



# Non-General Qualifications

## 2021



# Instructions to Teachers

## Conduct of Coursework



These Instructions are for use in all non-general qualifications. They cover the setting, supervision, authentication, marking, internal moderation and standardisation of coursework in centres. They are additional to qualification-specific instructions to teachers and centres. In case of conflict between such instructions and these Instructions, the qualification-specific instructions should be followed.



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The instructions set out in this booklet relate to all Non General Qualifications Qualifications:

- All Vocational Qualifications:
  - Classroom Assistants;
  - Creative Crafts;
  - Preparation for Adult Life;
  - Space Science Technology;
  - Working in the Creative Crafts Industry;
  - Employability Skills;
  - Modern Languages;
  - Personal Money Management;
  - Performance Skills;
  - Substance Misuse;
  - Understanding Business Enterprise;
  - Understanding Business Enterprise with Languages and Tourism.
- Certificate of Personal Effectiveness (COPE).
- Occupational Studies.

## **1 Accountability of Centres**

Centres must have a named point of contact for the qualifications they provide. This means that when a candidate has a query regarding any aspect of a qualification, or when an Awarding Body needs to make contact with a centre, it must be clear to whom they should direct enquiries and correspondence. If centres are working in partnership with other organisations to offer a qualification, they need to specify the roles and responsibilities of each organisation so that these arrangements are clear to candidates and awarding bodies. For example in Occupational Studies the Administration and Teaching Centres need to be in regular contact.

## **2 Deadlines for Submission of Marks/Levels**

Dates for the submission of marks/levels for all non-general qualifications *using the eCandidate Record Sheet (eCRS)* are specified in the *Calendar of Events* section of the Qualifications Administration Handbook on the CCEA website available at [www.ccea.org.uk](http://www.ccea.org.uk).

## **3 Task Setting**

Coursework components exist in order to assess skills, knowledge and understanding that cannot readily be assessed by timed written papers. By definition, therefore, coursework takes many different forms. This diversity will be reflected in qualification-specific requirements for aspects such as task-setting, the conditions in which work should be undertaken, the use of resources and, in some cases, whether work is externally rather than internally assessed. You should, therefore, check any qualification-specific instructions for coursework that have been issued by CCEA. In case of conflict between such instructions and these Guidelines, the qualification-specific instructions should be followed.

Candidates should be clear about the criteria which they are expected to meet in their coursework. Specifications usually explain the criteria in detail, but candidates may need some further explanation or interpretation before they fully understand the nature of the skills which they are expected to demonstrate. Any explanation or interpretation should be general and not specific to the candidate's work.

## **4 Access Issues**

When choosing courses, candidates need to be aware of the skills which they will be required to demonstrate in coursework components of a subject. If they choose a course where they will not be able to demonstrate attainment in all parts of the coursework assessment, they will be unable to gain all of the available credit.

Centres must ensure that, where coursework is marked by teachers, credit is given only for skills demonstrated by the candidate working independently and that access arrangements do not affect assessment requirements.

## 5 Revision, Re-Drafting and Interim Review of Work

Candidates are free to revise and redraft a piece of coursework without teacher involvement before submitting the final piece. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available and/or its assessment weighting.

Where drafting is inherent in the skills being tested, qualification-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. This guidance may extend to the way in which evidence of re-drafting is provided for subsequent internal standardisation or external moderation purposes.

If not referenced in qualification-specific guidance, teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the candidate to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks. Generally one review should be sufficient to enable candidates to understand the demands of the assessment criteria. Advice may be given in either oral or written form. Some qualifications may require more than one review.

Having reviewed the candidate's coursework teachers should not give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria.

Examples of unacceptable assistance include:

- detailed indication of errors or omissions;
- advice on specific improvements needed to meet the criteria;
- the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);
- personal intervention to improve the presentation and/or content of the coursework.

As indicated above, a clear distinction must be drawn between any interim review of coursework and final assessment for the intended assessment series. 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.

