

# NON-EXAMINATION ASSESSMENT POLICY 2020/21

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Leigh/L Oskis	
Date of next review	Autumn 2021

*Detailed guidance for students and staff on timetables and responsibilities are contained in Annex A. Please note that this guidance is correct at the time of writing but may alter as a result of any revised arrangements put in place by the Government for the production of Non Examination Assessment in Summer 2021.*

*Any updates will be flagged for staff and students alike.*

## Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Mrs D Lebrecht/ Mrs K Brice
Quality assurance lead/Lead internal verifier	Mr N Hedderley/ Mrs M Langdon
SLT member(s)	Mrs L Oskis
SENDCO	Dr N Alexander Passet
Exams officer	Mrs J Leigh Hasmonean High School for Boys
Exams officer	Miss N James Hasmonean High School for Girls

## GUIDING PRINCIPLES

The Governors and School appreciate the responsibility of running an exam centre and to this end adopt the policies suggested by JCQ.

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## GLOSSARY OF TERMS

- JCQ – Joint Council of Qualifications
- Centre – Hasmonian High School for Boys/ Hasmonian High School for Girls
- Heads of Centre – Heads of Schools
- Senior Leaders - part of the management team of the school
- Quality Assurance (QA) Lead/Lead Internal Verifier
- Exams Officer - the members of staff with responsibility for the running of the examinations
- IT Manager - the member of staff with responsibility for IT systems

### 1. WHAT DOES THIS POLICY AFFECT?

This policy affects the delivery of subjects of GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

*“The regulator’s definition of an examination is very narrow. In effect, any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments– Foreword](#)]

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

## 2. 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 with respect to non-examination assessments
- manage risks associated with non-examination assessments

The policy will need to cover all types of non-examination assessment.

[\[NEA – The basic principles\]](#)

## 3. WHAT ARE NON-EXAMINATION ASSESSMENTS?

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

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

- task setting;
- task taking;
- task marking.”

[\[NEA – The basic principles, page 4\]](#)

## 4. PROCEDURES FOR PLANNING AND MANAGING NON-EXAMINATION ASSESSMENTS IDENTIFYING STAFF ROLES AND RESPONSIBILITIES

### 4.1 The Basic Principles

#### Heads of Centre

- Return 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
- Ensure that the centre’s *Non-examination Assessment Policy* is fit for purpose
- Ensure the centre’s *Internal Appeals Procedures* clearly detail 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. To obtain a copy of the Internal Appeals Procedure, please contact the relevant Exams Officer.

#### Senior Leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA 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 subject leaders that appropriate awarding body forms and templates for non examination assessments (including endorsements) 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.

#### **Directors of Learning/Subject Leaders**

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements).
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understand the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

#### **Subject Teachers**

- Understand and comply with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officers are provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

#### **Exams Officers**

- Signpost the annually updated [NEA](#) JCQ publication to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

### **4.2 Task Setting**

#### **Subject Teachers**

- Select tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work.

### **4.3 Issuing of Tasks**

## Subject Teachers

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times

## 4.4 Task Taking

### 4.4.1 Supervision

#### Subject Teachers

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- Are confident where work may be completed outside the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - nonexamination assessments](#) and [Information for candidates - Social Media](#)
- Ensure candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

### 4.4.2 Advice and Feedback

#### Subject Teachers

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submit it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

### 4.4.3 Resources

#### Subject Teacher

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

#### **4.4.4 Word and Time Limits**

##### **Subject Teachers**

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

#### **4.4.5 Collaboration and Group Work**

##### **Subject Teachers**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

#### **4.4.6 Authentication Procedures**

##### **Subject Teachers**

- Where required by the awarding body's specification
  - ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in [NEA](#) and informs the exams officer/ a member of SLT.
- Understand that 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

#### **4.4.7 Presentation of Work**

##### **Subject Teachers**

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

#### **4.4.8 Keeping Materials Secure**

##### **Subject Teachers**

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in [NEA 4.8](#)
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates – Social Media)
- Where work is stored electronically, liaise with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understand 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

##### **IT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

#### **4.5 Task Marking – Externally Assessed Components**

#### **4.5.1 Conduct of Externally Assessed Work**

##### **Subject Teachers**

- Liaise with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification which must be conducted within a window of dates specified by the awarding body and according to **JCQ Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

