



## Instructions for Conducting Coursework (with Appeals Process)

*This policy should be read in conjunction with the following documents/policies:*

- Examinations Policy (including Appeals procedure)
- Malpractice Policy
- Exam Contingency Policy
- Exam Access Arrangements Policy
- Word Processing Policy for Examinations
- Joint Council for Qualifications: *Instructions for conducting non-examination assessment 2025-26*
- Joint Council for Qualifications: *Information for candidates - Non-Examination Assessments*
- Joint Council for Qualifications: *Information for candidates - Social Media*



# Statement

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**Summary:**

The purpose of this policy is to ensure that all JCQ and awarding body guidelines are clearly understood and followed in the completion of coursework for the relevant awarding bodies. i.e., setting, supervision, authentication, marking, internal standardisation and external moderation of coursework in examination centres. These instructions are for use in AQA Applied general qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A- Level qualifications, ELC and Project qualifications. Subject teachers and Heads of department should refer to awarding body instructions. It is the responsibility of each subject leader within the College to familiarise themselves with the contents of this document. It will be reviewed annually alongside the new JCQ documents for the specific academic year.

**Person Responsible:**

Ms T Beare/Examinations Officer

**Additional Notes**

Policy Number: 2024/01

**History:**

Drafted: January 2024

**Drafted by:**

Miss Tracy Beare – AP Curriculum

**Revised by:**

Ms Lindsay Hunter (Examinations Officer) – Jan 2025

Ms Lindsay Hunter (Examinations Officer) – Nov 2025

**Consultation:**

Heads of Department  
Senior Management  
Board of Governors

# **INSTRUCTIONS FOR CONDUCTING COURSEWORK**

## **AQA, CCEA, OCR**

### **INTRODUCTION**

**Coursework** is defined as work required in Project qualifications and internally-assessed work (and, in some cases, externally-assessed work).

**NOTE:** *Where there is subject specific instructions printed in individual exam specifications, they take precedence over the instructions within the JCQ document.*

### **KEY ROLES**

#### **Head of Centre**

- Responsible to the awarding bodies for ensuring that coursework is conducted and marked in accordance with these instructions (take advice from awarding bodies).

#### **Teacher**

- Responsible for supervising and/or assessing candidates' work.

These instructions apply to the setting, supervision, authentication, marking, internal standardisation and external moderation of coursework in all subjects. Any breach of the regulations for the setting, supervision, authentication and marking of coursework may constitute malpractice (which includes maladministration). Refer to Suspected Malpractice JCQ document.

### **1) TASK-SETTING (1.1 – 1.3)**

**1.1** Coursework components assess candidates skills, knowledge and understanding that may not be readily assessed by timed written papers. Coursework may take different forms to include print-outs, copies of presentations, charts, photographs, letters, artefacts, videos, recordings or transcripts of interviews, CDs or DVDs.

**1.2** All subject teachers should ensure that candidates are clear about the assessment criteria which they are expected to meet in their coursework. Candidates may require some further explanation or interpretation before fully understanding the nature of the skills which they are expected to demonstrate. Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

**1.3** For candidates doing Project qualifications, it must be made clear what is involved: a free choice of topic, flexible choice of output and the opportunity to show evidence of a wide range of capabilities. Projects must be chosen by candidates in discussion with their teacher.

### **2) MARKING, REVISION, RE-DRAFTING AND INTERIM REVIEW OF WORK (2.1 – 2.9)**

**2.1** When marking coursework, teachers must not give credit to any additional assistance given to candidates beyond what is described in the specification. Teachers must give details of any additional assistance on appropriate record form(s), e.g. giving advice on specific improvements needed to meet the assessment criteria. Before giving additional assistance beyond that which is described in the specification, teachers should ensure that there is provision to record this assistance and take account of it in the marking.

**2.2** Candidates are free to revise and redraft a piece of coursework without teacher involvement before submitting the final piece.