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

If a candidate requires additional assistance in order to demonstrate aspects of the assessment, the teacher must award a mark which represents the candidate's unaided achievement. Details of this must be recorded on the eCRS application.

Teachers must keep live coursework secure and confidential at all times. It is not acceptable for teaching staff to share coursework with other candidates.

## **6 Presentation of Paper-based Coursework**

All coursework submitted for assessment must be the candidate's own work. Written material may be handwritten using black ink or word-processed, where possible on A4 paper. Word processors may be used without prior CCEA approval unless stated otherwise in the specification. A photocopy is acceptable when the coursework is submitted for more than one qualification, unless otherwise stated in the specification. In this case it will be necessary to enclose a note to the moderator explaining why a photocopy has been submitted.

Where appropriate, coursework may include films, tapes, models, etc. Individual candidate details must be clearly indicated on each of these.

Coursework must include a title and, where relevant, a table of contents and a bibliography. Material included as appendices (such as tables of statistics, diagrams, graphs, illustrations, photographs, maps etc) will be given credit only if it is pertinent to the work and is referred to in the text.

For moderation or external marking purposes, written work should be submitted in plain covers or folders, together with the cover sheets provided by CCEA. The cover must be marked clearly with the candidate's name and number, the number of the centre, the specification title or code and the component/unit title or code. Bulky covers or folders must not be included. If the coursework is word-processed, the candidate must ensure that his/her name appears on each page as a header or footer.

Valuable illustrative materials should not normally be included with the work sent for moderation or external marking, but a note should be attached to the coursework confirming that the material was part of the original submission. Photographs of the material may be included if appropriate. If valuable or fragile illustrative materials have been sent for moderation or external marking, awarding bodies recommend that centres insure such material against damage or loss from the time of its despatch up to its return to the centre.

CCEA accepts 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 electronic format. Candidates should be advised not to include any items of real or sentimental value e.g. photographs, certificates.

Coursework submitted for external marking or external moderation will normally be returned to centres, but CCEA may retain some items for awarding, regulation and archive purposes. The Centre will be informed if work is retained. Coursework submitted electronically will constitute a copy and will not be returned to centres. In this case, centres must ensure that a copy is retained in the centre under secure conditions.

CCEA may use extracts from coursework material on an anonymous basis for the purposes of training and to exemplify standards. CCEA reserves the right to use extracts from centre

assessed material on an anonymous basis in educational presentations, material and products in accordance with copyright law and to retain examples of centre assessed work for archive purposes, (such as standardising and guidance to teachers).

## **7 Involvement of Parents/Carers**

Parents/carers should encourage their children to spend time on their coursework and to think about it as early as possible. They should discuss with their children the planning and timing of the work.

Parents/carers may provide their children with access to resource materials and discuss the coursework with their children, but they must not give direct advice on what should or should not be included. A child who needs more specific help should be encouraged to speak to his/her teacher.

## **8 Acknowledgement of Sources**

In many qualifications candidates will need to use information from published sources (including the internet) when carrying out their coursework. However, candidates must not copy published material and claim it as their own work.

If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the publication author, the year of publication and the page number. For example: (*Workers Rights, 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://www.hse.gov.uk/workers/>.

Candidates must also include a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to, e.g. *Hughes P and Ferret E (2009) 'Introduction to Health and Safety at Work', London: Butterworth Heinemann.*

## **9 Malpractice in Coursework**

Candidates must not:

- submit work which is not their own;
- lend work to other candidates or allow their work to be copied;
- allow other candidates access to, or the use of, their own independently sourced source material or assist others in the production of coursework;

- include work copied directly from books, the internet or other sources without acknowledgement or attribution; and
- submit work word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty, such as disqualification from the qualification, may be applied.

