



Non-Examination Assessment & Plagiarism Policy

2023 - 2024

Non-Examination Assessment & Plagiarism Policy 2023 - 2024

Centre Name	Melton Vale Sixth Form College
Centre Number	25300
Date policy first created	Oct 2023
Current policy approved by	Dr Dartnell and Laura Procter
Current policy reviewed by	Paula Eaves, Laura Procter, and key subject staff.
Date of next review	Oct 2024

Key staff involved in the policy.

Role	Name
Head of Centre	Dr Nicki Dartnell
Senior leader(s)	
Exams officer	Paula Eaves
Other staff (if applicable)	Laura Procter (English) David Wilson (BTEC Engineering) Philip Worth (Product Design) Benia Kuczynska (P.E.) David Bower (Media) Rob Hebbs (Chemistry) Claire Preston (History) Matthew Meneely (Geography) Frederique Jaffeux (MFL) Louise Steans (BTEC Quality Nominee) Lisa Smiths (Creative Arts) Sabah Razzaq (Computer Science)

This policy is reviewed and updated annually to ensure that Non-Examination Assessments & Plagiarism at Melton Vale Sixth Form College is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication Instructions for conducting examinations.

Non-Examination Assessment & Plagiarism Policy

1. Policy Purpose

This policy exists to support the fair and consistent delivery and assessment of those curriculum tasks that make up a portion of students' final examined marks for their Advanced level qualifications. These tasks are known as Non-Examined Assessment (NEA).

2. Definition of Non-Examination Assessment

The Joint Council for Qualifications (JCQ) and Ofqual define any type of assessment that is not “externally set and taken by candidates at the same time under controlled conditions” 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 also classified as NEA.

NEAs 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:

- 1 task setting.
- 2 task taking.
- 3 task marking.

3. Policy Statement

The College is bound to comply with JCQ's 'Instructions for conducting non examination assessments' – hereafter referred to as the 'NEA instructions' – as appended to this policy and posted on the JCQ website at:

<https://www.jcq.org.uk/exams-office/non-examination-assessments/>

This policy is also written in accordance with JCQ's additional guidance relating to informing candidates of their provisional marks.

JCQ describes its 'NEA instructions' as providing “subject teachers, senior leaders and heads of centre with a single, definitive source of generic guidance and instructions for GCE and GCSE qualifications”, including:

- procedures for planning and managing NEAs.
- defining staff roles and responsibilities with respect to NEAs
- managing risks associated with NEAs.

4. Responsibilities

4.1 Head of Centre:

- to be familiar with the 'NEA instructions'
- to be responsible to relevant awarding bodies to ensure that all NEAs are conducted according to qualification specifications.

4.2 Examinations Officer:

- to be familiar with the 'NEA instructions' and other related JCQ documents.
- to be familiar with general instructions relating to NEAs from each relevant awarding body.
- in collaboration with relevant Course Leaders, to submit NEA marks to the relevant awarding body.
- in collaboration with relevant Course Leaders, to dispatch candidates' NEAs for moderation.
- in collaboration with relevant Course Leaders, to make appropriate arrangements for the security of NEA materials.
- in collaboration with relevant Course Leaders to ensure that candidates:
 - understand what they need to do to comply with the NEA instructions.
 - are aware that centre-assessed marks are subject to change through a moderation process.
 - are aware of internal submission and review deadlines.

4.3 Heads of Faculty and Course Leaders:

- to be familiar with the 'NEA instructions' and 'additional guidance'.
- to understand and comply with specific instructions relating to NEAs for the relevant awarding body.
- to ensure that individual teachers understand their responsibilities with regard to NEAs, including through any NEA guidance specific to the subject guidelines, such as providing feedback to candidates about their draft NEA.
- to ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- to obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the NEAs and ensure that such materials are stored securely at all times.
- to undertake appropriate subject standardisation of NEAs, taking account of exemplar material and guidance provided by the awarding body.
- in collaboration with the Examinations Officer, to submit NEA marks to the relevant awarding body.
- in collaboration with the Examinations Officer, to dispatch candidates' NEAs for moderation.
- in collaboration with the Examinations Officer, to make appropriate arrangements for the security of NEA materials.

- in collaboration with the Examinations Officer, to ensure that candidates: understand what they need to do to comply with the NEA instructions.
 - are aware that centre-assessed marks are subject to change through a moderation process.
 - are aware of internal submission and review deadlines.