**2.3** Where drafting is inherent in the skills being tested, subject-specific guidance and exemplification will indicate its role in relation to the type of writing being undertaken and any interim assessment allowed in these circumstances.

**2.4** In the absence of subject-specific guidance, teachers may review coursework before it is handed in for final assessment (general advice given only to allow the candidate to make amendments which in turn does not need to be recorded as advice/assistance or to deduct marks).

**2.5** Once work is submitted for final assessment it must not be revised. Adding or removing any material to or from coursework after it has been presented by a candidate for final assessment will constitute malpractice.

**2.6** Where coursework is submitted in digital format there may be instances where the construction of the e-coursework does not attract any marks. In this case the construction may be done by the teacher instead of the candidate.

**2.7** Teacher must award a mark which represents the candidates unaided achievement. The authentication statement must be signed and information given on the record form.

**2.8** Where Project qualifications are being undertaken, the teacher must discuss with the candidate the range of acceptable evidence that can be used. Feedback can be given and this should be acknowledged on the appropriate record form.

**2.9** Teachers must always keep the live coursework secure and confidential whilst in their possession. The sharing of 'live' coursework with other candidates or posting candidates' work on social media by teaching staff will constitute malpractice.

### **3) PRESENTATION AND SUBMISSION OF COURSEWORK (3.1 – 3.8)**

**3.1** All coursework submitted must be the candidates own work.

**3.2** Work submitted may include printouts/charts/presentations/ letters/videos/recordings/witness statements to record what a candidate has demonstrated. If videos or photographs/images of candidates are included as evidence of individual participation or contribution, heads of centre must obtain, at the beginning of the course, the written consent of each candidate (and where necessary the candidate's parent/carer) who appears.

**3.3** Coursework must include a title, a table of contents if necessary, and a bibliography. Appendices will only be given credit if they are pertinent to the work and referred to in the text.

**3.4** Illustrative materials should not be included with the work sent for moderation. The awarding bodies accept no liability for the loss of, or damage to coursework that occurs during the moderation process or during despatch, transit or storage, or for problems that occur during the construction, submission and moderation of coursework in an electronic format (candidates are advised not to include any items of real or sentimental value, e.g. photographs, certificates).

**3.5** Electronic coursework should be backed up regularly by candidates and stored securely on the centre's IT system.

**3.6** Candidate work must be sent in robust packaging and securely fastened where appropriate.

**3.7** For moderation and external marking, typed or written work should be on appropriately sized paper along with the cover sheets provided by the awarding body. The cover must be marked clearly with the candidate's name and number, the centre number, the specification title or code and the component/ unit title or code. Word processed work must have the centre number, candidate number and unit code on each page as a header/footer.

**3.8** Where candidates' work is to be submitted electronically, either directly to an awarding body's digital platform or to an examiner/moderator, centres must follow the awarding body's instructions.

**3.9** For Project qualifications, the written report and evidence must be securely attached to the candidate's record form.

### **4) INVOLVEMENT OF PARENTS/CARERS (4.1 – 4.3)**

**4.1** Parents/carers should encourage their children to spend time on their CW and to think about it as early as possible.

**4.2** They may provide resource materials and discuss with their children but not direct advice.

**4.3** If more specific help is required, the candidate should be encouraged to speak to their teacher.

## 5) ACKNOWLEDGEMENT OF SOURCES (5.1 – 5.3)

**5.1** Candidates must not copy source material from the internet and claim it as their own.

**5.2** If they use source material, they must give detailed references (author, year, page number) and include a bibliography. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000 p 29).

For material taken from the internet, the reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

[http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm), downloaded 5 February 2026.

Candidates should also reference the sources used by the AI tool in generating the content.

