

# Non-Examined Assessment (NEA)

## Guidance for Exam Officers and heads of centre

---

Published August 2025

## Contents

NON-EXAM ASSESSMENT (NEA) .....	3
INTRODUCTION.....	3
POLICIES AND PROCEDURES FOR NEA .....	4
1.1 SUPERVISING AND AUTHENTICATING .....	4
1.2 DECLARING AND MANAGING CONFLICTS OF INTEREST .....	5
1.3 AVOIDING MALPRACTICE .....	5
1.4 USE OF ARTIFICIAL INTELLIGENCE (AI) IN ASSESSMENTS .....	6
1.5 CONSORTIUM ARRANGEMENTS .....	6
1.6 TEACHER STANDARDISATION .....	7
1.7 INTERNAL STANDARDISATION.....	8
1.8 ANNOTATION .....	8
1.9 SUBMITTING MARKS.....	8
1.10 FACTORS AFFECTING INDIVIDUAL STUDENTS .....	9
1.11 KEEPING STUDENTS' WORK.....	9
1.12 MODERATION .....	9
1.13 AFTER MODERATION .....	10
1.14 POST RESULTS SERVICES.....	10

For information on conducting the International GCSE English as a Second Language, French or Spanish speaking tests, please refer to the [Conducting and returning OxfordAQA Speaking tests](#) section on our website.

# NON-EXAM ASSESSMENT (NEA)

Non-exam assessment (NEA) refers to the elements of the specification that are marked by teachers and moderated by our associates.

## INTRODUCTION

This document provides schools with information and guidance on conducting and administering NEAs.

We are committed to working with schools to deliver non-exam assessments of the highest quality and have developed practices and procedures that support this aim.

### Overview of NEA delivery



NEA currently exists in a number of our qualifications:

- International GCSE English Language
- International A-level English Language
- International GCSE English Literature
- International A-level English Literature
- International Extended Project Qualification (EPQ)
- International GCSE Design and Technology: Product Design
- International GCSE Media Studies (from May/June 2026)
- International GCSE Plus endorsements
- International GCSE Global Skills Projects

# POLICIES AND PROCEDURES FOR NEA

This document provides subject teachers, senior leaders and heads of school with a single, definitive source of policies and instructions for Non-Examined Assessments.

## 1.1 SUPERVISING AND AUTHENTICATING

The head of the school is responsible for making sure that NEA is conducted in line with our instructions.

To meet our NEA requirements:

- **Students** must sign the Candidate Record form (CRF) or production log to confirm that the work submitted is their own
- **All teachers** who have marked a student's work must sign the declaration of authentication on the CRF or production log. This is to confirm that the work is solely that of the student concerned and was conducted under the specified conditions
- teachers must ensure that a CRF or production log is attached to each student's work
- All teachers who have seen students' work should sign the Centre Declaration Sheet.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. This means that schools must review the progress of the work during research, planning and throughout its production to see how it evolves.

Schools may provide guidance and support to students, so that they are clear about the requirements of the task they need to undertake and the marking criteria on which the work will be judged. Schools may also provide guidance to students on the suitability of their proposed task, particularly if it means they will not meet the requirements of the marking criteria.

When checking drafts of a student's work, schools **must not** comment or provide suggestions on how they could improve it. However, they can ask questions about the way students are approaching their work, and they can highlight the requirements of the marking criteria.

If a student receives any additional assistance which is acceptable within the further guidance that is provided for the specification, schools should award a mark that represents the student's unaided achievement. Please make a note of the support the student received on the CRF and sign the statement. This will allow the moderator to see whether the student has been awarded an appropriate mark.

Once a student submits work for marking and it has been marked, the school cannot return it to the student for improvement, even if they have not received any feedback or are unaware of the marks awarded.

In addition to teachers completing internal standardisation within the school, the completion of Teacher Online Standardisation (T-OLS) via Centre Services ensures OxfordAQA standards are understood by all involved and consistently applied.

## 1.2 DECLARING AND MANAGING CONFLICTS OF INTEREST

It is the responsibility of the Head of Centre to ensure that all conflicts of interest are reported and managed effectively, to protect the integrity of the assessments concerned.

Schools **must** inform OxfordAQA of:

1. Any members of staff who are taking qualifications at their own school **which include internally assessed components**. Other schools should be approached first- entering staff at the school at which they work should be seen as a last resort.
2. Any members of staff who are teaching and preparing members of their own family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications **which include internally assessed components**.