4.4 SENDco:

- to be familiar with the 'NEA instructions' with reference to access arrangements
- in collaboration with the Examinations Officer, to co-ordinate requests for access arrangements.

5. Submission of non-examination assessment

- 5.1 **Course leaders** for each qualification must provide a schedule for subject teachers and students that sets out the key dates - including those for review and feedback - on plans, drafts and for submission of final work. This schedule should be available well in advance of the commencement of NEA activity. Deadlines are set for submission of NEA in order to provide a fair and equal opportunity for all students to complete their work and will include deadlines for plans and draft submission to receive feedback. Students must meet these deadlines to enable teachers to give timely advice for improvements. All deadlines will take account of the need to meet JCQ rules for internal marking, moderation and review as set out in appendix 1, 2 and 3.
- 5.2 **Subject teachers** will set out the means by which work is to be submitted, including where to upload any digital files and the format that such files should take. This will ensure that awarding body requirements are met in all cases. It is the responsibility of students to follow such instructions. Failure to do so may be deemed as late submission of work.
- 5.3 **A student** who anticipates a difficulty in meeting a draft or final deadline should discuss the difficulty **as soon as it is identified** with the subject teacher any request for an extension must be in writing, setting out clearly the reasons. The Head of Faculty may grant an extension if the circumstances are very exceptional and beyond the student's control.

Such circumstances are likely to include:

- serious and prolonged ill health of the student or immediate family member.
- bereavement of a family member or close friend
- serious domestic emergency such as fire or theft

Circumstances that would not merit an extension to submission deadline include:

- pressure from deadlines in other subjects, extra-curricular activities or the UCAS (or other progression route) application process
- forgetting or mistaking the deadline
- holidays, work commitments or other family events
- loss of work due to personal IT problems (unless these arose as a result of a failure or fault within College IT provision).

5.4 Where a student has missed (or advised as set out in 5.3 that they are likely to miss), a deadline, then the Progress Monitoring and Support Policy will be used. Actions will depend upon the type of deadline that a student has or will miss:

- for a NEA plan a 'Stage 1' discussion should take place with targets to support the student to submit the plan within an agreed timescale.
- for a draft submission a 'Stage 2' discussion with the Head of Faculty should take place with targets to support the student to submit the draft within an agreed timescale of no more than 5 working days. Should this extension be missed, the Head of Faculty or course leader should progress this issue to Stage 3.
- For a final submission a 'Stage 3' discussion with the Progress Monitoring & Support lead, with targets to support the student to submit the final submission as a matter of urgency within an agreed short extension of no more than 5 working days.

5.5 In addition to occasions set out in 5.3 and 5.4, if at informal review points it is apparent to the subject teacher, Course Leader or Head of Faculty that a student is not making the expected progress towards milestones with their NEA, this may also result in use of the Progress Monitoring & Support Policy at 'Stage 1' or 'Stage 2' in order to support the student to get back on track.

5.6 Given the importance of NEA to the overall student outcome in an A Level subject where a student fails to submit a plan, draft, or final piece of work the teacher, Course Leader or Head of Faculty will make parents/carers aware that work has not been received. Exceptions are likely to be in rare instances where it is felt that it is in the best interests of the student's wellbeing to manage and resolve the situation without parental or carer involvement.

5.7 Where final NEA submission occurs after the deadline set by the Course leader, the College cannot guarantee that teachers can accept and mark the work. Subject teachers will make their best efforts to do so but will need to consider the moderation and marking deadlines laid out by the relevant awarding body for the whole subject cohort. Where a

previous draft submission is available to teachers, this would be marked (for internally marked NEA) or submitted (for externally moderated NEA) in the absence of a final submission from the student.

- 5.8 Where final work is submitted and accepted after the deadline, students waive the right to a review of marking of internally marked NEA that form part of JCQ guidelines. A decision to allow a review of marking in this instance would be at the discretion of the Head of Faculty. They would need to consider the time available between the request for a review or marking and the deadline for final submission of provisional marks for the whole cohort to the awarding body for external moderation purposes. The Head of Faculty's decision on whether to accept a request for a review in this instance would be final.
- 5.9 It is not acceptable for students to miss lessons in order to meet an NEA deadline; such absences will be treated as unauthorised.

6. Moderation and review

6.1 Moderation

Some NEA is only carried out externally. Internal NEA is marked internally by teachers and externally moderated by the awarding body to ensure consistency between centres, sometimes resulting in adjustments to the provisional internal marks.

