

Fullbrook Non-Examination Assessment Policy (including controlled assessment and coursework) 2025-2026

This policy affects the delivery of subjects of GCE, GCSE and Vocational/Technical qualifications which contain a component(s) of non-examination assessment, coursework and/or controlled assessment.

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

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

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

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

The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

These instructions are for use in... (JCQ's Instructions for conducting non-examination assessments (VTQs), Introduction)

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

This policy is to be read in conjunction with the following:

- Internal review of marking of centre marks for GCSE and GCSE non-examination assessments Policy 2025-2026
- Internal Appeals Procedure and Policy
- JCQ Instructions for Conducting Non-examinations Assessments (GCE/GCSE & VTQ/Technical)
- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications
- JCQ Information for Candidates documents
- Examinations Policy
- Malpractice Policy

Purpose of the Policy

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

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

The policy covers the management of all types of non-examination assessment including controlled assessments and coursework, which includes details on how candidates' work will be assessed. A JCQ inspector may ask the examinations officer to confirm that a policy is in place. Guidance in this policy will help the head of centre to ensure that centre's policy is robust and fit for purpose. ([NEA](#), section 1)

What are non-examination assessments?

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

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

- Task Setting;
- Task Taking;
- Task Marking. ([NEA](#), section 1)

(VTQs) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. ([NEA VTQs 1](#))

What is coursework?

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms. ([ICC 1](#))

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

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessments and other related JCQ/Awarding Body documents
- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA, NEA VTQs and ICC
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking
- Responsible to relevant Awarding Bodies to ensure that all NEAs are conducted according to qualification specifications and JCQ regulations

SLT

- Ensure the correct conduct of non-examination assessment which complies with NEA, NEA VTQs, ICC and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

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

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessments and other related JCQ/Awarding Body documents
- To be familiar with general instructions relating to NEA from each relevant Awarding Body
- Signposts the annually updated JCQ documents to relevant centre staff
- To manage the internal process of communicating centre assessed marks for NEA to candidates in accordance with JCQ regulations and the Fullbrook Policy for 'Internal review of marking of centre marks', along with relevant supporting materials
- Ensures that when marks are issued to students it is made clear that the external moderation process may result in changes to marks
- Is responsible for forwarding to HOFs/SLs any correspondence received from the Awarding Body in relating to NEA.
- In collaboration with HOFs/SLs ensure NEA marks are submitted to relevant Awarding Body by the published deadlines
- In collaboration with HOFs/SLs ensure candidates' assessments for moderation are dispatched by the relevant deadline
- In collaboration with HOFs/SLs ensure appropriate arrangements are in place for the security of NEA materials.

Heads of Faculty (HOFs)/Subject Leaders (SLs):

- To be familiar with JCQ Instructions for Conducting Non-Examinations Assessment (GCE/GCSE and VTQs/Tcnhicals), and JCQ Instruction for Conducting Coursework and, relevant awarding body subject specific instructions - and ensure that regulations are followed in relation to the conduct of NEA
- Ensure subject teachers understand their role and responsibilities within NEA

- Works with the QA Lead/Lead IV to ensure appropriate procedures are followed to internally standardise and verify the marks awarded by subject teachers
- To be familiar with JCQ AI Use in Assessments: Your role in protecting the Integrity of Qualifications and ensure that candidates adhere to the rules surrounding use/misuse of AI.
- To understand and comply with specific instructions relating to NEA for the relevant Awarding Body
- Follow the internal procedures for issuing marks to students and inform the Examinations Office of all key dates in the process within the required timeframe
- Provide copies of marks and mark schemes for all internally assessed work to the Examinations Officer
- To obtain confidential materials/tasks set by the Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Ensure that work is marked and moderated using awarding body mark schemes and guidance. Annotation should be used to provide evidence to indicate how and why marks have been allocated.
- To undertake appropriate departmental standardisation of non-examinations assessments
- Ensure that candidates and relevant teaching staff complete necessary NEA paperwork and authentication forms
- In collaboration with the Examinations Officer submit NEA marks to the relevant Awarding Body by their published deadline – HoFs/SLs to enter marks (and upload any supporting evidence) on Awarding Body secure sites
- In collaboration with the Examinations Officer dispatch students' assessments for external moderation in accordance with JCQ and Awarding Body regulations – HoFs/SLs must ensure all coursework is dispatched on time and a record of posting obtained. A record must be kept of what is sent, when and by whom
- Ensure that all requirements for the retention of NEA and subsequent disposal of candidates' work.
- Ensure candidates are made aware of the Centre's process on the expectations placed on candidates in completing their NEAs, outlining the requirements they need to adhere to and the consequences of any suspected candidate malpractice.
- Cases of suspected malpractice will be investigated by Heads of Faculty/Subject Leaders/Examinations Officer in accordance with JCQ regulations. (See Appendix 4. Of Exams Policy)