Candidates must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the candidate's work for final assessment so that the teacher can review the work, the AI generated content and how it has been used. If this is not submitted and the teacher suspects the candidate has used AI tools, they will need to consult the HIC's malpractice policy for the next steps and assure themselves that the work is the candidate's own. Further guidance on how this can be done is set out in the JCQ document *Plagiarism in Assessments*. The document can be found on the JCQ website:

<http://www.jcq.org.uk/exams-office/malpractice>

HIC will also refer to the following JCQ documents which can be found on the JCQ website:

<http://www.jcq.org.uk/exams-office/malpractice>

- *AI Use in Assessments: Your role in protecting the integrity of qualifications*
- JCQ-AI-information-sheet-for-teachers-1.pdf
- JCQ-AI-poster-for-students-2.pdf

**5.3** Candidates may be required to produce a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to.

## 6) MALPRACTICE IN COURSEWORK (6.1 – 6.7)

**6.1** Candidates must not submit work that is not their own (or typed by a third party) or that has been shared with any other candidate, nor help other students with their coursework or use materials without acknowledgements (AI).

**6.2** If irregularities are discovered prior to the candidate signing the declaration of authentication, this is dealt with by the centre under internal procedures and need not be reported to the awarding body. The only exceptions to this are where the offence relates to a breach of the conditions of the assessment, e.g. possession of notes, communication with other candidates or where the awarding body's confidential assessment material has been breached.

**6.3** If irregularities are discovered after the form has been signed, the Head of Centre must submit full details to the awarding body.

**6.4** Centres must have a published internal appeals procedure in place which relates to internal assessment decisions. This must be made widely available and accessible to all candidates (see Appendix).

**6.5** If suspected malpractice in coursework is received from an examiner or moderator, the awarding body will ask the Head of Centre to conduct a full investigation into the alleged malpractice.

**6.6** The awarding body may use a third IT service to detect malpractice. All teaching staff should be aware of the potential for malpractice and understand that failure to report such instances is also malpractice.

## **7) AUTHENTICATION PROCEDURES (7.1 – 7.6)**

**7.1** Each candidate must sign a declaration when submitting their final piece of work to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that they do so is the responsibility of the centre. Centres must record marks of '0' (zero) if candidates cannot confirm the authenticity of work submitted for assessment.

**7.2** Teachers must confirm that all of the work submitted for assessment was completed under the required conditions and that they are satisfied the work is solely that of the individual candidate concerned. If they are unable to do so, the work must not be accepted for assessment. All teachers must sign the declaration of authentication after the work has been completed. If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will take steps to determine the appropriate action, including potentially setting the mark(s) at '0'.

**7.3** The teacher should be aware of the candidate's standard and level of work to know what is expected of that candidate.

**7.4** If the teacher cannot verify a candidate's standard and level of work, all coursework must be completed under direct supervision.

**7.5** In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

**7.6** If teachers have reservations about signing the authentication statements, the following should be addressed:

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher should award a mark which represents the candidate's unaided achievement. The authentication statement must be signed and information given on the relevant form.
- If the teacher is unable to sign the authentication statement of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of '0' (zero) must be submitted.
- If malpractice is suspected, a member of the senior leadership team must be consulted about the procedure to be followed.

## **8) MARKING OF INTERNALLY-ASSESSED COURSEWORK (8.1 – 8.3)**

**8.1** Teachers must award marks for coursework in accordance with the marking criteria in the specification and show clearly how the marks have been awarded.

**8.2** There should be no family connections between student and teacher. Where this cannot be avoided, a conflict of interest form must be completed and submitted to the relevant awarding body.

**8.3** Candidates work must be dated by the teacher to reflect when it was marked.

## **9) ANNOTATION (9.1 – 9.5)**

**9.1** Work must be annotated to show where credit was awarded.

**9.2** Summary contents should be found at the end of work (or throughout/both). Key phrases should be used to ensure key criteria has been met.

**9.3** Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the coursework
- facilitate the standardisation of marking within the centre
- enable the moderator to check the application of the assessment criteria to the marking.

**9.4** Where appropriate to the type of work, the evidence to support the marks awarded should indicate:

- where the assessment criteria have been met, e.g. by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work

- any planning and processing not undertaken individually and provide details of any assistance or prompting given to the candidate.

