason do non-examination assessments?

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Where the specification is available to those outside of mainstream education, the centre which makes the entry/entries **must** arrange for supervision, authentication and marking as required.

Can a non-examination assessment mark be carried forward when a candidate re-takes a qualification?

Yes. When a candidate re-takes a qualification which includes non-examination assessment he/she may carry forward (re-use) the mark for the non-examination assessment component. (This will be the final post-moderation mark in the case of internal assessment.)

However, where a qualification consists entirely of non-examination assessment, the candidate **must** re-take at least one component.

Within the lifetime of the specification there is no restriction on the time between the original attempt and the re-take, or on the number of occasions on which a mark may be carried forward.

If a candidate has two or more previous non-examination assessment marks, the most recent non-absent mark will be used, even if this is a lower mark.

For candidates entered for unitised WJEC specifications the centre should contact the relevant awarding body for advice.

What happens if a candidate moves to a different centre during the course?

It may be possible to help candidates who move centres during the course. Possible solutions depend on the stage at which the move takes place. The relevant awarding body should be contacted at the earliest opportunity for advice about individual cases.

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

Introduction

The assessment of practical skills is a compulsory requirement of A level Biology, Chemistry, Geology and Physics qualifications. Each of these qualifications will have an endorsed component covering those skills.

The endorsement has a number of features which distinguish it from most general qualifications assessments, in particular:

- it will not contribute to the A level grade;

- no marks will be assigned – it will be assessed holistically and reported as Pass or Not Classified;

- it will be assessed on a 'competency' basis using agreed Common Practical Assessment Criteria (CPAC). Candidates must consistently and routinely meet all of the criteria to be awarded a Pass at the end of the course;

- there will be a monitoring visit to each centre which will focus on checking that teachers are implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly.

New lead teachers are required to undertake training provided by the awarding body on the implementation of the practical endorsement. Further details will be supplied by the awarding body.

Lead teachers **must** ensure that all other teachers of that science within the centre can apply the standards appropriately.

There is no separate assessment of practical skills for AS Biology, Chemistry, Geology and Physics qualifications.

Entries and centre declaration

A level entries for Biology, Chemistry, Geology and Physics automatically include the respective practical skills endorsement.

A certificate will be issued for GCE A level Biology, Chemistry, Geology and/or Physics where the candidate has been awarded a grade (A* to E). The result for the endorsement, including Not Classified, will be reported on the certificate.

As part of the National Centre Number Register Annual Update, the head of centre is required to provide a signed declaration 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.

Where a centre intends to enter candidates for the first time for one or more of the A level subjects, **as per page 31**, the relevant awarding body **must** be contacted at the beginning of the course.

Practical activities

The arrangements for the assessment of practical skills in A level Biology, Chemistry, Geology and Physics are common to all awarding bodies and include the following.

- The required practical activities (that will enable candidates to demonstrate the five practical competencies) are set out by each awarding body in the subject specification and must be carried out by each candidate.

- Centres assess candidates using Common Practical Assessment Criteria (CPAC) issued jointly by the awarding bodies. The CPAC are based on the requirements of the respective appendix from the prescribed subject content, published by the Department for Education. They define the minimum standard required for the achievement of a Pass grade.

- Candidates who consistently and routinely demonstrate the required standard across all of the CPAC, incorporating all of the skills, apparatus and techniques (as defined in the respective appendix of the DfE subject content), will receive a Pass at the end of the course.

Candidates may work in groups, but teachers should be confident of each individual's competence when awarding a Pass.

In each specification at least twelve activities are prescribed. These activities provide opportunities for demonstrating competence in all the required skills and in the use of all apparatus and techniques detailed for each subject. Some awarding bodies' specifications require candidates to carry out all of the specified activities. In all specifications candidates may also demonstrate the competencies in any additional practical activities undertaken during the course of study which cover the requirements of the CPAC and are of Level 3 challenge.