Special Educational Needs Co-ordinator (SENCO):

- To be familiar with JCQ Instructions for Conducting Non-examinations Assessment (GCE/GCSE and VTQs/Technical) with reference to access arrangements and reasonable adjustments
- In collaboration with the examinations officer ensure appropriate access arrangements are in place.
- Ensures that all approved access arrangements are communicated to relevant staff.

Teachers:

- To be familiar with *JCQ Instructions for Conducting Non-examinations Assessment* (GCE/GCSE and VTQs/Technicals) and Awarding Body regulations that may be subject specific
- To be familiar with and follow the Fullbrook process for issuing students with their centre assessed marks
- Makes candidates aware of the criteria used to assess their work
- Ensures candidates understand deadlines for all tasks
- Supervise assessments (at the specified level of control), undertaking tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teacher(s) sign authentication forms on completion of an assessment
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media and all related JCQ Information for Candidates documents](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates' documents*
- Ensures candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material
- Mark internally assessed components using the mark schemes provided by the Awarding Body
- Following the Exams Office issuing marks to candidates, support any student query of marks by offering supervised access to their breakdown of marks (on the mark scheme) in order for them to fully consider an internal review of marking
- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one)
- Ensure that candidates' work is backed-up in two separate locations (one location should be accessible off-site), implementing appropriate security measures to protect work in event of IT system corruption and cyber-attacks.
- Post completion; retain candidates work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the SENDCO for any assistance required for the administration and management of access arrangements.
- Follows secure storage instructions as defined in [NEA 4.8](#)

- Where work is stored electronically, ensures the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Task Setting

- In accordance with specification Awarding Body guidelines, HOFs/SLs/subject teachers are responsible for the selection of NEA tasks from an approved list or for setting appropriate centre specific tasks or design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.
- Teaching staff identify and communicate to candidates the dates when tasks should be taken and completed.
- Teachers ensure that candidates understand the assessment criteria for any given assessment task which is detailed in the specification for the subject. Students may require further explanation or interpretation. Any explanation or interpretation given by teaching staff must be general and not specific to a student's work.

Task Taking

Unless the Awarding Body's specification says otherwise, the following arrangements will apply:

- In accordance with JCQ regulations, invigilators and the JCQ Unauthorised items poster & Warning to Candidates are not required
- Teachers check the awarding body subject specific requirements and ensures that candidates take tasks under the required supervision arrangements.
- Teaching staff ensure there is sufficient supervision to enable the work of a candidate to be authenticated as the candidate's own work. They are confident that where work may be completed outside of the centre without direct supervision that the work produced is the candidate's own.
- They will also ensure that they keep a record of each candidate's contribution in group work, where applicable, making sure that it is possible to attribute assessable outcomes to individual students.
- Teaching staff ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Teachers ensures candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents
- Teachers will also ensure candidates 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
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited

assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice

- Teachers must be aware of the Awarding Body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes; they must not access the internet (including AI), bring their own laptop unless this has been previously authorised 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 candidates.
- Teaching staff refer to the JCQ document *AI Use in Assessments: Your role in protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
 - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Teachers should encrypt any sensitive digital media to ensure the security of the data stored within it and will refer to the Awarding Body guidance to ensure that the method of encryption is suitable.