9.5 Work may be returned by the moderator if not annotated.

## **10) JOINTLY PRODUCED WORK (10.1)**

10.1 Candidates may work together when undertaking research but they must provide an individual response for any task set. It must be possible to determine the contribution made by individual candidates.

## **11) QUALITY OF LANGUAGE (11.1)**

11.1 Candidates must make use of clear communication and presentation in all coursework.

## **12) STANDARDISATION OF MARKING WITHIN CENTRES (12.1 – 12.5)**

12.1 Centres should use exemplar material provided by the awarding body to help set standard of marking.

12.2 Prior to marking, it is useful to undertake a trial marking exercise. The exercise can take place at appropriate stages during the course.

12.3 If work is marked by more than one teacher, internal standardisation of marking must be carried out. Either a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation, or all the teachers responsible for marking a component/unit exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards. Where standards are found to be inconsistent, the relevant teacher(s) should adjust their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the teacher in charge of internal standardisation.

12.4 The coursework must be retained by the centre until after the closing date for reviews of moderation for the series concerned or after any appeals have been completed, whichever is later.

12.5 Centres must retain evidence that internal verification has been carried out.

## **13) SUBMISSION OF MARKS FOR INTERNALLY – ASSESSED COMPONENTS (13.1 – 13.5)**

13.1 Awarding bodies will publish deadlines for submission of marks.

13.2 Documentation supplied by the awarding body must be completed in accordance with the instructions given and returned by the date specified. Centres must carefully check the marks they are submitting to an awarding body to minimise errors.

13.3 In exceptional circumstances (i.e. those beyond the centre's control), an extension may be granted by the awarding body.

13.4 Coursework marks submitted electronically unless instructed otherwise. The awarding body may also require a copy of the marks to be submitted to the moderator, along with any other documentation needed.

13.5 The centre must inform candidates of their centre assessed marks as a candidate can request a review of the centre's marking **BEFORE MARKS ARE SUBMITTED TO THE AWARDING BODY. ANY REVIEW MUST BE UNDERTAKEN BEFORE MARKS ARE SUBMITTED TO THE AWARDING BODY.** Sufficient time must be given to candidates to allow them to review copies of material as necessary and reach a decision. The centre must 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 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. Centres must inform the awarding body if they do not accept the outcome of the review. The awarding bodies have produced a set of Frequently Asked Questions which may be found within the Notice to Centres Informing candidates of their centre assessed marks: <https://www.jcq.org.uk/exams-office/non-examination-assessments>

**Note:** Refer to Appendix on Procedures for Internal reviews of coursework marks

#### **14) INCOMPLETE WORK (14.1 – 14.3)**

**14.1** A candidate can be credited for tasks carried out even if they are incomplete, unless the specification says otherwise.

**14.2** A candidate who does not submit any Coursework must be recorded as absent and not awarded a mark of '0' (zero) when marks are submitted.

**14.3** If none of the work is worthy of credit or the authenticity of the work cannot be confirmed, a mark of '0' (zero) must be awarded.

#### **15) APPLICATION FOR SPECIAL CONSIDERATION IN RESPECT OF INCOMPLETE COURSE (15.1 – 15.4)**

**15.1** A temporary illness/injury or an event out of a candidate's control which has a material effect on their ability to take an assessment may lead to the possibility for an awarding body to accept a reduced quantity of coursework without penalty. However, all of the assessment objectives must have been covered at least once. This will not be possible if the specification only requires one piece of work.

**15.2** Centres must not adjust candidate marks. An application for special consideration should be submitted to the awarding body, attached to a breakdown of marks across the assessment objectives. Candidates must have been fully prepared for the course but unable to finish the work.

**15.3** If a student joins the courses halfway through, special consideration will not apply. Candidates who change examination centres part way through a course will either have to make up the work which has been missed or accept that there will be a gap in their coursework which may have consequences upon the grade issued.