Centre record-keeping

Each centre must keep a written record of the following:

- plans to carry out sufficient practical activities which meet the requirements of CPAC, incorporating skills and techniques detailed in the respective appendix of the subject content published by the Department for Education, over the course of the A level;

- each practical activity undertaken and the date when it was completed;

- the criteria being assessed in that practical activity;

- candidate attendance;

- details of which candidates met the criteria and which did not;

- candidate work showing evidence required for the particular task with date(s), together with any associated materials provided for the practical activity e.g. written instructions given.

Candidate record keeping

Candidates must keep a record of their practical work, including their assessed practical activities and the dates. The format is not prescribed, as it is important that candidates record their practical experiences in their own ways. It could include:

- lab books (allowing all records to be kept in one place);

- candidates' folders;

- computer-based systems;

- pre-printed workbooks.

Monitoring

Quality assurance of the practical endorsement is supported by visiting monitors from the awarding bodies. As the practical activities for the endorsement take place throughout the two years of the A level course, visits could be in either the first or second year.

Each centre will be visited at least once, in at least one of the sciences, during the period September 2017 to May 2019 (excluding the period of the June 2018 exam series). If there are more than 140 candidates following any of the A level sciences in a centre, then the centre will receive a visit for every science.

Centres will receive a separate visit for A level Geology.

The purpose of the visit is to ensure that the centre is implementing the requirements of the practical endorsement appropriately and applying the assessment criteria (CPAC) correctly. The monitoring process is not intended to moderate or adjust the results of individual candidates.

The centre visit

The monitor will contact the examinations officer at the centre who will be asked to pass information to the lead teacher for a visit to be arranged with at least two weeks notice.

On the day of the centre visit the monitor will:

• observe a practical activity taking place;

• review the records kept by the centre and by a sample of candidates;

• talk with staff and candidates.

The visit is intended to determine the ability of the centre to assess candidates in the practical endorsement, not to decide on candidate achievement. It is therefore, unnecessary and it would be counter-productive, to rehearse the practical activity which the monitor is to observe.

The monitor will prepare a written record of the visit and a copy will be sent to the centre.
The record will state whether or not the monitor agrees with the centre's implementation of the requirements of the endorsement and application of the assessment criteria (CPAC).

If the monitor does not agree with the centre's judgements, he/she will provide guidance as to the measures which the centre needs to put in place. Such an outcome could result in the other sciences (Biology, Chemistry and/or Physics) receiving a visit from the respective awarding body/bodies as well as a repeat visit for the science which was monitored. If additional visits are necessary, there may be a supplementary charge.

It is possible that the monitor may agree with the centre's application of CPAC, yet still include guidance on improvements which could be made.

What if a centre disagrees with the monitor?

If a centre disagrees with the outcome of a monitoring visit, it may request a repeat visit by an alternative monitor. There may be a charge for this service.

Alternative centre arrangements

- To offer the A level sciences a centre **must** be able to provide practical work and the practical endorsement.

- Where a centre does not have laboratory facilities and undertakes the practical endorsement at an alternative site or venue, or in a foreshortened timescale, a specific visit will be made on a defined date when practical activities are taking place.

- Where candidates from more than one centre undertake practical work together using joint teaching arrangements, the centre being monitored **must** inform the awarding body's monitor of such arrangements when contacted. Monitoring visits will take place with all centres within an academy chain or a consortium where each centre has separate classes.

Candidate absence and exemptions

Where a candidate misses a prescribed practical activity through absence, the centre must organise an alternative session for him/her or provide other opportunities for him/her to demonstrate the required skills and techniques.

It is a regulatory requirement that each candidate must demonstrate the specified skills and techniques through carrying out a minimum of twelve activities. Candidates who are unable to do this because of absence will not qualify for special consideration and will receive a Not Classified result for the practical skills endorsement.

If a candidate cannot access the endorsement due to a substantial impairment, reference should be made to section 5.17, page 70, of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

When an exemption is granted by an awarding body an indication will be placed on the candidate's certificate.