If irregularities in coursework are discovered prior to the candidate signing the declaration of authentication this should be dealt with under the centre's internal procedures and need not be reported to CCEA. Details of any work which is not the candidate's own must be recorded on the coursework cover sheet or other appropriate place.

If irregularities in coursework are identified by a centre after the candidate has signed the declaration of authentication, the head of centre must submit full details of the case to the relevant CCEA section at the earliest opportunity. Guidance is provided in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*. This document can be found on the JCQ website ([www.jcq.org.uk/](http://www.jcq.org.uk/)).

Regulatory arrangements place a responsibility upon CCEA to ensure centres have in place a published internal appeals procedure, relating to internal assessment decisions, which is made widely available and accessible to candidates. The procedure must cover appeals against decisions to reject a candidate's coursework on the grounds of malpractice.

In the case of reports of suspected malpractice in coursework received from teachers, CCEA will ask the head of centre to conduct a full investigation into the alleged malpractice and report his/her findings to CCEA. Guidance is provided in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

## **10 Detection of Plagiarism**

There are a number of clues that point to the possibility of plagiarism, and teachers should remain alert to the same. Further guidance on the detection of plagiarism may be found in the JCQ document *Plagiarism in Assessments: Guidance for Teachers/Assessors*.

## **11 Authentication Procedures**

All candidates are required to confirm that work they submit for assessment is their own. Each candidate is required to sign an authentication statement 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 centres.

It is also a requirement that teachers/assessors confirm to CCEA that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. Centres should record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The lead teacher is required to confirm that the work was conducted under the conditions laid down in the specification and to authenticate the candidate's work on the eCRS application. Signed authentication statements by candidates and teachers **must be retained** in the centre for CCEA use and/or inspection purposes.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate. In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should require coursework to be completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own. If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed:

- if it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the eCRS application;
- if the teacher/assessor is unable to sign the authentication statement in respect of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero should be recorded;
- if malpractice is suspected, the examinations officer should be consulted about the procedure to be followed. (See JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*).

## 12 Marking of Internally-assessed Coursework

In marking coursework, teachers should pay close attention to the requirements of the specification. Teachers should note that it is their responsibility to award marks for coursework in accordance with the marking criteria specified in CCEA's specification and qualification-specific associated documents. Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates. Any guidance given in the CCEA's specification on providing evidence to support the marks awarded must be followed.

Subject to any further guidance contained in specifications, one of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet;
- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- a combination of the above.

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.

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

Any coursework in which it is not clear how the marks have been awarded may be returned to the centre by the moderator for further explanation. This will interrupt the moderation process and may result in a delay in the publication of the centre’s results for the specification concerned. Where a teacher teaches his/her own child, the centre must declare the conflict of interest by completing the *Conflict of Interest Form* available on the CCEA website at <http://ccea.org.uk/qualifications/adminhelp/handbook>. The centre must also submit the marked work for moderation whether or not it is part of the moderation sample.

### **13 Jointly-produced Work**

Within any limits prescribed by the specification, joint work by two or more candidates is acceptable so long as it is specifically authorised by the centre and the contribution of each candidate is clearly identified. For example, if candidates worked as part of a group on an assignment undertaking field research, each candidate must write up his/her own account of the assignment. Even if the data the candidates have is the same, the description of how the data was obtained and the conclusions drawn from it must be in each candidate’s own words.

### **14 Quality of Language/Written Communication**

Candidates should be aware of the need to use clear communication and clear presentation in their coursework; individual specifications state if and how quality of language will be assessed.

### **15 Standardisation of Marking within Centres**

Centres should use reference and archive materials (such as exemplar material provided by CCEA or, where available, work in the centre from the previous year) to help set the

standard of marking within the centre. Teachers are also encouraged to attend the agreement trials and portfolio clinics provided by CCEA.

Prior to marking, it is useful to undertake a trial marking exercise. Teachers mark the same relatively small sample of work to allow comparison of marking standards. The exercise can take place at appropriate stages during the course and should help to:

- bring about greater comparability in the marking standards;
- identify at an early stage any teachers whose standards are out of line with that of their colleagues;
- alleviate a heavy marking load at the end of the course.