**15.4** For further information on special consideration, please refer to the JCQ document A guide to the special consideration process:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

#### **16) LOST COURSEWORK (16.1 – 16.2)**

**16.1** If coursework is lost within the examination centre and cannot be found despite every effort, the circumstances must be reported immediately to the awarding body using JCQ Form 15 – JCQ/LCW.

**16.2** The awarding body will consider whether it is appropriate to accept a mark for which there is no available evidence or attainment. This might occur in the following circumstances:

- The centre must be able to verify that the work was done and that it was monitored whilst it was in progress;
- The loss is not the consequence of negligence on the part of the candidate;
- If only part of the work is lost and part of the work is available, further guidance must be sought from the relevant awarding body. If the work was marked before it was lost or damaged, marks must be submitted in the usual way. Form 15 – JCQ/LCW must be submitted both to the moderator and the awarding body by the deadline for the submission of internally assessed marks or by the date by which the work should be despatched for moderation. No marks will be accepted after the issue of results.

- If the work was not marked before it was lost or damaged, an estimated mark may be submitted for consideration by the awarding body on Form 15 – JCQ/LCW, based on the teacher’s knowledge of the work up to the point where it was lost. Estimates must not include any supposition as to what the candidate might have achieved if the work had been finished. Estimates must not be submitted on mark sheets, only on Form 15 – JCQ/LCW. No estimated marks will be accepted after the issue of results.

## **17) REUSE OF COURSEWORK MARKS BY CANDIDATES (17.1 – 17.2)**

**17.1** In unit specifications, the result of the coursework unit can be reused after certification for the availability of the specification in the future.

**17.2** Candidates who resit a unit may submit a new, amended or enhanced piece of coursework. Centres must be aware of the need to authenticate candidates’ work, as detailed in section 7. They must ensure that any additional assistance is recorded and taken into account when marking the work (or submitting the work to the external examiner) in the normal way, as detailed in section 2.

## **18) EXTERNAL MODERATION (18.1 – 18.10)**

**18.1** Moderation brings the marking of internally-assessed components in all participating centres to an agreed standard.

**18.2** The centre submits a sample of work to the moderator, who may in turn visit the centre.

**18.3** Different procedures may apply where work is ephemeral (i.e. there is no permanent end product).

**18.4** By the date specified, each centre must submit to the awarding body:

- details of marks awarded
- confirmation that internal standardisation has been carried out as required
- any other documentation that the specification or the awarding body requires.

**18.5** The awarding body (or the moderator) normally specifies the candidates whose work is required for moderation by name/number. The sample should include work from across the range of attainment at the centre.

**18.6** For visiting moderation, a visit is arranged for a date and time convenient to both the centre and moderator.

**18.7** During the moderation process the moderator assesses the sample work using the published marking criteria in the specification.

**18.8** The moderator marks are compared with the centre marks for the sample of work. If the differences between the moderator marks and the centre’s marks exceed the specified tolerance, adjustments may be applied to the centre’s marks.

**18.9** If further evidence of the centre’s marking is required, the moderator may request some or all of the remaining work which must have been kept securely and be available.

**18.10** If the moderator significantly disagrees with the centre’s rank order, 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.

## **19) FEEDBACK TO CENTRES (19.1 – 19.3)**

**19.1** Following moderation, the final marks are provided to centres electronically with the results. Feedback forms from the moderator are made available to the centre either as hard copies or electronically.

**19.2** The advice given on the feedback forms will be constructive, objective and supported by fact or judgement and should enable centres to take remedial action where necessary before the next submission of internally-assessed work.

**19.3** Comments on accuracy of marks will be made.

## **20) EXTERNALLY ASSESSED CW (20.1 – 20.2)**

**20.1** In some specifications, coursework is externally-marked. i.e., Polish speaking GCSE.

**20.2** This work will not automatically be returned to centres but centres can request such work under access to scripts arrangements.