Centres which switch to another awarding body

Where a centre intends to switch awarding body, the relevant awarding bodies **must** be informed as soon as possible.

If no visit has yet taken place, the updated details will be used when arranging the visit.

If a visit has already taken place in the science where the centre has switched, the decisions made as a consequence of that visit will stand.

Candidates who move to a new centre during the course

In order to award a Pass grade, the new centre must take all reasonable steps to ensure that it is satisfied that all of the five competencies and all of the skills and techniques have been successfully covered in at least twelve practical activities (at one or both centres).

Re-use (carry forward) of practical skills grades

A candidate who is re-taking an A level Biology, Chemistry, Geology or Physics qualification may request to carry forward (i.e. transfer into a new entry) a previous grade for the practical skills endorsement, even if it was awarded by a different awarding body.

Sanctions

- If a monitoring visit shows that a centre is not implementing the requirements of the practical endorsement appropriately, the awarding body will provide guidance on the improvements which need to be put in place.

- If a monitoring visit shows that a centre is not assessing to the correct national standard, the lead teacher may be required to undertake further training.

- Failure by the centre to take action in response to the above, or to provide a declaration to confirm that all candidates have had the opportunity to undertake the prescribed practical activities, may cause results for the endorsement to be awarded as Not Classified.

Malpractice

- If it comes to light that a teacher has awarded a Pass grade to a candidate who has not satisfactorily completed the necessary practical activities, the head of centre will be asked to carry out an investigation of the circumstances and report to the awarding body. Results from some or all candidates at the centre may be withheld.

- Failure on the part of the head of centre to give all candidates the opportunity to undertake the practical activities is a breach of specification requirements. The awarding body will inform other awarding bodies and the regulator, and the centre's arrangements for the next cohort will be closely monitored.

- Due to the nature of the work required, opportunities for candidate malpractice are lessened, but in circumstances where it occurs the standard published malpractice procedures apply.

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

Introduction

GCSE English Language has an endorsed component covering Spoken Language. This endorsement has a number of features which distinguish it from most general qualifications components, in particular:

- it will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification;

- no marks will be assigned – it will be assessed holistically as a grade;

- it will be assessed on a 'competency' basis using agreed common criteria – to be awarded a grade candidates must achieve all of the criteria for that grade.

The endorsement will be assessed by centres. There will be monitoring arrangements through which awarding bodies will check that:

- centres have used appropriate tasks;

- centres have applied the assessment criteria correctly and consistently – no adjustments will be made to centres' assessments.

For monitoring purposes, each centre is required to provide audio-visual recordings of the presentations of a sample of candidates.

Entries and centre declaration

Entries for GCSE English Language automatically include the Spoken Language endorsement.

A certificate will be issued for GCSE English Language where the candidate has been awarded a grade (9-1). The result for the endorsement (including Not Classified) will be reported on the certificate.

As part of the National Centre Number Register Annual Update, the head of centre is required to provide a signed declaration 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.

Task setting and task taking

Candidates must undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes. The requirements are as follows:

- Presentations may take a wide variety of forms, including talks, debates, speeches and dialogues.

- The appropriate format should be determined by the teacher, in discussion with the candidate. The format chosen should allow the candidate to demonstrate his/her Spoken Language abilities to the fullest extent.

- Candidates must identify the subject for their presentations in advance and agree it with their teacher.

- Presentations must be planned and organised. Candidates should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades.

- Candidates may use pre-prepared notes to assist them during their presentations but this is not a requirement.

- There are no word limits, page restrictions or other limitations regarding notes.

- Teachers should advise candidates that reading entirely from pre-prepared notes is unlikely to enable them to access the criteria for the higher grades which require engagement with the audience.

As part of or following the presentation, candidates must listen to and respond appropriately to questions and feedback. Task taking therefore also includes the following requirements:

- Candidates must give their presentations to an audience, which must always include the teacher.

- The size and composition of the audience should be determined by the teacher, in discussion with the candidate.

- Where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview).