Where the work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

Either:

- a sample of work which has been marked by each teacher is re-marked independently by the teacher who is in charge of internal standardisation;

Or:

- all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards. The purpose of internal standardisation is to ensure uniformity of assessment decisions made within a centre and to ensure that the assessment criteria have been applied consistently.

Where standards are found to be inconsistent, the discrepant teacher(s) should make adjustments to 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.

The lead teacher such as Head of Department or Subject Co-ordinator should confirm on the eCRS application that internal standardisation has been carried out. This must be completed even where there is only one teacher responsible for a subject.

Following completion of the marking and of internal standardisation, the coursework must be retained by the centre and not returned to the candidates. Centres should retain evidence that internal standardisation has been carried out.

To comply with CCEA quality assurance monitoring or appeals, centres are required to retain completed coursework in a secure location until all possibility of a review of moderation has been exhausted or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

## **16 Submission of Marks/Levels for Internally-assessed Components**

Final coursework marks/levels are submitted to CCEA using the eCandidate Record Sheet (eCRS). Dates for the submission of marks/levels are specified in the *Calendar of Events* section of the *Qualifications Administration Handbook* on the CCEA website available at [www.ccea.org.uk](http://www.ccea.org.uk).

The centre may inform candidates of the marks/levels which have been submitted to CCEA, but in doing so must make it clear that those marks are subject to change through the moderation process.

CCEA will not usually accept coursework from centres that arrives too late to be moderated.

## **17 Incomplete Coursework**

In cases where the coursework element of the specification specifically requires candidates to produce several distinct pieces of work, such as three assignments which are assessed separately, a candidate who fails to complete all parts of the work should be credited with the marks for the task carried out, unless otherwise indicated in the specification. In some qualifications, the tasks may be inter-dependent and teachers should follow the guidelines in the specification when assessing incomplete work.

Candidates who fail to submit any coursework must be recorded as absent when mark sheets are completed or marks processed electronically. Failure to submit coursework will not in itself render a candidate ineligible for the award of a subject grade.

A mark of '0' (zero) should only be given in cases where a candidate has submitted work which is considered to be worthy of no credit or where the authenticity of the work cannot be confirmed.

## **18 Applications for Special Consideration in Respect of Incomplete Coursework**

If a candidate has been subject to an unforeseen illness, injury or personal distress during the period when the coursework was produced, it may, in some qualifications, be possible to accept a reduced quantity of coursework without penalty, as long as all of the assessment objectives have been covered at least once. This will not be possible if the specification requires only one piece. Where several pieces are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case, for example, if the candidate has not submitted any coursework or the assessment objectives have not been satisfied. No adjustment to the marks should be made by the centre. A special consideration form should be submitted to CCEA attached to a breakdown of marks across the assessment objectives. Candidates must have been fully prepared for the course but unable to finish their writing up of the work. CCEA will not normally agree any reduction in coursework requirements in advance.

Where a candidate has been fully prepared and has covered the whole course but has been unable to produce coursework due to extenuating circumstances beyond their control, such as illness, CCEA may give special consideration.

For unitised qualifications, candidates who have not submitted any coursework cannot be given special consideration for the relevant unit unless certification has been requested in the same series and the minimum requirements have been met. It is advisable in the case of ephemeral assessments to video or tape record candidates in rehearsal as such evidence may be considered in qualifications such as Performance Skills and Occupational Studies. If the above conditions are not met, the unit must be taken in a later series.

Candidates will not be eligible for special consideration if preparation for or performance in coursework components is affected by failure to cover the course as a consequence of joining the centre/class part way through.

For information or to make a request for Access Arrangements or Special Consideration contact *Compliance Team on Tel: 028 9026 1293*.