## **21) RETURN OF WORK TO CENTRES (21.1 – 21.3)**

**21.1** Moderators will return work directly to centres when instructed by the awarding body.

**21.2** Centres must retain work under secure conditions (whether part of moderation or not) until all possibility of a review of moderation has been exhausted or any appeal or malpractice has been completed. Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g. photographic, audio or media recording) must be available. Centres are requested to keep a record of those candidates (candidate name and number) whose work is included in the sample sent to or seen by moderators. This information may be required if there is a review of moderation at a later date. In the case of coursework stored electronically within the centre, protection from corruption should also be considered.

**21.3** Awarding bodies may retain exemplar work for archive and standardisation purposes.

## **22) CENTRE CONSORTIUM ARRANGEMENTS (22.1 – 22.6)**

**22.1** Where all candidates from different centres have been taught and are assessed together, centres must inform the awarding body of the relevant internally assessed components/units and the centres involved. Centres in such an arrangement are referred to as a consortium.

**22.2** The centres in the consortium must nominate a consortium co-ordinator who will liaise with the awarding body on behalf of all the centres.

**22.3** Consortium co-ordinators must complete Form JCQ/CCA Centre consortium arrangements for centre assessed work, which is accessible via the Centre Admin Portal (CAP), for each examination series and for each specification with one or more internally assessed components/units that has been taught jointly. Co-ordinators must submit the form by the published deadline.

**22.4** The centres must carry out internal standardisation of the marking of coursework across the consortium.

**22.5** The awarding body will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

**22.6** If a consortium requests a review of moderation, the work must be available from all the centres in the consortium, as it is the original sample that is reviewed.

## **23) REVIEWS OF MODERATION (23.1 – 23.7)**

**23.1** Centres can request a review of moderation to ensure that criteria has been fairly and consistently applied. This service is not available if the centre's marks have been accepted without change by the awarding body.

**23.2** The review of moderation:

- is a process in which a second standardised moderator reviews the work of the first standardised moderator. The second moderator sees the original marks and any annotations made by the first moderator to gain a full and clear understanding of whether the assessment criteria have been applied as intended;
- is a process to ensure that the first moderator has made an accurate judgement on the centre's ability to mark the work to the agreed national standard;
- is undertaken on the original sample of candidates' work;
- includes feedback similar to that provided following the original moderation (If centre marks are reinstated, feedback may not be provided). The moderator undertaking a review of

moderation must consider the marks given by the previous moderator and can only make a change to the outcome of moderation if an error occurred in the initial moderation process.

**23.3** A review of moderation will not be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (unless there was a fault in the selection of the original sample, e.g. insufficient candidates included).

**23.4** The coursework submitted for a review of moderation:

- must be despatched to the moderator within three working days following the receipt of instructions from the awarding body. Failure to meet this undertaking may delay the outcome of the review of moderation, or result in the review of moderation being cancelled;
- must be the original work submitted for moderation;
- must have been kept under secure conditions;
- must not have been returned to the candidates.

**23.5** An equivalent sample may be requested by the awarding body where the original sample of candidates' work has been lost.

**23.6** Externally assessed coursework will be treated as examination scripts for the purposes of enquiries about results. Centres should request a review of marking (Service 2) or a priority review of marking (Priority Service 2) as appropriate to the level of the qualification.

**23.7** For further information on reviews of marking and reviews of moderation please refer to the JCQ document Post Result Services, Information and guidance for centres. This document is available on the JCQ website: <http://www.jcq.org.uk/exams-office/post-results-services>

## **24) ACCESS ISSUES (24.1 – 24.3)**

**24.1** Candidates must be made aware of the skills they are required to demonstrate in coursework components.

**24.2** Arrangements for disabilities to access the assessments must be made in advance.

**24.3** Centres must ensure that, where coursework is marked by teachers, credit is only given for skills demonstrated by the candidate working independently. Access arrangements must not undermine the integrity of the qualification.

## **APPENDICES**

**Appendix 1** Declaration of authentication – Coursework assessments form

**Appendix 2** Information for candidates when completing assessments

**Appendix 3** Internal procedures for review of coursework marks

## APPENDIX 1

### Declaration of authentication – coursework assessments

**It is the responsibility of the centre** to ensure each candidate signs a declaration when submitting their coursework to their subject teacher for final assessment. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.