The format of the task-taking is flexible. There is no requirement to present to other candidates. Further advice is provided in each awarding body's specification and/or guidance.

Assessment and internal standardisation

Candidates should be assessed either live or from recordings, using the common assessment criteria which have been developed collaboratively by the awarding bodies and teachers.

Teachers award grades (Pass, Merit or Distinction) - there are no marks. Candidates who do not reach the Pass standard must be recorded as Not Classified. In order to achieve a particular grade, a candidate must meet all of the criteria for that grade. The 'best fit' and compensatory approach normally used in GCSE assessments **does not** apply. Further details are available in the guidance and support provided by the awarding bodies.

Centres must make arrangements for internal standardisation of assessments. This should take place as far as possible **before** assessment begins in earnest. Internal standardisation should include a preliminary trial assessment session (including all teachers involved in assessment) using exemplar material provided by the awarding body, in order to ensure that there is a common understanding of the assessment criteria. It could also include observation by teachers before starting their own assessments. Teachers could observe live sessions where the lead teacher assesses candidates and equally the lead teacher could observe some of the live sessions where each teacher assesses candidates.

Monitoring

Common monitoring arrangements are in place, as agreed by the awarding bodies, to ensure that centres are using appropriate tasks and are applying the assessment criteria correctly.

The centre must provide recordings of the presentations of a sample of candidates. The recording of each candidate's presentation, including questions and feedback from the audience, must be complete and unedited. Any proceedings at the beginning or end which are not part of the assessment should not be recorded or should be edited out.

Using their knowledge of candidates' likely performance, centres should select the sample following the guidance shown in **Table 1, page 40**, and its footnotes. Centres are recommended to aim to record slightly more than the minimum number at each grade to allow for candidates whose performance is awarded a higher or lower grade than the centre had anticipated. However, a centre whose sample at a particular grade is ultimately slightly smaller than the minimum specified in the table **is not** required to take further action (i.e. record further candidates) to rectify the sample. Awarding bodies will provide details regarding the storage and submission of recordings.

Table 1 – Sample sizes

No. of candidates at centre	No. of candidates whose presentations must be recorded	Minimum no. of candidates at each grade (D, M, P)[+]
30 or fewer	All candidates	10[++]
Over 30	30	10[+++]

[+]   All candidates at a grade if the centre has fewer than the stated minimum. Candidates assessed as Not Classified should not be included.

[++]   For example, if a centre has 15 D candidates, 11 M candidates and 3 P candidates, all of these candidates will be in the sample.

[+++]   For example:

    (a) if a centre has 21 D candidates, 14 M candidates and 3 P candidates, the sample will consist of 10 of the D candidates, 10 of the M candidates and all of the P candidates, with 7 additional candidates (from D and/or M) to make the overall sample up to 30.

    (b) if a centre has no D candidates, 7 M candidates and 60 P candidates, the sample will consist of all of the M candidates and 23 of the P candidates.

Where a centre is unable to record the required number of candidates owing to concerns (expressed by the candidates themselves or by their parents/carers) about safeguarding, confidentiality or faith, it must contact the awarding body at the earliest opportunity.

Assessments must be submitted by the awarding body's published deadline for internal assessment. Awarding bodies will supply details of the administrative arrangements. The monitor appointed by the awarding body will view some or all of a centre's recordings and there will be a statistical analysis of the centre's assessments.

If there are concerns as a result of monitoring, the centre will be provided with additional support (which may include a visit by a monitor) in the academic year 2018-19. There may be enhanced monitoring arrangements which may include an earlier deadline for submission of assessments or a requirement to record the presentations of all candidates.

Consortium arrangements

The normal consortium arrangements apply - **see section 6.3 page 18**.

The consortium **must** select a sample of recordings in line with the requirements in **Table 1** and the accompanying text as above.

Candidate absence and exemptions

Where a candidate misses the scheduled date/time for his/her presentation, the centre must organise an alternative session.