It is not possible for a centre to submit a request for any individual candidate's work to be re-assessed for external NEA, nor re-moderated for internal NEA. Nonetheless, if the College has concerns about external assessment or moderation it is entitled to request a general review.

6.2 Candidate review

Where NEA work is marked internally, candidates will be informed of their NEA marks at least 10 working days before the deadline by which the marks have to be submitted to the awarding body.

Alongside receiving their marks, candidates will be informed by the relevant teacher that:

- the subject area has carried out internal standardisation on the marks for this assessment.
- provisional internal marks are subject to adjustment upwards or downwards as a result of external moderation by the awarding body.
- if a candidate is dissatisfied with their NEA mark, they should first discuss the matter with their teacher

6.3 If the matter remains unresolved:

6.3.1 if the candidate wishes to consider a review, they will be provided with a copy of their marked assessment and the mark scheme or assessment criteria, and informed that a review could confirm, increase, or decrease their NEA mark.

6.3.2 the candidate can then decide whether to request a review. a candidate will not be allowed unsupervised access to their original assessment material, nor can alterations be made to their work after it has been marked.

6.3.3 a review request must be submitted by an individual candidate in writing to the relevant Head of Faculty within 5 working days of receiving their NEA mark.

6.3.4 the request should summarise as concisely as possible the basis for the review request, which should be in relation to the College's compliance with its own procedures designed for ensuring accurate assessment, or the effectiveness of those procedures in relation to the mark scheme or assessment criteria, rather than merely an unsupported assertion that the mark awarded is too low.

6.3.5 Unless the Head of Faculty is able to make an immediate ruling that the review is unfounded (in which case they will notify the candidate directly), they will ask a relevant member of the subject area/College or within the Trust to carry out a review of whether the mark awarded is in line with the standard set this year for the College's other candidates in the subject.

6.3.6 The chosen reviewer should have appropriate competence, no personal interest in the review and wherever feasible no previous involvement in the assessment of that candidate; for example, they should not have been directly involved in the internal standardisation of that candidate's work, if applicable.

The reviewer will be provided with:

- the candidate's work.
- the completed mark sheet, including any comments/annotation made by the marker, and, as applicable, the breakdown of marks per Assessment Objective or section of the mark scheme.
- information regarding any internal standardisation relating to this candidate's work.

6.3.7 The review will be completed within 5 working days of the review submission and before the deadline by which the marks have to be submitted to the awarding body.

6.3.8 The reviewer will provide a reason for upholding or changing the mark awarded, typically through a brief annotation on the record form,

showing the reviewer's breakdown of marks per Assessment Objective or section.

- 6.3.9 The candidate will be informed in writing of the outcome of the review, which will be recorded and made available to the Head of Centre and, on request, to the awarding body. The outcome of this review will be final.

7. Re-sits and carry-forward.

For most subjects, the awarding bodies will allow the marks for NEAs to be carried forward should a re-sit entry be made, thereby allowing candidates to re-sit only the examined assessments. This being the case, College would not normally expect to allow a candidate to repeat an NEA.

8. Practical Skills Endorsement

The College's science subjects which involve Practical Skills Endorsement, will seek to ensure that their students have the opportunity to meet each of the skill requirements for their Practical Skills Endorsement. In particular, any student who misses their original scheduled practical session for a particular skill will be offered at least one alternative practical session to demonstrate that skill.

9 Plagiarism

- 9.1 Plagiarism occurs when a person uses other people's thoughts, writing or creative work **and presents them as their own**, that is without clearly acknowledging the source of the information. It can take several forms, including:
- i) directly copying work from another source, for example from the internet including Artificial Intelligence (AI) tools such as Chat GPT, class resources and exemplars written by teachers, a book, another student's assignment; the work may include text, statistics, figures, photographs, pictures, diagrams etc.
 - ii) paraphrasing another person's work
 - iii) cutting and pasting together sections of the work of others into a new whole piece of work.
 - iv) receiving material help from other people while producing an assignment, without express permission or instruction from a teacher.
- 9.2 Plagiarism is a serious breach of discipline and constitutes malpractice as setout in the JCQ document 'Instructions for conducting non-examinations assessments':
https://www.jcq.org.uk/wp-content/uploads/2023/08/Instructions_NEA_23-24_FINAL.pdf

- 9.3 Course Leaders in each subject will make students aware of this section of the NEA policy early in the student's programme of study, at which point students are responsible for ensuring they understand the details and implications for them.
- 9.4 If a student lends another student their work and the work is subsequently copied, the lender will be deemed to have contributed to the malpractice. This may be true even if the copying is completed without the lender's permission or knowledge.