(A candidate is defined as someone for whom an entry is in place for the unit or qualification.)

Awarding bodies may issue Declaration of authentication forms to centres, which will replicate some or all of the wording detailed below. Alternatively, the following text may be used as guidance by those centres that wish to create their own documentation.

The work you submit for assessment **must** be your own.

**If you copy from someone else, plagiarise from a source or AI tool, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

#### Declaration by candidate

I have read and understood the Information for candidates – coursework assessments (included with this form). I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

(For ELC qualifications, if necessary, the teacher can complete this section on behalf of the candidate. The text **must** be explained to the candidate before the teacher signs the form.)

Candidate's name: .....

Candidate's signature:\* ..... Date:.....

#### Declaration by teacher

I confirm that:

1. the candidate's work was produced in line with the conditions within the specification;
2. I have authenticated the candidate's work and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate; and
3. artificial intelligence has not been used as the sole or primary means of marking candidates' work. Any use of AI tools is supplementary to the marking process and its use is continually monitored and assessed.

Teacher's name: .....

Teacher's signature:\* ..... Date:.....

*\* Electronic signatures are acceptable. Typed names will be considered to be as binding as a handwritten signature.*

## APPENDIX 2

### Information for candidates – coursework assessments effective from 1<sup>st</sup> September 2025

*This notice has been produced on behalf of: AQA, City & Guilds, CCEA, OCR, Pearson and WJEC.*

This document tells you about some things that you **must** and **must not** do when you are completing coursework.

When you submit your work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher.

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources, such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources, or generated from sources, which may include the internet and AI tools. Remember, though, information from these sources may be incorrect or biased. You **must** take care how you use this material – you **cannot** copy it and claim it as your own work.

The regulations state that:

‘the work which you submit for assessment **must** be your own’;

‘you **must not** copy from someone else or allow another candidate to copy from you’.

If you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is called ‘referencing’. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000, p 29).

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: [http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm), downloaded 5 February 2025.

Where computer-generated content has been used (such as an AI chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026. **You should also reference the sources used by the AI tool in generating the content.**

You **must** retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how you used it. This must be submitted with your work for final assessment so that your teacher can review the work, the AI-generated content and how it has been used.

You may be required to produce a bibliography at the end of your work. This **must** list the full details of publications you have used in your research, even where these are not directly referred to. For example: Curran, J. Mass Media and Society (Hodder Arnold, 2005).

**If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

## **Preparing your coursework – good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you but they **must not** give you direct advice on what should(n't) be included.

If you worked as part of a group on an assignment, you **must each** write up your **own account of the assignment**. Even if the information you have is the same, the description of how that information was obtained and the conclusions you draw from it should be in your own words.

You **must** meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. **Don't** leave it lying around where your classmates can find it. **Don't** share it with anyone, including posting it on social media. You **must always** keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

**Don't be tempted to use any prepared or generated online solutions and try to pass them off as your own work – this is cheating.** Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

## **Plagiarism**

Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. It could also include AI-produced material. **Plagiarism is a form of cheating which is taken very seriously.**

- Don't think you won't be caught; there are many ways to detect plagiarism.
- Markers can spot changes in the style of writing and use of language.

- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned – they may have read the source you are using or even marked the work you have copied from.
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources. They can detect changes in the grammar and style of writing or punctuation.

### **Sanctions for breaking the regulations**

If it is discovered that you have broken the rules, one of the following sanctions will be applied:

- you will be awarded zero marks for your work;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which sanction is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION, SO IT NEEDS TO BE YOUR OWN WORK.**

## REVIEWS OF MARKING PROCEDURE: CENTRE-ASSESSED MARKS GCSE CONTROLLED ASSESSMENTS, GCE COURSEWORK, BTEC COURSEWORK

Hazelwood Integrated College is committed to ensuring that staff marking of candidate work 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. Hazelwood Integrated College 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 candidate work, internal moderation and standardisation will ensure consistency of marking.