## **19 Lost Coursework**

If a candidate's work has been lost within the centre and, despite every effort, it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to the *Moderation and Assessment Team at CCEA*.

## **20 Re-use of Coursework Marks by Candidates Resitting Examinations**

In some qualifications, the result of a coursework unit is available for re-use after certification. For further information please contact the Education Managers responsible for specific qualifications.

## **21 Purpose of External Moderation**

All internally-assessed components are externally moderated. The purpose of moderation is to bring the marking of internally-assessed components in all centres to an agreed standard. Although moderation is concerned primarily with the level and spread of marks, it is normal to include as part of the moderation process a check on the suitability and quality of the work submitted for assessment.

## **22 Procedures for External Moderation**

The normal procedure is postal moderation, where the centre sends a sample of work in the post to CCEA. For components where work is bulky or fragile, CCEA may arrange for a moderator to visit the centre to mark the sample work.

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

Each centre must submit to the CCEA by the date specified:

- details of marks/levels awarded;
- authentication of the work submitted for assessment;
- confirmation that internal standardisation has been carried out as required;
- such other information as the specification may require.

CCEA normally specifies the candidates whose work is required for the moderation sample by name/number. The sample should include work from across the range of attainment at the centre.

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

Dates for the visiting moderation period and collection of coursework for external moderation can be found in the *Calendar of Events* section of the *Qualifications Administration Handbook* on the CCEA website.

For both postal and visiting moderation, the moderator assesses the sample work using the published marking criteria in the specification.

The moderator marks/levels are compared with the centre marks/levels for the sample work. If any of the differences between the moderator marks/levels and the centre marks/levels exceeds the specified tolerance (where applicable), adjustments may be applied to the centre's marks/levels.

If further evidence of the centre's marking is required, the moderator may request some or all of the remaining work.

If there is a significant disagreement between the centre's rank order and the moderator's rank order, the moderator's marks may be implemented for all candidates for the component at the centre.

In certain cases CCEA may ask the centre to re-consider its marks/levels, for example if internal standardisation has not been carried out.

## **23 Feedback to Centres**

The final moderated marks or, in some cases, details of the mark adjustments are sent to centres with their candidates' results. Feedback forms from the moderator are also sent to centres, either in hard copy or electronically and provide advice on the following:

- the appropriateness of the tasks (where set by the centre rather than CCEA) and the coverage of the assessment objectives;

- the accuracy of the centre's assessments against the criteria in relation to the agreed standard for the component; and
- the efficiency of the centre's administration.

The advice given on the feedback forms will be constructive, objective, supported by fact or judgement and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component. It should enable centres to take remedial action, where necessary, before the next submission of internally-assessed work.

Comments on the accuracy of a centre's assessments may be made even if no adjustment is applied.

## **24 Guidance for Centres where Coursework Requirements have not been met**

Further guidance will be provided to the head of centre on a case-by-case basis where a centre fails to meet CCEA's requirements for coursework.

The following actions will be taken by CCEA where a significant problem has not been rectified.

- further guidance for the head of centre or for individual teachers;
- approval and monitoring of the centre's arrangements for assessment and standardisation;
- informing the regulators; and
- informing other awarding bodies.

## **25 Return of Work to Centres**

CCEA will normally return work directly to centres. Coursework submitted electronically will not be returned to centres.

Centres are required to retain candidates' marked coursework, whether or not it was part of the moderation sample, under secure conditions, until all possibility of enquiries about results has been exhausted. Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g. photographic, audio-taped or videotaped) must be available. Centres are requested to keep a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators. This information may be required if there are enquiries about results at a later date. In the case of coursework stored electronically within the centre, protection from corruption should also be taken into account.

Some samples of work may be retained for use by CCEA in the awarding process or for research/archive purposes.