##### **Exams Officers**

- Arrange timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and according to the JCQ publication *Instructions for conducting examinations*

#### **4.5.2 Submission of Work**

##### **Subject Teachers**

- Provide the attendance register to a Visiting Examiner

##### **Exams Officers**

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensure the completed attendance register accompanies the work
- Keep a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

#### **4.6 Task Marking – Internally Assessed Components**

##### **4.6.1 Marking and Annotation**

###### **Heads of centre**

- Ensure where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship e.g. 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) a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not



### **Directors of Learning/Subject Leaders**

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

### **Subject Teachers**

- Access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale indicated in the centre's *Internal Appeals Procedure* to enable an internal appeal /request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

### **4.6.2 Internal Standardisation**

#### **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by:
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission
  - retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

#### **Subject teachers**

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates' work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

### **4.6.3 Consortium arrangements**

#### **Directors of Learning/Subject Leaders**

- Ensure a consortium co-ordinator is nominated (where this may be required as the consortium lead)

- If the consortium lead, liaise with the exams officers to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work for each exam series affected
- Ensure procedures for internal standardisation as a consortium are followed

#### **Subject teachers**

- Provide marks to the exams officers to the internal deadline
- Provide the moderation sample to the exams officers to the internal deadline
- Retain all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

#### **Exams officers**

- Where the centre is the consortium lead
  - submit an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
  - submit marks for home centre candidates to the awarding body deadline
  - liaise with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

### **4.6.4 Submission of Marks and Work for Moderation**

#### **Subject teachers**

- Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/provides marks to the exams officers to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/provides the moderation sample to the exams officers to the internal deadline
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

#### **Exams officers**

- Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirm with Subject teacher that the moderation sample has been submitted to the awarding body deadline

- Ensure that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

#### **4.6.5 Storage and Retention of Work After Submission of Marks**

##### **Subject Teachers**

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

##### **Exams Officers**

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

#### **4.6.6 External moderation – the process**

##### **Subject teachers**

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

#### **4.6.7 External Moderation – Feedback**

##### **Directors of Learning**

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

##### **Exams Officers**

- Access or signpost moderator reports to relevant staff
- Take remedial action, if necessary, where feedback may relate to centre administration

## 4.7 Access Arrangements

### Subject Teachers

- Work with the SENDCO to ensure any access arrangements for eligible candidates are applied to assessments

### Special Educational Needs Coordinator (SENDCO)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role
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### Exams Officers

- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

## 4.8 Special Consideration and loss of work

### Subject Teachers

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - is absent
  - produces a reduced quantity of work
  - work has been lost
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments

### Exams Officers

- Refer to/direct relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submit an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submit the required form to the awarding body to the prescribed timescale
- Keep required evidence on file to support the application
- Refer to/direct relevant staff where applicable to [Form 15 – JCQ/LCW](#) ( Notification of Centre Lost Work) and where applicable submits to the relevant awarding body

## 4.9 Malpractice

### **Heads of Centre**

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Are familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### **Subject Teachers**

- Are aware of the JCQ [Notice to Centres – Sharing NEA material and candidate’s work](#)
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensure candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### **Exams Officers**

- Signpost the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signpost the JCQ [Notice to Centres – Sharing NEA material and candidates’ work](#) to subject leaders
- Signpost candidates to the relevant JCQ information for candidates’ documents
- Where required, support the heads of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## **4.10 Post-results services**

### **Heads of Centre**

- Are familiar with the JCQ publication [Post-Results Services](#)
- Ensure the centre’s *Internal Appeals Procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

### **Directors of Learning**

- Provide relevant support to subject teachers making decisions about enquiries about results

### **Subject Teachers**

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates’ work that may be required for an enquiry about results to the internal deadline

### **Exams Officers**

- Are aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services](#) (Information and guidance to centres)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

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

### **Heads of Centre**

- Return an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensure new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensure relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **Quality assurance (QA) lead/Lead internal verifier**

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

### **Directors of Learning**

- Confirm understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensure where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertake training provided by the awarding body on the implementation of the practical endorsement
- Disseminate information to subject teachers ensuring the standards can be applied appropriately
- Liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **Subject Teachers**