9.5 Artificial Intelligence (AI) tools including Chat GPT

- 9.5.1 Students should be aware that using Chat GPT or similar AI tools to generate written work that the student passes off as their own work would constitute plagiarism. As stated by JCQ, "Examples of AI misuse include, but are not limited to, the following:
- copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
 - copying or paraphrasing whole responses of AI-generated content
 - using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations.
 - failing to acknowledge use of AI tools when they have been used as a source of information.
 - incomplete or poor acknowledgement of AI tools submitting work with intentionally incomplete or misleading references or bibliographies." (Source: 'AI Use in Assessments: Protecting the Integrity of Qualifications, Guidance for Teachers & Assessors, March 2023)
- 9.5.2 Teachers and external markers will reserve the right to use software developed to check written work for the use of such AI tools.
- 9.5.3 Students should be aware of the risks and limitations of online AI tools such as Chat GPT even when simply using them for research. These tools are language generators that use an algorithm to analyse the statistical likelihood of the language selected being an appropriate response to a question posed. Such tools may return responses which are incorrect even though they appear convincing. If asked to look for references on a topic, they may very well return results which do not exist in reality. Where a teacher or external marker or moderator discovers that references and research have been generated using such a tool and are not genuine, this would constitute an offence of plagiarism under this policy.
- 9.5.4 Where ChatGPT or other AI tools have been used by students to generate content, or as part of a planning or creative process, this

should be acknowledged and referenced as a conversation with a third party might be, and the search term used to generate the response should be included as part of this referencing.

For example: *ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023*. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.

- 9.5.5 Where a student is at all unsure about whether their use of ChatGPT or other AI tools would be acceptable in producing work, they should speak to their subject teacher(s) and, in the case of NEA, refer to the JCQ document 'AI Use in Assessments : Protecting the Integrity of Qualifications' available on the JCQ website <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

9.6 Procedure to avoid plagiarism.

9.6.1 Students should:

- quote the source when using others' work.
- place any word-for-word, literal quotation in quotation marks.
- avoid reliance on an AI tool such as Chat GPT to search for references, quotes and research and not use it to generate work passed off as the student's own
- reference website pages used as part of the gathering of research, including AI tools such as ChatGPT.
- acknowledge specific help received while producing NEA, even when this help is gained by simply discussing ideas with a friend or relative; this acknowledgement should be produced in writing on the awarding body's 'candidate authentication statement'.
- avoid copying material created by teachers for use in class as notes and exemplars.
- quote the source even when the originator's words have been paraphrased rather than directly copied.
- not allow other students to borrow their work unless a teacher gives explicit permission for this to happen.
- understand that when they sign their candidate authentication statement, they are confirming that their work sits within these rules, any sources have been appropriately referenced and that if any plagiarism subsequently comes to light, the College will be duty bound to report it to the JCQ.
- **If students are in any doubt about what is acceptable or not, they should consult a teacher.**

9.6.2 Subject areas should:

- incorporate within instructions to students' information about plagiarism, including relevant advice about how to avoid it; this should include the NEA guidelines issued by JCQ.
- in the case of NEAs make students aware, before they undertake the work, that they will be required to sign an authentication statement for the awarding body in which they are confirming that their work is their own, sources have been referenced and that their work is not plagiarised in anyway.

9.6.2 Where a student is suspected of plagiarism: either by carrying out the act of plagiarism or by allowing it to happen, the following procedures will be followed:

9.6.3 For internally assessed work, where the marks do not contribute to a student's final qualification, the matter will be dealt with in accordance with the college's behaviour policy.

9.6.4 For NEA where marks do contribute to a student's final qualification, the procedure detailed below will be followed:

- i) Where the teacher marking the work suspects the presence of plagiarism within a student's submitted work they will:
 - alert the Head of Faculty at the earliest opportunity.
 - write a brief statement of the assessment they have made of the work, including with it any materials related to the suspected plagiarism.
 - record the investigation as a Stage 1 record on the student's intervention page on Bromcom ensuring that the tutor is alerted.
- ii) The Head of Faculty:
 - interview the student, preferably with another member of staff present, to put the evidence before them of the suspected plagiarism as defined in 9.1 above (where two or more students are suspected of plagiarism, this initial interview should be conducted separately for each student)
 - ask the student to sign a statement regarding their explanation of the plagiarism identified.
 - complete a brief report of the incident, interview, and its conclusion for the Assistant Headteacher, passing on all documents (normally within 5 term time days of the interview taking place).