Authentication

All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work. This must take place as soon as the candidate has completed the assessment.

Teachers must sign a declaration of authentication after the work has been completed and 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 requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is the latter.

If a teacher is 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
- decisions will be made on an individual basis, by the Senior Leadership Team (SLT)

If a teacher is concerned that malpractice may have occurred, or if they are unable to authenticate the work for any other reason, the teacher must inform a member of SLT.

If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes eg in a competition, provided that the originals are stored securely within the centre. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the candidate. This applies to artefacts in Design & Technology where only photographic evidence is needed for moderation and any subsequent review. Where original work is used for moderation, as in Art & Design, a teacher must be present if, during this period:

- assessed work is exhibited
- a candidate takes assessed work to an interview
- the work is removed from secure storage for any other reason

Task Marking

Conduct of externally assessed work:

- Teaching staff liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*. They liaise with the Visiting Examiner where this may be applicable to any externally assessed component.
- The subject teacher will liaise with key relevant staff to determine and set a suitable date for external tasks
- In collaboration with the teacher responsible, the exams officer will arrange, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- In collaboration with the teacher responsible, where required, the exams officer conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Where candidate's work must be dispatched to the awarding body's examiner, the teacher responsible will ensure that this is completed by the deadline and in accordance with instructions from the awarding body.

Marking, moderation and submitting marks/samples

- The Head of Centre makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter). Where this cannot be avoided, they ensure the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample
- HoFs/SLs/teaching staff accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process

- Teachers are responsible for marking work in accordance with the marking criteria. 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 and to enable external moderation
- HOFs/SLs/Teachers mark with the criteria provided by the awarding body and do not use artificial intelligence as the sole means of marking candidates' work.
- HoFs/SLs/teachers are responsible for ensuring that they follow the guidance from the awarding body for any specific paperwork required for submission and/or retention in relation to non-examination assessment
- HoFs/SLs provide the internally standardised final marks to the exams officer by the agreed internal deadline so they may be issued to students.
- The exams officer is responsible for issuing students with their centre assessed marks in accordance with the JCQ regulation of allowing students opportunity for internal reviews of marking prior to final marks being submitted to the awarding body. Marks are issued to students by email and it is made clear that the external moderation process may result in changes to marks. Candidates are informed of the centre deadlines by which to request a review of marks and signposted to the internal appeals procedure.
- Centres should not attempt to convert marks to grades in advance of the publication of results.
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.
- HoFs/SLs are responsible for submitting final marks and samples with accompanying paperwork to the awarding body by the set deadlines and following their guidelines for uploading/dispatching materials. Copies of all student work should be retained by the centre securely in case of loss. Where dispatch is via post, teachers should obtain proof of postage and ensure this record is kept securely with copies of work retained in the centre.
- The exams officer will access or signpost HOFs/SLs/teachers to moderator reports
- HoFs/SLs check the final moderated marks when issued to the centre are the results published.
- HoFs/SLs check moderator reports and ensures that any remedial actions is undertaken as directed by the awarding body

Factors Affecting Individual Candidates

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised, where practical. The centre will follow the JCQ Special Consideration process where applicable in relation to NEA.

The Centre will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed by the Centre.

Access arrangements and reasonable adjustments will be agreed according to the published JCQ guidance.

The Centre will consider requests to repeat NEA tasks if they are made before marks have been submitted to the relevant Awarding Body. Decisions will be made on an individual basis, by SLT/HOFs in consultation with SLs/Teachers. If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new formal supervision.

Reviews of Marking & Appeals

Fullbrook is committed to ensuring that whenever its teachers mark candidates' work this is done fairly, consistently and in accordance with the awarding body specification and other subject specific associated documents. To meet the requirements of the JCQ, an internal review of marking procedure is available.