Further information on managing conflicts of interest can be found on our [website](#).

## 1.3 AVOIDING MALPRACTICE

Please inform students of the regulations concerning malpractice. They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently sourced material
- include work copied directly from books, the Internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice, and a penalty will be given (for example, disqualification).

If the school identifies malpractice **before** the student signs the declaration of authentication, they don't need to report it to us. Please deal with it in accordance with your school's internal procedures. We expect schools to treat such cases very seriously.

If malpractice is identified **after** the student has signed the declaration of authentication, the head of centre must submit full details of the case to us at the earliest opportunity. Further details on reporting and responding to malpractice can be found on the [website](#).

Schools must record details of any work which is not the student's own on the Candidate Record Form.

Schools should consult their exams officer about these procedures.

## 1.4 USE OF ARTIFICIAL INTELLIGENCE (AI) IN ASSESSMENTS

OxfordAQA publishes guidance on the use of artificial intelligence on the [website](#).

Teachers and students must be informed that:

- **Students must declare all unreferenced work is their own.** Students must sign a declaration when submitting any assessments that states any work without a reference is entirely their own. If an AI tool has been used, students must not sign the declaration until every use has been correctly referenced.
- If students use material from a source or generated by a source, they must clearly indicate this particular element, or phrase is not original and state where it came from. Students must give detailed references even where they paraphrase the original material.
- Where computer-generated content has been used (such as an AI chatbot or image generator), the reference must show the name of the AI tool used, how it was used and the date the content was generated.
- Students should retain a copy of the AI-generated content for reference and authentication purposes.
- Students must not use AI, books, the internet or other sources without acknowledgement or attribution.

Any use of AI that fails to comply with the above guidance is deemed malpractice and the student may be subject to disciplinary practices. If you suspect AI misuse at any point, you must report this immediately to [irregularities@aga.org.uk](mailto:irregularities@aga.org.uk) and follow the [OxfordAQA malpractice policy](#).

## 1.5 CONSORTIUM ARRANGEMENTS

A consortium is a group of centres from which candidates are taught and assessed together. We take account of the consortium arrangement when carrying out moderation, for example by applying the same set of adjustments to all the schools if the marking is out of tolerance.

If the centre is part of a consortium, follow these steps:

1. Nominate a consortium co-ordinator who will liaise with OxfordAQA on behalf of all the centres.
2. The consortium arrangements, including each centre number, must be sent to [info@oxfordaqa.com](mailto:info@oxfordaqa.com). The email header should read 'Consortium arrangements – XXXXX' – the XXXXX's should be replaced with the consortium Co-ordinator's centre number
3. Notification of consortium arrangements must be submitted:
  - for each specification that is being taught and assessed jointly.
  - for each examination series, even if the same subjects and schools are involved.
  - the form by no later than the published deadline.

**oxfordaqa.com**

## NON-EXAM ASSESSMENT GUIDANCE

4. Ensure consistent standards. All teachers involved in marking internal assessments must complete Teacher Standardisation as well as internal standardisation described in section 1.5 and 1.6, as a consortium, i.e. include all the teachers involved in assessment from all centres in the consortium. Further details on internal standardisation can be found in the JCQ [Instructions for conducting non-examination assessments](#).
5. Submit marks as detailed in section 1.9 of this document. Each school in the consortium submits marks for its own students.
6. Submit a single sample of work for moderation, as specified by OxfordAQA. We will allocate the same moderator to all centres in the consortium. If marks need to be adjusted, the adjustment will be applied across the consortium.

Retain all students' work from all the schools in the consortium 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.

If the consortium requests a review of moderation, the work must be available from all the schools, as the original sample will be required for a review of moderation.

Where a specification is taught at a school, but some students are taught and assessed at another school, OxfordAQA must be informed via email to [info@oxfordaqa.com](mailto:info@oxfordaqa.com).

## 1.6 TEACHER STANDARDISATION

The purpose of Teacher Standardisation is to ensure teachers are providing consistent marking standards for all students.

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation. This support may vary depending on the requirements of each specification.

In the following situations teacher standardisation is essential. We will send schools an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school is new to this specification.

There are a number of methods to support schools with teacher standardisation.

We have exemplar and standardising NEA material on our Teacher Online Standardisation (T-OLS) system available on [Centre Services](#).

In T-OLS, you can see sample work that has been marked and commented on by the Lead Moderator, who sets the standards. Teachers mark it themselves and then compare their marks with the marks and comments of the Lead Moderator. This will enable teachers to approach non-exam assessment (NEA) marking with confidence.