A candidate who is unable to undertake his/her presentation because of persistent absence (whether through ill health or any other reason) will not qualify for special consideration and will receive a Not Classified result for the Spoken Language endorsement. However, standard procedures for sitting an assessment at an alternative venue apply, if appropriate. The centre should contact the relevant awarding body for advice.

If a candidate cannot access the endorsement due to a substantial impairment, reference should be made to section 5.17, page 70, of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

When an exemption is granted by an awarding body an indication will be placed on the candidate's certificate.

Candidates who move to a new centre during the course

If a candidate moves to a new centre **after** his/her Spoken Language assessment has been carried out, the result of that assessment remains valid. The new centre should contact its awarding body for details regarding the administrative arrangements.

Re-use (carry forward) of Spoken Language grades

A candidate who is re-taking GCSE English Language may request to carry forward, (i.e. transfer into a new entry for GCSE English Language) a previous grade for the Spoken Language endorsement, even if it was awarded by a different awarding body.

Malpractice

- If it comes to light that a teacher has awarded a grade to a candidate who has not in fact carried out a presentation in the required manner, the head of centre will be asked to carry out an investigation of the circumstances and report to the awarding body. Results from some or all candidates at the centre may be withheld.

- Failure on the part of the head of centre to give all candidates the opportunity to undertake a Spoken Language presentation is a breach of specification requirements. The awarding body will inform other awarding bodies and the regulator, and the centre's arrangements for the next cohort will be closely monitored. A grade of Not Classified will be recorded for the endorsement in the case of any GCSE English Language candidates who do not attempt it.

- Due to the nature of the work required, opportunities for candidate malpractice are lessened, but in circumstances where it occurs the standard published malpractice procedures apply.

Distance learning candidates

(Heads of centre, senior leaders and subject leaders <u>must</u> familiarise themselves with the entire contents of this document.)

It is possible for distance learning candidates to comply with the requirements of GCE and GCSE specifications which include non-examination assessment components in the following way.

Prior to embarking on any work for a non-examination assessment component, the distance learning candidate **must** register/enrol with a centre which has been **approved by the relevant awarding body**. **This includes Distance Learning Providers which must be approved examination centres**. The centre, including a Distance Learning Provider approved by the relevant awarding body, will administer all aspects of the non-examination assessment process, as per the awarding body's specification. This will be defined as the candidate's entering centre.

Information for private candidates may be found at:

www.aqa.org.uk/student-support/private-candidates

http://www.ocr.org.uk/ocr-for/learners-and-parents/private-candidates/

https://qualifications.pearson.com/en/support/support-topics/registrations-and-entries/academic-registrations-and-entries/private-candidates.html

http://www.wjec.co.uk/students/private-candidates/

The entering centre will be responsible for teaching the course, including all aspects of setting, authenticating and marking the candidate's work.

The entering centre may, or may not, be able to conduct written examinations. If not, the candidate will be responsible for finding a centre, usually local to him/her, which is prepared to host the written examinations.

Where required, once a 'host centre' has been found, the entering centre will initiate the transferred candidates process. **The process must be completed by the published deadline**. A fee will be payable to the awarding body by the entering centre for the transferred candidate arrangement.

A Distance Learning Provider which does not provide 'face-to-face' teaching **must** comply with the awarding body's requirements for non-examination assessment. In order to achieve this there **must** be a pattern of regular contact between the candidate and any assigned tutor(s) prior to the commencement of the work through to its submission. This process **must** have been agreed with the awarding body.

During such contact, the tutor(s) **must** ensure that all non-examination assessment rules are, or will be, successfully adhered to.

The tutor(s) **must** authenticate the candidate's work and, where relevant, record any factors which may have a bearing on their judgement of the assessment, including the amount of assistance that has been requested by the candidate.

The tutor(s) **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

The entering centre **must** mark the candidate's work and this **must** be in accordance with the awarding body's published mark scheme.

The awarding body will issue results and certificates to the entering centre.

The entering centre **must** make distance learning candidates aware that there are a number of costs associated with the examination entry process.