

## Non Examination Assessment/Coursework - Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	SMT, Directors
Too many assessments close together across GCSE subjects	Plan assessments so they are spaced over the duration of the course	Space assessments to allow candidates time between them	Directors, Heads of Subject
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct assessments	Use more than one classroom or multiple sittings where necessary	Teaching Staff
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Use other suitable rooms in school as appropriate Ensure confidentiality is maintained at all times	Teaching Staff liaising with Cover Co-ordinator/Exams staff

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<b>Downloading awarding body set tasks</b>			
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	Teaching staff to liaise with IT support
Teaching staff unable to access task details	Test secure access rights ahead of assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the assessment schedule	Teaching staff to liaise with Exams Office/IT support
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Teaching staff to liaise with Exams Office
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Ensure a suitable alternative session is booked and candidate(s) informed	Heads of Subject/Teaching Staff

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<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Heads of Subject with Exams Office support if necessary
<b>Supervision</b>			
Teaching staff do not understand that the supervision of NEAs is their responsibility	Ensure teaching staff fully understand the nature of NEAs and their role in supervising assessments	Copies of JCQ NEA regulations to be emailed by Exams Office to Directors at the start of the new academic year	Directors, Heads of Subject, teaching staff
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any assessment session where a teacher is not supervising, in line with the awarding body's specification	Heads of Subject to notify Exams Office when supervisors are needed	Heads of Subject to liaise with Exams Office

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<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Directors
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Directors
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Heads of Subject to ensure tasks in a secure area
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Heads of Subject to ensure tasks in a secure area
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Heads of Subject to ensure tasks in a secure area

\*\* All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

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<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action	Heads of Subject to liaise with Exams Office
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Heads of Subject to liaise with Exams Office
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign  Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Teachers
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature  Ensure authentication forms are signed as work is marked	Heads of Subject