9.6.5 Where the plagiarism as defined in 9.1 above is confirmed and uncontested by the student in their signed statement, the Assistant Headteacher will decide on appropriate follow-up action. If the student

has by this stage signed the coursework authentication form, the awarding body will automatically be informed of the malpractice; the Head of Faculty will complete the JCQ malpractice report which will be submitted to the relevant awarding body along with a copy of the student's statement and any accompanying materials.

9.6.6 In the case of uncontested plagiarism as described in 9.1 and 9.6.5, the Assistant Headteacher will meet with the student to explain the outcome of the investigation and the action to be taken. A letter will be sent to the student and parent(s).

9.6.7 All documentation arising from the investigation will be copied to the student's tutor and held on the student's file.

9.7 For NEA, where plagiarism is suspected but is denied by the student:

The Assistant Headteacher will examine the evidence already collated and conduct any further investigation as necessary to establish the facts and will be advised by the Examinations Officer in relation to the awarding body's regulations.

9.7.1 A meeting will be held between the Assistant Headteacher and student to discuss the evidence.

- i) If the Assistant Headteacher decides, during this meeting, that there is no case to answer, no further action will be taken.
- ii) If the student admits to plagiarism during this meeting, action will be taken by the Assistant Headteacher in accordance with paragraph 9.6.5 above, and a revised signed statement will be produced by the student.
- iii) If, at the end of the meeting, the positions of the College and the student remain unchanged, further action will be taken in accordance with 9.7.2 below.
- iv) A written record will be made of this meeting.
- v) The written record of the meeting referred to in 9.7.1 iv) above will be copied to the student and tutor. The parent(s) will be informed that an investigation, as outlined below, is underway and will also receive a copy of the written record of the meeting.
- vi) If the positions of the College and the student remain unchanged, the Examinations Officer will advise the Assistant Headteacher in relation to the awarding body's regulations.

9.7.2 The Assistant Headteacher will decide on appropriate follow-up

action. If this action includes a report to the awarding body, the report will include a copy of the student's statement denying the suspected plagiarism. The Assistant Headteacher will meet with the student, to explain the outcome of the investigation and what action, if any, is to be taken. If the action to be taken is not in accordance with the stated position of the student, they will be informed about their right to seek resolution via the College's Complaints Policy. If appropriate, a copy of the Complaints Policy and Procedures will be handed to the student at the meeting. The student will also be advised of the information available on the JCQ website in relation to appeals against internal assessment decisions. This can be found at <https://www.jcq.org.uk/exams-office/malpractice> .

- 9.7.3 A written record of this meeting, together with a copy of the malpractice report, if such a report is submitted, will be sent to the student and their parent(s) and a copy will be kept on the student's file.
- 9.7.4 All documentation arising from the investigation will be copied to the student's tutor and held on the student's file.
- 9.7.5 Consistent with the statement in 9.1 above regarding what constitutes plagiarism the awarding body's sanction for an act of plagiarism could involve disqualification "from at least the subject concerned". Furthermore, the College reserves the right to impose its own sanctions consistent with the College's Behaviour Policy

Related Policies:

- 1 Complaints Policy
- 2 Progress Monitoring and Support Policy
- 3 Behaviour Policy

Procedure for appealing internal assessment decisions (centre assessed marks)

The subject teachers at Melton Vale Sixth Form College will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

Melton Vale Sixth Form College will:

- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria.
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment.
- Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within the period of time as specified (see Deadlines below)
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be.
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see Deadlines below)
- Require candidates to make requests for a review of centre marking by completing (in writing) the college's 'Internal Appeals' form and submitting the form within 7 days of receiving copies of the requested materials, requests will not be accepted after this deadline.
- 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 for the submission of marks (see Deadlines below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