Internally centre assessed marks must be given to candidates before the centre submits marks to the Awarding Body and by their deadline dates and candidates given an opportunity to request a review of those marks. The process of issuing marks to students and any subsequent requests for reviews is managed by the exams office and is outlined in the next section 'Internal review of marking of centre marks for GCSE and GCSE non-examination assessments policy 2025-2026'. It is only during this process that individual candidates may request a review of marking for NEA.

Internal Appeals Procedure

If a candidate believes that their work has not been treated in accordance with the procedures outlined above and in the 'Internal review of marking of centre marks for GCSE and GCSE non-examination assessments policy 2024-2025', they may make use of the Internal Appeals Process, which can be found on the exams page of the school website <https://fullbrook.surrey.sch.uk/exams/> in appendix 6 of the Exams Policy.

Once the centre has submitted marks to the awarding body, component results for NEA cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the Centre's mark by the Awarding Body. A review of moderation can only be requested by the Centre. The exams officer must apply for the review of moderation on behalf of the centre following authorisation from the HoF and Head of Centre.

The marks submitted to the Awarding Bodies are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area.

Internal review of marking of centre marks for GCE and GCSE non-examination assessments Policy 2025-2026

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

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

It is the responsibility of the Head of Faculty to provide the Exams Office and Head of Centre with a timeline to include student deadlines, moderation dates, release of marks to students, review and outcome dates.

1. Fullbrook will ensure that candidates are informed in writing of their centre assessed marks (not grades, as boundaries have not been established) so that they may request a review of the centre's marking before marks are submitted to the awarding body. The Exams Office will send students their centre assessed marks for each subject by email to their school email address. The deadline for a written request for a review of marking is 5 days from receipt of the centre assessed mark(s). Each Exam board may have a different deadline.
2. Fullbrook will issue a copy of the mark scheme to candidates with their centre assessed mark(s), to assist them in considering whether to request a review of the centre's marking of the assessment. Students may also speak to their subject teacher following the issue of marks if they require any additional materials to assist them in considering whether to request a review of the centre's marking, such as; marked assessment material, personalised marking grids or breakdown of marks. Additional information may be viewed under supervised conditions.
3. Fullbrook will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing (by completing the form 8.1 'request form for an internal review of centre marks') by students, together with written confirmation by parents/carers within 5 calendar days of receiving mark(s). The administrative cost of a review of marking is £25, which is **payable at the time of requesting the review**.
4. Fullbrook will allow sufficient time (5 working days where possible) for the review to be carried out, to make any necessary changes to marks and to inform the student of the outcome, all before the awarding body's deadline.
5. Fullbrook will ensure that the review of marking is 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.

6. Fullbrook will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
7. Fullbrook will inform the candidate in writing (by email) of the outcome of the review of the centre's marking.
8. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

This policy will be reviewed annually. Date of next review is September 2026

A copy of the associated form is viewable on the next page.

8.1 - Request form: Internal review of centre assessed marks for GCE and GCSE non-examination assessments 2025-2026



Review of Marking

A review of marking is to ensure that the mark scheme/criteria has been applied correctly and that the candidate's mark is consistent with the centre's marking standard.

The student's and parent's/carer's signatures are required as marks can go up, down or remain the same. The administrative fee is £25, which is payable at the time of requesting the review (by cash, cheque made payable to 'Fullbrook', or BACS). The outcome of the review will go directly to the Exams Office. The Exams Office will notify the student directly by email.

FOR CENTRE USE ONLY	
Date received	

If you wish to request a review of centre assessed marks, please complete all sections of the form.

Review of marking – centre assessed marks Deadline: 5 days from receipt of mark(s) By the date specified on the student's 'Centre Assessed Marks' email for each subject			
Student Name			
Candidate (exam) Number			
Email address <i>(for communicating information / outcome specific to this review request if different to student school email)</i>			
Exam Board(s)			
Subject(s)			
Component code(s)			
Grounds for requesting a review of marking of centre assessed marks. <i>(If necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)</i>			
Fee enclosed		Payment Method	
Student Signature		Date	
Parent/carer Signature		Date	

This form must be signed, dated and returned to the exams office (exams@fullbrook.surrey.sch.uk) to the timescale indicated.