- 1) Hazelwood Integrated College will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Marks will be provided verbally by the teacher.
- 2) Hazelwood Integrated College will inform candidates that they may request copies of materials to assist them in considering whether to request an appeal of the centre's marking of the assessment.
- 3) Hazelwood Integrated College will, having received a written request for copies of materials via the exams officer, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
- 4) Hazelwood Integrated College will provide candidates with sufficient time (between 2-5 working days) in order to allow them to review copies of materials and reach a decision as to whether they wish to appeal.
- 5) Hazelwood Integrated College 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 and candidates **must** explain on what grounds they wish to request a review.
- 6) Hazelwood Integrated College will 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.
- 7) Hazelwood Integrated College 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.
- 8) Hazelwood Integrated College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- 9) The candidate will be informed in writing (i.e. email) of the outcome of the review of the centre's marking.
- 10) The outcome of the review of the centre's marking will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

The moderation process as 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 the 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.***



## NOTES

- An appeal for a Review of Marking of Centre Assessed Marks must clearly include the grounds for the appeal.
- The form must be received by the Exam Officer by the relevant deadline(s).
- ***Appeals can only be made on the basis of application of the mark scheme or failure to adhere to JCQ or awarding body regulations. Appeals cannot be made due to concerns over the quality of teaching. Rather, this would fall under the College Complaints policy.***
- The mark scheme is accessible on the relevant subject area of the awarding body website.
- During the review, access to work will be supervised at all times under secure conditions and a copy of the mark scheme and any available mark sheets will be made available.

### Timeline of review / appeal dates for Summer 2025 series:

Subject	Component(s)	Deadline for mark submission	Appeals process for students
<a href="#">GCSE CCEA English Language</a>	Unit 2: Speaking and Listening – 20%	26/Feb/26	CCEA courses may not apply within this policy as it relates to qualifications as accredited in England and Wales
<a href="#">GCSE CCEA Digital Technology</a>	Unit 3: Digital Authoring Practice – 30%	29/Apr/26	
<a href="#">GCE CCEA English Literature</a>	A2 Unit 3: Internal Assessment – 20%		
<a href="#">GCE CCEA Environmental Technology</a>	AS Unit 2: Internal Assessment – Renewable Energy Technologies – 50% (of AS) A2 Unit 2: Internal Assessment – Environmental Building Performance and Measurement – 25%		
<a href="#">GCSE CCEA Art &amp; Design</a>	Component 1: Portfolio – 60% Component 2: Externally set assignment – 40%	30/Apr/26	
<a href="#">GCE CCEA Health &amp; Social Care</a>	AS Unit 1: Promoting Quality Care – 25% (of AS) AS Unit 2: Communication in Health, Social Care and Early Years Settings – 25% (of AS) <i>A selection of two A2 units from the list below:</i> A2 Unit 1: Applied Research – 15% A2 Unit 2: Body Systems and Physiological Disorders – 15% A2 Unit 4: Health Promotion – 15% A2 Unit 5: Supporting the Family – 15%	01/May/26	

<a href="#">GCSE WJEC Physical Education</a>	Unit 2: The active participant in physical education – 50%	05/May/26	21/Apr/26 – 30/Apr/26
<a href="#">GCSE WJEC Media Studies</a>	Unit 3: Creating a Media Production – 40%		
<a href="#">GCE WJEC Media Studies</a>	AS Unit 2: Creating a Media Production – 16% A2 Unit 4: Creating a Cross-Media Production – 24%		
<a href="#">GCSE AQA Art &amp; Design (Photography)</a>	Component 1: Portfolio – 60% Component 2: Externally set assignment – 40%	31/May/26	18/May/26 – 27/May/26
<a href="#">GCSE AQA Polish</a>	Paper 2: Speaking – 25%	Early May/26	Early May/26
<a href="#">OCR Technical Diploma in Sport</a>			