**oxfordaqa.com**

### To access T-OLS:

1. log in to [Centre Services](#)
2. select Pre-exams > Teacher Online Standardisation from the list of services
3. select your Level > Subject > Component in the online standardisation system.

## 1.7 INTERNAL STANDARDISATION

Schools must ensure that they have consistent marking standards for all students. One person must manage this process, and they must sign the Centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work or presentations to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or presentations or examples from our teacher standardisation.

## 1.8 ANNOTATION

To meet the specification criteria, schools must show clearly how marks have been awarded against the marking criteria in the specification.

Your annotation will help the moderator see, as precisely as possible, where you think the students have met the marking criteria.

Work can be annotated using either or both of the following methods:

- flagging evidence in the margins or in the text
- summative comments, referencing precise sections in the work.

## 1.9 SUBMITTING MARKS

Different specifications may have different methods for mark submission. You will be informed of the mark submission process appropriate for the specifications your students wish to enter.

You should check that the correct marks for each of the marking criteria are written on the Candidate record form (CRF) or production log, and that the total mark is correct.

You will submit the centre marks in Centre Services, instructions can be found [here](#).

The deadline for submitting the total mark for each student is given in the relevant series timetable on the [Dates and Timetables](#) page of our website.



## 1.10 FACTORS AFFECTING INDIVIDUAL STUDENTS

For advice and guidance about arrangements for any of your students, please email us as early as possible at [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

**Occasional absence:** schools can accept the occasional absence of students by making sure they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

**Lost work:** if work is lost schools must tell us how and when it was lost and who was responsible. Please refer to our *Policies and procedures for special consideration* document on the **Special Consideration** section of our website for information on how to apply for special consideration for lost work.

**Access Arrangements:** where students need special help which goes beyond normal learning support, please use the Candidate record form to tell us so that this help can be considered during moderation.

**Students who move schools:** students who move from one school to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early on the course, the new school should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated elsewhere'.

## 1.11 KEEPING STUDENTS' WORK

Students' work must be kept under secure conditions from the time that it is marked, with Candidate record forms (CRFs) attached. After the moderation period and the deadline for Review of Moderation (or once any enquiry is resolved) schools may return the work to students.

## 1.12 MODERATION

A sample of NEA evidence will need to be sent to a moderator, this list of student work required will be shown in Centre Services. Detailed sampling arrangements for each NEA component/unit can be found on the [Non-Exam Assessment page of our website](#).

You must show clearly how marks have been awarded against the assessment criteria in the specification. Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria. You must:

- record your comments on the Candidate record form (CRF) or production log
- check that the correct marks are written on the CRF or production log, and that the total is correct.

Once all your centre assessed marks have been submitted, a sample will be required. Work should be sent within 3 days of submitting centre assessed marks. A Centre Declaration Sheet should be completed and uploaded with the work to show us which teachers were involved in the process.

## NON-EXAM ASSESSMENT GUIDANCE

Guidance on submitting a sample online through Centre Services can be found [here](#).

A moderator will review the sample of evidence and compare this with the marks provided by the school to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep the school's rank order but, where major inconsistencies are found, we reserve the right to change this. Further details on the moderation process can be found [here](#).

### 1.13 AFTER MODERATION

We recommend that all schools keep a copy of the work which has been submitted to us.

Schools will receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general.

We will give schools the final marks when the results are issued.

### 1.14 POST RESULTS SERVICES

If your school internally assessed non-exam assessment (NEA) mark was adjusted during moderation, request a '[Review of Moderation](#)' on Centre Services to check the assessment criteria was applied fairly, reliably and consistently to the standard.

- Moderation reviews are only available for whole NEA subject units, not individual students.
- Learners' marks may be lowered, but the published grade will not be lowered for the current exam series.
- Lowered marks may be carried forward to future certification.
- We'll email exams officers when your review of moderation outcome is available to view on Centre Services. The outcome letter will give details of any mark/grade adjustments. The Review of Moderation feedback report will be sent to the Exams Officer's email address when the outcome is available.
- If the school mark is reinstated as a result of a review of moderation, we won't charge for it.

Private candidates can request this service, but only for certain specifications and when the work has been assessed by a moderator.

For any further queries, please contact [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

**Please note: We aim to respond to all email enquiries within two working days.**

**Our office hours are Monday to Friday, 8am – 5pm (UK time.)**

**oxfordaqa.com**