Appendix 6 – Internal Appeals Procedure and Policy 2025-2026

This procedure confirms Fullbrook’s compliance with the JCQ’s General Regulations for Approved Centres (section 5.3z) that the centre will:

- Have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

Appeals relating to internal assessment decisions (centre assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) are internally assessed (marked) by Fullbrook and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

In accordance with the JCQ regulation that before submitting marks to the awarding body the centre must inform candidates of their centre assessed marks and allow a candidate to request a review of the centre’s marking, candidates should follow the Fullbrook Non-Examination Assessment (NEA) Policy 2025-2026 in the first instance. This policy is contained in appendix 5 and outlines our processes in relation to marking and moderation of NEA and explains how to request a review of centre assessed marks.

Following an outcome for an internal review of centre assessed marks:

- If a candidate (or the candidate’s parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication(s) in conjunction with the Fullbrook policies, to confirm the centre has complied with the principles and regulations and followed due procedures.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

Appeals relating to the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure should be used for appeals against the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

In the first instance following the issue of results, candidates should follow the procedures outlined for Enquiries about Results (EAR) and post-results services using the appropriate form(s) for EAR requests. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams office for each exam series. Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff prior to the publication of results.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
 - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
 - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)
 - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Fullbrook will consider each request for EAR individually based on (but not limited to); the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, exam scripts and correct application of the mark scheme, to determine if the centre supports any concerns. In cases where the centre do not believe that there are grounds for EAR, candidates will be informed.

Where a candidate disagrees with a centre decision not to support a request for EAR (clerical re-check, a review of marking or a review of moderation), the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent completing the relevant form (and the required fee) for this service to the centre by the deadline set by the centre.
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script (where this will not prohibit the subsequent request for RoR) to support a review of marking by providing written permission for the centre to access the script by completing the relevant form (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent using the relevant form (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a request for a review of results/marks.

The appellant will be informed of the outcome of his/her internal appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms Fullbrook's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

Fullbrook will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, Fullbrook:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations)

Special consideration

Where Fullbrook can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include Fullbrook's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Fullbrook makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant).

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, Fullbrook will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues regarding examination/assessment

Circumstances may arise that cause Fullbrook to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where Fullbrook may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

This policy complies with the publications below:

JCQ publications

- General Regulations for Approved Centres
<https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services
<https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
<https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks <https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Ofqual publications

- GCSE (9 to 1) qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- GCE qualification-level conditions and requirements <https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

This policy will be reviewed annually. Date of next review is September 2026

A copy of the associated form is viewable on the next page.

Internal appeals form 2025-2026



This form should be completed to make an internal appeal against centre decisions in relation to: internal assessment decisions; the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal; access arrangements and special consideration. This form should only be completed following the centre's notification that such a request has not been supported by Fullbrook.

The Exams Office will notify the student of the outcome directly by email.

Please tick box to indicate the nature of your appeal and complete all white boxes* on the form below

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Appeal against the centre's decision relating to access arrangements or special consideration
- Appeal against the centre's decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes

FOR CENTRE USE ONLY	
Date received	

This form must be submitted by the deadlines as specified in the Internal Appeals Policy			
Candidate/Student Name		Candidate (Exam) Number	
Email address			
Awarding Body (Exam Board)		Component/exam paper code	
Qualification type and Subject			
Component/exam paper title			
Grounds for internal appeal against centre decision. <i>(If necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)</i>	(If applicable, tick below) <input type="checkbox"/> Where my appeal is against an internal assessment decision, I have already received the outcome from an internal review of the centre's marking		
Candidate/Student Signature		Date:	
Parent/carer Signature		Date:	

This form must be signed, dated and returned to the exams office to the timescale indicated in the relevant appeals policy and procedure.