## **26 Procedures for Direct Claims**

The Direct Claims system allows CCEA and centres to work together to develop and enhance the quality of non-general qualifications. Centre-based quality assurance arrangements enable teachers and tutors to make assessment decisions that are not normally subject to external moderation. Quality Assurance moderation for qualifications that have Direct Claims Status takes place annually.

Details of Direct Claims, including moderation and portfolio collections dates, can be found in the *Calendar of Events* section of the *Qualifications Administration Handbook* on the CCEA website available at [www.ccea.org.uk](http://www.ccea.org.uk).

*Getting the Quality Right – Centre Guidelines for Managing Quality Assurance* provides advice for centres on developing and implementing quality assurance. This document is available to download from [www.ccea.org.uk](http://www.ccea.org.uk).

## **27 Centre Consortium Arrangements**

In cases where all candidates from different centres have been taught and are assessed together such an arrangement is classified as a consortium. CCEA refers to the centre where the candidates are taught for a specific qualification as the Teaching Centre and to centres where they normally undertake their studies as the Administration Centre. The Teaching Centre should nominate a consortium co-ordinator who undertakes to liaise on all assessment matters with CCEA. The Consortium Co-ordinator is responsible for ensuring that appropriate arrangements are in place for internal moderation and standardisation of coursework across the consortium and that all other training requirements stipulated by CCEA are adhered to.

CCEA will allocate the same moderator(s) to each centre in the consortium. Candidates in a consortium arrangement will be treated as a single group for the purpose of moderation.

## **28 Post-Results Services**

CCEA offers Post-Results Services. Centres can request a post-results review of moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. If a centre is dissatisfied with the moderation process the Head of Centre should contact the Moderation and Assessment Team noting the nature of the dissatisfaction. Closing dates for enquiries are available in the *Calendar of Events* section of the *Qualifications Administration Handbook*. All assessment materials and related documentation should be retained by the centre for 12 months after the submission of marks/levels as this work may form part of an enquiry or appeal.

This service is not available if the centre's coursework marks have been accepted without change by CCEA.

The review of moderation is a process in which a second moderator reviews the work of the first 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. It is undertaken on the original sample of candidates' work and includes feedback similar to that provided following the original moderation. If centre marks are reinstated, feedback may not be provided.

Reviews 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).

The coursework submitted for a review of moderation:

- must be despatched to CCEA within a stipulated time frame – failure to meet this undertaking may delay the outcome of the enquiry;
- must be the original work submitted for moderation;
- must have been kept under secure conditions; and
- must not have been returned to the candidates.

If the original sample of candidates' work has been lost, an equivalent sample may be requested by CCEA.

## **29 Agreement Trials**

Agreement trials are conducted annually, usually in the autumn term. Teachers/tutors are briefed on the application of the assessment criteria and engage in trial marking of exemplar assessment evidence produced by CCEA and on samples of work provided by centres.

## **30 Support Service and Advice**

At any stage during the year, centres may contact CCEA if they require advice, assistance or support regarding any aspect of internal assessment. CCEA has made provision for moderators to support groups of centres and an arrangement can be made for the moderator to advise on issues arising from the coursework with the teacher/tutor(s) by means of a portfolio clinic and/or visit if necessary.

Moderators provide guidance to centres on:

- task-setting – the appropriateness of tasks in relation to the requirements of the specification and the ability of the learners;
- assessment guidance – the appropriateness of tasks, assessment schemes and marking criteria i.e. clear, unambiguous and capable of consistent application;

- authentication of learners' work – especially in situations where activities may have taken place outside the centre or to clarify whether the degree of assistance given to a particular learner is within the limits specified within the specification;
- standardisation – consistency of standards across teaching groups and across centres.

If your centre needs additional support or guidance please contact the *Moderation and Assessment Team* on Tel: 028 9026 1224.

This booklet has been drawn up to comply with the relevant regulatory requirements.

Teachers, centres and candidates should note that CCEA may, with prior permission, use extracts from examination scripts/controlled assessment material on an anonymous basis in educational presentations, materials and products.



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