- Ensure all the JCQ/awarding body requirements/ instructions in relation to the endorsement are known and understood
- Ensure the required arrangements for practical activities are in place
- Provide all the required centre records
- Ensure candidates provide the required records
- Provide any required information to the subject lead regarding the monitoring visit
- Assess candidates using Common Practical Assessment Criteria (CPAC)

- Apply for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follow the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/ provides assessment outcomes to the exams officers to the internal deadline

#### **Exams Officers**

- Accept contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- Confirm with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

### **4.12 Spoken Language Endorsement for GCSE English Language specifications designed for use in England**

#### **Heads of Centre**

- Return an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

#### **Quality assurance (QA) lead/Lead internal verifier**

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

#### **Directors of Learning**

- Confirm understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCO/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

#### **Subject Teachers**

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

## Exams Officers

- Follow the awarding body’s instructions for the submission of grades and the storage and submission of recordings

### 4.13 Private candidates

#### Directors of Learning

- According to centre policy, confirm if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensure relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body’s specification

## 5. MANAGEMENT OF ISSUES AND POTENTIAL RISKS ASSOCIATED WITH NON-EXAMINATION ASSESSMENTS

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: <ul style="list-style-type: none"> <li>• the current JCQ publication Instructions for conducting non-examination assessments</li> <li>• the JCQ document Notice to Centres - Sharing NEA material and candidates’ work - <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">http://www.jcq.org.uk/exams-office/non-examination-assessments</a></li> </ul>	EO/ DoL
Candidate malpractice	Records confirm that candidates are informed and understand they must not: <ul style="list-style-type: none"> <li>• submit work which is not their own</li> <li>• make available their work to other candidates through any medium</li> <li>• allow other candidates to have access to their own independently sourced material</li> <li>• assist other candidates to produce work</li> <li>• use books, the internet or other sources without acknowledgement or attribution</li> <li>• submit work that has been word processed by a third party without acknowledgement</li> <li>• include inappropriate, offensive or obscene material</li> </ul> Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - <a href="https://www.jcq.org.uk/exams-office/information-for-candidates-documents">https://www.jcq.org.uk/exams-office/information-for-candidates-documents</a> and understand they must not post their work on social media	EO/ subject teacher
<b>Task setting</b>		



Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	IT Support
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	DoL
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	DoL
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SLT
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	DoL
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i>	DoL/SLT
	<i>Awarding body guidance sought where this issue remains unresolved</i>	
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SLT
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	Subject teacher/ EO
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	SLT

Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	SLT
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	DoL
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	SLT/EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SEND/EO
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and signoff to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	DoL/QN
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and signoff to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i>	DoL/QN
	<i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	

A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	SLT/EO
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	DoL
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	DoL
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	DoL
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	DoL
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	DoL
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	DoL
<b>Word and time limits</b>		

A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them</i>	DoL/SL
	<i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	DoL
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	DoL/SLT/E O
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	DoL/SLT/E O
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	DoL/SLT/E O
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	DoL/EO
<b>Keeping materials secure</b>		

Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	DoL/SLT
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	DoL/SLT
<i>Candidates work produced electronically is not securely stored</i>	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures:</i> <ul style="list-style-type: none"> <li>• <i>access to this material is restricted (insert how)</i></li> <li>• <i>appropriate security safeguards are in place (insert names/types of protection)</i></li> <li>• <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i></li> <li>• <i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</i></li> </ul>	EO/ IT Manager

#### **Task marking – externally assessed components**

A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	DoL/SLT/E O
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A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	DoL/SLT/E O
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#### **Task marking – internally assessed components**

A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	DOL/SLT
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	DOL/SLT/E O
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	DOL/SLT/E O

Candidate malpractice is discovered	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	DOL/SLT/E O
A teacher marks the work of a candidate with whom they have a close relationship e.g. 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)	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is preparing/teaching said child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	DOL/SLT/E O
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	DOL/SLT/E O
After submission of marks, it is discovered that the wrong task was given to candidates	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p>	DOL/SLT/E O
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i></p>	DOL/SLT/E O
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	DOL/SLT/E O

Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject leaders as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	DOL/SLT/EO
Subject teacher long term absence during the marking period	<i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i>	DOL/SLT

## Annex A

### Centre-assessed marks: reviews of marking for GCSE controlled assessments, GCE coursework, GCE and GCSE Non-examination Assessments

**2020/21**

*Please note that this policy applies only to work which has been **completed** and submitted for marking to Hasmorean MAT staff in accordance with the Exam Board's criteria.*

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

After final submission of coursework by students, **on or before 20<sup>th</sup> March 2021**, no further changes can be made by the candidates to the completed work and internal marking will take place. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Hasmorean MAT is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the Exam Boards. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking within the centre. Internal moderation and standardisation are equally important where there is a single teacher teaching a subject.

Hasmorean MAT 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 Exam Board. Marks will be conveyed to the candidate in person or via email by the relevant subject teacher or Director of Learning by the dates listed in the table below, which allow for internal standardisation to take place

following the submission of candidates' work. Please note that only **marks** must be given, **not grades**, and it cannot be assumed that certain marks will equate to certain grades as grade boundaries may change from year to year.

Hasmonean MAT will inform candidates that they may request copies of materials (such as mark schemes) to assist them in considering whether to request a review of the MAT's marking of the assessment. Please note that these materials will *not* include copies of other candidates' work. Hasmonean MAT will, having received a request for copies of materials, promptly make them available to the candidate.

Any request for copies of materials should be made in writing by the candidate to the relevant Director of Learning. The Director of Learning will give the candidate the relevant material either in hard copy or via email as appropriate within 24 hours on a working day.

Following the candidate's review of any copies of materials provided, the candidate must decide whether or not to request a review of marking. **Any such review may result in marks going up or down and candidates must be made aware of this. Candidates must also be made aware of the fact that once a mark has been agreed on within either centre, the marks may change when moderated externally by the relevant Exam Board. This process is outside the control of Hasmonean MAT and is not covered by this procedure.**

Candidates must be informed that any requests for reviews of marking must be made by the deadline below, in order to ensure that there is sufficient time for a review to take place.

Requests for reviews of marking must be submitted to the Director of Learning via email. The Director of Learning will acknowledge receipt of such a request within 24 hours on a working day. If no such acknowledgement is received, the candidate should speak to Nathan Heddle/ Miriam Langdon to be sure that the initial request has been received.

Hasmonean MAT 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. The deadlines for each subject for 2020/21 are listed below.

Hasmonean MAT 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. Where appropriate, this will involve using an assessor from outside either centre. **Where an assessor from outside the centre may be needed, it is the responsibility of Directors of Learning to make contingency plans for this situation before 20th March 2021.** If an external reviewer is used, Hasmonean MAT will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the relevant centre.

Any candidate who has sought a review of marking will be informed via email of the outcome of the review of the centre's marking by the relevant Director of Learning on or before **10<sup>th</sup> May 2021 (4th May 2021 for AQA)**. **The outcome of this review is final in so far as any internal**



assessment is concerned, including if the outcome of the review is to *reduce* the final mark.

The details of any reviews and the outcomes of any review of the centre's marking will be made known to the Examinations Officers, who will keep a written record of such outcomes, to be made available to the Exam Board(s) upon request.

Centre-assessed unit	Internal deadline for submission of centre-assessed work	Date by which candidates will be told mark	Date by which any request for a re-mark must be made in this subject	Latest date on which candidates must be told result of re mark	Date Before Which Coursework Must be Submitted to the Board
<b>Textiles GCSE</b>	20th March 2021	9th April 2021	25th April 2021	4th May 2021	18 <sup>th</sup> June 2021
<b>Food GCSE</b>	20th March 2021	9th April 2021	25th April 2021	4th May 2021	18 <sup>th</sup> June 2021
<b>Art GCSE</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Music GCSE</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Drama</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>English Language GCSE</b>	20th March 2021	9th April 2021	25th April 2021	4th May 2021	18 <sup>th</sup> June 2021

<b>Sport GCSE</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Art A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Textiles A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>History A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>English Literature A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>French A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Biology A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Chemistry A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Physics A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Geography A Level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>Computing A level</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021
<b>L3 Food</b>	20th March 2021	9th April 2021	25th April 2021	10th May 2021	18 <sup>th</sup> June 2021