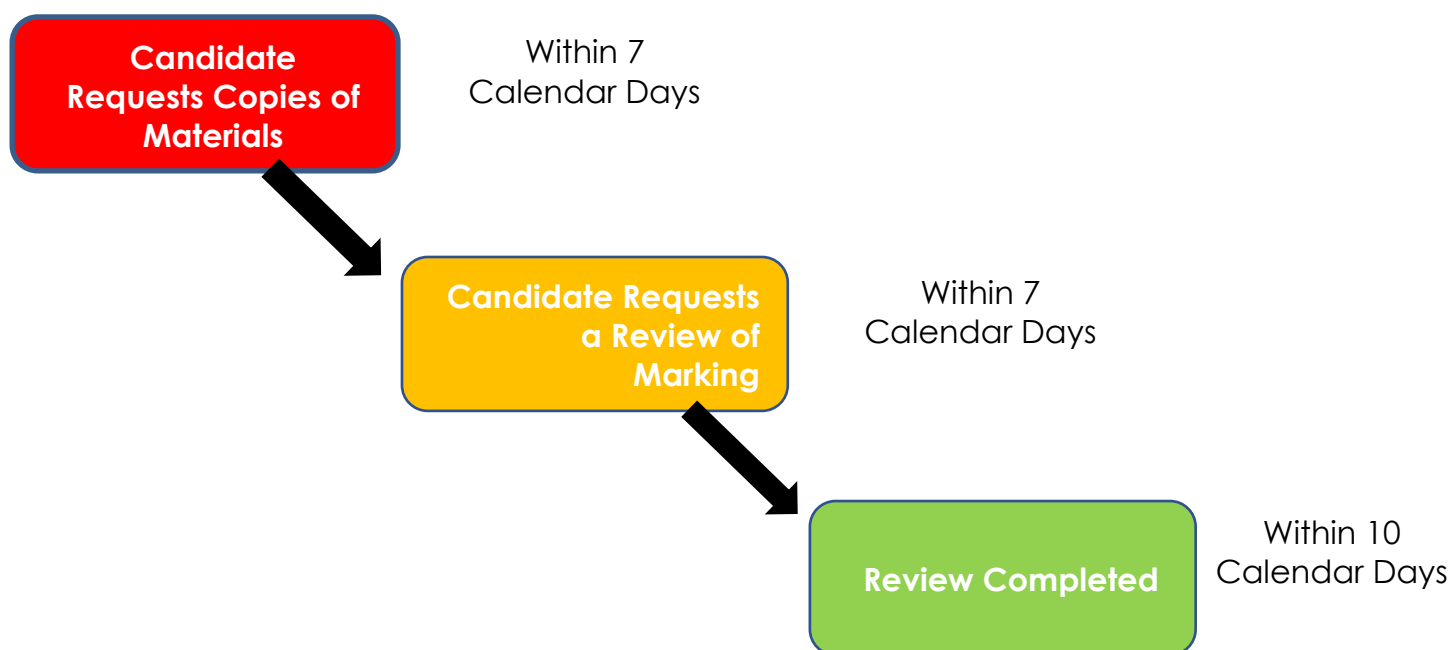
- Inform the candidate in writing of the outcome of the review of the centre's marking.
- Ensure the outcome of the review of the centre's marking is made known to the head of centre, who will have the final decision, if there is any disagreement on the mark to be submitted to the awarding body.
- Ensure a written record of the review is kept and made available to the awarding body upon request.
- Ensure the awarding body is informed if the centre does not accept the outcome of a review.
- Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

Deadlines and timescales

Step 1 Upon request, copies of materials will be made available to the candidate within 7 calendar days.

Step 2 The deadline to request a review of marking must be made within 7 calendar days of the candidate receiving copies of the requested materials. Requests will not be accepted after this deadline.

Step 3 The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 10 calendar days, or sooner if the awarding body's deadline for the submission of mark is less than 10 calendar days.



Appendix 2

NEAs - Request of Materials Form

Step 1

- Candidates may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment. For some marked assessment materials, such as art work and recordings, the originals will be shared under supervised conditions.
- If you decide to request a review of marking, you will need to complete [Step 2](#) by filling out the '**Internal NEA Appeals Form - Review of Marking**' form and you will need to explain what they believe the issue to be.

Candidate Name		Candidate Number	
Awarding body		Unit code	
Subject		Unit title	

Please state the grounds for your request below.

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant declaration

By signing here, I am confirming I understand the purpose of the request of materials is to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents.

Appellant signature:

Date of signature:

For Centre Use only	
Date Received	
Date Materials Sent	

This form must be signed, dated, and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure.

Appendix 3

Internal NEA Appeals Form – Review of Marking

Step 2

Appeal against an internal assessment decision

Candidate Name		Candidate Number	
Awarding body		Unit code	
Subject		Unit title	

Please state the grounds for your appeal below

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents.

Appellant signature:

Date of signature:

For Centre Use only	
Date ROM Received	
Date Completed	

This form must be signed, dated, and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure.