



Entry Level

Vocational

Applied

WJEC Instructions for Conducting Controlled Assessments

This document applies to the following qualifications:

- WJEC Entry Level Certificates
- WJEC Level 1/2 Vocational Awards and Certificates
- WJEC Applied Level 3 Certificates and Diplomas
- WJEC Welsh Baccalaureate Skills Challenge Certificates

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Summary of changes

Version	Description	Page
2	Inclusion of the Welsh Bacalaureate Skills Challenge Certificate	n/a
	Inclusion of instructions for candidates making a fresh attempt at a controlled assessment prior to the marks being submitted to WJEC	23

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1. Introduction

Internal assessment of WJEC vocational qualifications¹ takes the form of controlled assessment². Controlled assessment is intended to:

- ensure that all candidates taking a specific qualification spend approximately the same amount of time on their assignments
- prevent third parties from providing inappropriate levels of guidance and input
- mitigate concerns about plagiarism and improve reliability and validity of results
- allow centres an appropriate degree of freedom and control
- allow candidates to produce an original piece of work.

This document provides subject teachers, senior leaders and heads of centres with a single definitive source of generic guidance and instructions for planning and managing controlled assessment in WJEC vocational qualifications. These instructions apply to all WJEC Entry Level Certificates, Level 1/2 Vocational Awards, Level 3 Applied Certificates and Diplomas and the Welsh Baccalaureate Skills Challenge Certificates. A full list of the qualifications and units covered by this guidance can be found in Section 10.

Subject teachers must also refer to specifications or subject specific documentation.

¹ The term vocational qualification is used throughout this document to refer to WJEC Entry Level Certificates, Level 1/2 Vocational Awards and Certificates, Level 3 Applied Certificates and Diplomas and the Welsh Baccalaureate Skills Challenge Certificates.

² Controlled assessment is taken to include internally assessed tests and practical assessments in Entry Level Certificate qualifications.

2. Controlled Assessment: The Basic Principles

Controlled assessment measures knowledge, understanding skills that may not necessarily be tested by written papers. Controlled assessments are defined by the level of control, and the stages to which the control applies.

There are three levels of control:

- high
- medium
- limited

A different level of control may apply at each of the three stages:

- task setting
- task taking
- task marking

Within these control levels, the following parameters and requirements are set:

- assessment requirements
- evidence requirements
- contextualisation of tasks
- duration of assessment
- details of any preparation needed
- required resources (including pre-release materials and source documents)
- required level of supervision
- formal recording templates to be used (where relevant)

Each centre is required to have a controlled assessment policy in place to:

- ensure that internal assessment is conducted in accordance with these controls
- define staff roles and responsibilities with respect to controlled assessment
- manage risks associated with controlled assessment.

A JCQ Centre Inspector may ask the examinations officer to confirm that a controlled assessment policy is in place.

3. Managing Controlled Assessment: Task Setting

There are three levels of control for task setting:

High Control	Where high control is specified, WJEC is responsible for task setting. For the majority of specifications, centres make their selection from a number of comparable tasks provided by WJEC. These tasks are designed to ensure that the assessment criteria, as detailed in the specification, are met.
Medium Control	Where medium control is specified, centres may opt to select from a number of comparable tasks provided by WJEC. Alternatively, centres may opt to design their own task(s) using criteria set out in the specification. The centre must take care to ensure that the task(s) provides(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks.
Limited Control	Where limited control is specified, all centres design their own task(s), using criteria set out in the specification. WJEC may provide exemplar tasks. The centre must take care to ensure that the task(s) provide(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks.

WJEC's vocational qualifications are subject to **high control** for task setting. Centres **must** use the tasks set by WJEC. In most instances, there are opportunities for centres to contextualise those tasks to:

- make the task relevant to its own environment
- meet the needs and interests of its own candidates
- provide candidates with access to appropriate resources.

4. Managing Controlled Assessment: Issuing of Tasks

Controlled assessment materials are issued to centres electronically. The examination officer is responsible for the security and integrity of the assessment and associated materials and ensuring the centre uses the correct set of assessments. The assessment materials must be stored securely once received.

Tasks for WJEC vocational qualifications can be found on the secure website <https://www.wjecservices.co.uk/login.asp>.

Each controlled assessment brief contains:

- Learner assignment brief³
- Assessor information
- Accepted changes to the assignment
- Mark record sheet.

For some qualifications tasks may be changed every year. This means that each task will be 'live' only within a specified period. In these instances, teachers must ensure that they use the correct task for the year of submission.

The centre must make arrangements for candidates to undertake the correct task. WJEC will do all they can to protect candidates' interests, but it may not be possible to accept work based on the wrong task. Centres should therefore, take great care to ensure that they issue the correct task to candidates.

Candidates should be aware of the criteria used to assess their work, and sharing the marking criteria with candidates can be helpful. They can then better understand what they need to do to gain credit. Specifications describe the marking criteria in detail to enable assessors to apply the criteria fairly and consistently. It is acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

³ For the Welsh Baccalaureate Skills Challenge Certificates, the Candidate Challenge Briefs can be found on the qualification page of the WJEC website www.wjec.uk/qualifications

4. Managing Controlled Assessment: Task Taking

4.1 Supervision

There are three levels of control for task taking:

<p>Formal supervision (for high level control tasks)</p>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates are within direct sight of the supervisor throughout the session(s) • display materials which might provide assistance are removed or covered • there is no access to e-mail, the internet or mobile phones • candidates complete their work independently • interaction with other candidates does not occur • no assistance of any description is provided. <p>Where formal supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
<p>Informal supervision (for medium level control tasks)</p>	<p>Candidates do not need to be directly supervised at all times unless specified by the assessment brief. The use of resources, including the internet, is not tightly prescribed unless specified by the assessment brief.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own.
<p>Limited supervision (for limited level control tasks)</p>	<p>Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:</p> <ul style="list-style-type: none"> • have unlimited access to electronic and printed resources • use the internet without restriction • work in groups.

Different levels of control may apply to each task within a controlled assessment depending on the type of task. For example, a controlled assessment may require candidates to design a research questionnaire under formal supervision and then use that questionnaire to gather primary research under limited supervision. The Learner Brief will specify what level of control applies to each task.

Centres **must** ensure that candidates understand what they need to do to comply with the regulations for controlled assessments. In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

4.1. Advice and feedback

Centres should advise candidates on aspects such as those listed below before controlled assessment work begins:

- sources of information
- relevance of materials/concepts
- structure of the response (for example, chapter titles and content)
- techniques of data collection
- techniques of data presentation
- skills of analysis and evaluation
- health and safety considerations
- security of their work

Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or assessment guidance states this is allowed.

Advice and feedback may be given to candidates during task-taking depending on control levels. Controlled assessment may involve multiple sub-stages, each of which may be subject to a different level of control. Centres must refer to the relevant specification and controlled assessment for confirmation.

High Control	No advice or feedback of any description is permitted.
Medium Control	Some categories of advice/feedback are permitted.
Limited Control	Some categories of advice/feedback are permitted.

The following table indicates what type and level of advice and feedback can be provided under each level of control, but there are some exceptions.

Category of Advice/Feedback	High Control	Medium Control	Limited Control
Review candidates' work and provide oral and written advice at a general level.	×	✓	✓
Evaluate progress to date and propose broad approaches for improvement.	×	✓	✓
Allow candidates to revise and re-draft work.	×	✓	✓
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	×	×	×

Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	×	×	×
Intervene personally to improve the presentation or content of work.	×	×	×

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

4.2. Redrafting

Particular care is needed when drafting, is one of the skills being assessed. In this situation:

- the assessment criteria will allow credit to be given where there is evidence of drafting and re-drafting
- teachers must undertake an interim assessment of candidates' work.

The candidate must use his/her own initiative when re-drafting, without assistance from the teacher.

When drafting is **not** one of the skills being assessed, teachers may review candidates' work and provide advice at a **general level** unless the specification or subject-specific guidance states otherwise.

Contact between the teacher and the candidate should be monitored. Where this may affect the marks awarded, the teacher should keep a record of feedback and advice provided to groups of candidates and to an individual candidate. When group work is permitted, the teacher's record should describe the candidate's contribution to any group work.

Resources

Centres should check the assignment brief to see what resources may be used for particular specifications.

High Control (formal supervision)	The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes. Access to the Internet is not permitted. If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.
Medium Control (informal supervision)	Candidates normally have unrestricted access to resources available at the centre and via the internet. There are some exceptions. Centres should refer to specifications or subject-specific guidance.

Limited Control (limited supervision)	In many subjects, candidates will need to gather information from published sources when researching and planning their tasks. Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.
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Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session:

- the work to be assessed
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment (**see page 12**).

The centre is responsible for establishing and implementing procedures to ensure that:

- all work which will be assessed is completed under the required supervision
- candidates are not able to access preparatory work between supervised sessions.

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate must keep a detailed record of his/her own research, planning, resources etc. The record must include all the sources used, including books, websites and DVDs.

Word and time limits

Specifications and subject-specific documentation include guidance on appropriate word limits or time limits.

High Control (formal supervision)	Centres are responsible for ensuring candidates adhere to the specified time limits.
Medium Control (informal supervision)	Centres are responsible for ensuring candidates adhere to the specified time limits.
Limited Control	Specified timings are for guidance only (unless otherwise stated in the specification) but centres should discourage candidates from exceeding them or devoting insufficient time to this work.

You should refer to the relevant specification or subject-specific guidance for clarification when a candidate's work exceeds the word limit. Specifications fall into three broad categories described in the following table.

Category of Specification	Consequences of exceeding word limit
A word limit is provided for guidance only.	There is no penalty for exceeding the limit.
The assessment criteria allow credit to be awarded for work that is focused and concise.	Candidates who exceed the word limit may not have access to the full range of marks.
A rigid word limit is specified.	Work submitted over and above the word limit will not be taken into account and/or an additional penalty may be applied when marking and/or moderation takes place.

4.3. Scheduling

WJEC Vocational Awards and Certificates and Applied Certificates and Diplomas are unitised qualifications. The controlled assessment is a summative assessment and should not be attempted by the candidate until all the teaching and learning for that unit has taken place. Although centres are able to schedule controlled assessment over a number of sessions, no additional teaching and learning can take place in between sessions.

Centres may prefer their candidates to use IT to complete assessments at the write up stage but access to IT equipment and classroom space may be limited. With limited IT facilities, this creates timetabling pressure and can sometimes encroach into periods when other teaching groups would otherwise be using their facilities.

Guidance for centres on how to reduce logistical problems

Centres can reduce logistical problems by:

1. Planning ahead – drawing up an annual schedule for controlled assessment sessions that will require informal or formal supervision and/or access to the centre's IT resources.
2. Involving IT colleagues in the planning exercise.
3. Referring to the controlled assessment sections of individual specifications and subject-specific guidance for advice on the amount of time required. Decide how many sessions will be needed, and what will work best for your centre in terms of the intervals between sessions.
4. Identifying candidates entitled to extra time. Taking account of the subjects affected and the number of candidates involved when drawing up the schedule.
5. Taking account of the likelihood that some candidates will be absent for one or more of the sessions that require supervision. They will need to be given an opportunity to make up the missed time. Identify options for accommodating occasional absence and assess the likely impact of each option on staff, candidates and IT resources.
6. Spreading controlled assessment across Years 10 and 11, and co-ordinate departmental timetables so that candidates are not doing controlled assessment in several subjects concurrently.
7. Reviewing the centre's day-to-day procedures with respect to IT security and storage of confidential materials. Provided that day-to-day security arrangements are sufficiently robust, there is no requirement to implement additional measures for controlled assessment. For example, there is not a requirement for each candidate to have a different log-in name and password for each controlled assessment subject.

4.4. Collaboration and group work

Candidates are free to collaborate when carrying out research and preparatory work under limited supervision.

Where the specification permits, some tasks may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where candidates are required to construct an artefact, they may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed and therefore will not receive the same mark.

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

4.5. Authentication procedures

Each candidate **must** sign a declaration to confirm that the work he/she submits for final assessment is his/her own unaided work.

The teacher must sign the declaration of authentication after the work has been completed confirming that the work:

- is solely that of the candidate concerned;
- was completed under the required conditions.

Teachers **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

If a teacher is unable to confirm that the work presented by a candidate is his/her own:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you **must** inform a member of the senior leadership team. (See section 8).

4.6. Presentation of Work

1. Allow candidates to word process written work if practicable
2. Instruct candidates to insert the following details on each page as a header or footer:
 - 5 digit centre number
 - candidate number
 - unit/component code
3. Encourage candidates to use the spell/grammar check when they are word processing unless the specification or subject-specific guidance states otherwise.
4. Encourage candidates submitting handwritten work to use black ink and write legibly.
5. Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
6. Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

7. Consider insuring valuable or fragile materials against loss or damage. WJEC is not liable for the loss of work or damage that occurs during moderation or in transit.
8. Do not include items of real or sentimental value such as photographs or certificates.
9. Obtain informed consent from parents/carers at the beginning of the course if videos or photographs/images of candidates will be included as evidence of participation or contribution.
10. Remove bulky covers and folders before work is sent for moderation or external marking.
11. Ensure that each candidate's work is securely fastened and that cover sheet from WJEC is fully completed and attached to the work.

4.7. Keeping Materials Secure

All work that will be submitted for assessment **must** always be collected at the end of each session and stored securely between sessions.

Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format).

Where candidates are producing artefacts, secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

Secure storage is required from the point at which candidates embark on producing work for assessment.

For candidates undertaking research, data collection or other preparatory work under limited control (limited supervision), secure storage is not required.

If the work for assessment is being produced under high control (formal supervision) then secure storage **is required** for preparatory work.

High control (formal supervision)	From the point at which candidates embark on producing work for assessment, they are not permitted to amend or augment their preparatory work. All work must therefore, be collected at the end of each session and stored securely between sessions – i.e. work for assessment and preparatory work.
Medium control (informal supervision)	Work produced for assessment must be collected at the end of each session and stored securely between sessions. The requirement does not extend to preparatory work unless the specification or subject- specific guidance states otherwise. Candidates are allowed to continue to undertake preparatory work under limited control (limited supervision) beyond the point at which they embark on producing work for assessment.
Limited control (limited supervision)	Secure storage is not required.

Candidates' work (including preparatory work) may be in an electronic format. As with written work, centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the centre's IT network.

Candidates are allowed to use their own computers or other electronic devices but additional precautions must be taken if the centre permits candidates to use their own devices, either to store preparatory work and/or to write up their work. In these circumstances, the centre is responsible for establishing and implementing a procedure to ensure compliance with the requirements for secure storage described above.

Teachers are allowed to take work home to mark provided that they take sensible precautions regarding its security and confidentiality.

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for reviews of marking or moderation for the relevant series. If post- results services have been requested, internally assessed work may be returned once the review and any subsequent appeal has been completed.

Centres must remind candidates 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.

Preparatory work should remain in secure storage until marks have been submitted to WJEC.

5. Controlled Assessment: Managing Task Marking

5.1. Externally-assessed units/components

For externally-assessed units/components, the work of all candidates must be submitted for assessment.

Externally-assessed controlled assessments are treated in the same way as examination scripts and will not automatically be returned to centres. Feedback forms are **not** available for externally-marked components.

5.2. Marking internally-assessed controlled assessments units/components

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

5.3. Annotation and Marking

Annotate the work

- Follow guidance in the relevant specification and associated subject-specific documents.
- Provide evidence to support your marks/grades.
- Identify the assessment criteria that have been met.
- Be clear and unambiguous
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data.
- Insert annotations at the appropriate point in the work – in the margin or in the text- or write comments on the cover sheet to show clearly how credit has been awarded.

Award Marks

- If some work was done in groups, award marks/grades that accurately reflect the contribution of each individual candidate.
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks/grades have been applied in the context of the additional assistance given and document the details.

Complete the documentation

- Record the feedback and guidance that you have given.
- Enter marks in the way specified by WJEC.

5.4. Candidates submitting little or no work

Candidates who submit no work should be recorded on IAMIS (Internal Assessment Mark Input System) as absent (A).

Candidates, who submit very little work, must be assessed against the assessment criteria and mark scheme. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be entered on IAMIS.

5.5. Internal Standardisation

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in the assessment of a unit/component mark to a common standard. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following is an example of good practice.

Obtain reference materials at an early stage in the course

- Obtain exemplar material provided by WJEC and use your centre's own archive material

Hold a preliminary trial marking session prior to marking

- Include all teachers involved in assessment
- Compare standards through cross-marking a small sample of work
- Agree a common understanding of the assessment criteria

Carry out further trial marking at appropriate points during the marking period

- Repeat the trial marking/cross-marking exercise
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

Make final adjustments to marks prior to submission

- If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

Retain work and evidence of standardisation

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work secure storage until after the closing date for reviews of marking or moderation for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

5.6. Consortium Arrangements

A consortium is a group of centres from which candidates are taught and assessed together. If your centre is part of a consortium, follow these steps.

1. Nominate a consortium co-ordinator who will liaise with WJEC on behalf of all the centres.
2. Inform WJEC that your centre is part of a consortium using form JCQ/CCA Centre consortium arrangements for centre-assessed work – <http://www.icq.org.uk/exams-office/forms>
3. Return the form to WJEC by the published date.
4. Follow the procedures for internal standardisation described in section 5.4 as a consortium i.e. include all the teachers involved in assessment from all centres in the consortium.
5. Submit marks as detailed by WJEC. Each centre in the consortium submits marks for its own candidates.
6. Submit a single sample of work for moderation as specified by WJEC. WJEC 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.
7. Retain all candidates' work from all centres in the consortium until after the closing date for enquiries about 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 centres, as the original sample will be required for a review of moderation.

5.7. Submission of marks/grades and work for moderation

Follow WJEC's instructions regarding the submission of marks/grades. This is done via IAMIS. It is the responsibility of centres to carefully check the marks/grades they are submitting to WJEC in order to minimise errors. Marks/grades for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

Centres must ensure that all work submitted is accompanied with authentication of the candidates' work and any subject-specific information that has been specified.

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. The centre must contact WJEC as soon as possible to request an extension. The timely release of results will be put at risk if the deadlines for submission of marks/grades and samples are not adhered to.

5.8. Storage and Retention of work after submission of marks/grades

Moderation Sample	<p>Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made.</p> <p>Moderators return work directly to centres but work submitted electronically is not returned.</p>
Marked Work	<p>Retain marked work under secure conditions until after the deadline for reviews of marking or moderation, or until any</p>

	<p>appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the sample.</p> <p>Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.</p> <p>If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.</p>
Extracts and exemplar work	<p>WJEC will retain the work of some candidates for archive and standardisation purposes.</p> <p>For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication <i>General Regulations for Approved Centres</i> http://www.jcq.org.uk/exams-office/genral-regulations</p>

5.9. External Moderation Process

Sample Selection	<p>WJEC specifies the sample which will include work from across the range of attainment at the centre</p> <p>It is the responsibility of centres to ensure that moderators receive the correct sample of work to review.</p>
Sample Submission	For most units/components, the centre submits a sample of work to the moderator.
Sample Assessment	The moderator assesses work in the sample using the published marking criteria
Mark Comparison and Adjustment	<p>Moderator marks are compared with the centre marks for the sample of work.</p> <p>The moderator may request some or all of the remaining work if further evidence of the centre's marking is needed.</p> <p>If the differences between the centre marks and moderator are not aligned but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.</p> <p>If the moderator significantly disagrees with the centre's rank order. WJEC may ask the centre to re-consider its marks/grades or apply moderator's mark or adjust through scaling.</p>
Feedback to centres	<p>The final marks are issued to centres electronically when results are published.</p> <p>Moderator reports are also issued to centres.</p>

6. Controlled assessment: access arrangements and special consideration

6.1. Access arrangements

The JCQ document *Access Arrangements and Reasonable Adjustments, 1 September 2018 to 31 August 2019* provides detailed information – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

WJEC have developed their specifications to be compliant with equality legislation. Access arrangements, where granted, **must not** undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and controlled assessment. **Centres must apply for access arrangements in advance of examinations and controlled assessments.**

Centres should take into account candidates entitled to extra time will need to be supervised during controlled assessment sessions and SENcos must ensure that all relevant staff are aware of any access arrangements which need to be applied during those sessions.

6.2. Special consideration

The JCQ document *A guide to the special consideration process* provides detailed information:

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

Absence

Short-term occasional absence	The candidate was unexpectedly absent for one or more of the controlled assessment sessions that require supervision.	Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time
Joined the course at a late stage	The candidate was absent for some of the controlled assessment sessions that require supervision because he/she joined the course at a late stage.	Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time, if feasible.
Longer-term absence prior to the terminal series	The candidate was absent for acceptable reasons when his/her peers undertook a controlled assessment unit/component There will be prior be another assessment opportunity prior to the	Not eligible for special consideration. The candidate should submit the unit/component in a subsequent examination series.

	series in which the candidate certificates.	
Longer-term absence during to the terminal series	<p>The candidate was absent for acceptable reasons when his/her peers undertook a controlled assessment unit/component and was unable to complete the work at a later date, prior to the end of the published window.</p> <p>As this is the candidate's terminal examination series there will be no further assessment opportunity to complete the work.</p>	May be eligible for special consideration provided the published criteria are met.

The criteria for candidates who have been absent to be eligible for special consideration are:

- The candidate has covered the whole vocational course and has been fully prepared for the relevant controlled assessment unit/component.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as his/her peers for an acceptable reason i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time).
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the controlled assessment unit/component in a subsequent supervised session, including the consideration of a short extension.
- The centre can clearly set out why the controlled assessment unit/component could not be completed in the terminal examination series by means of an agreed extension.
- The centre supports the application for special consideration.

Loss of work

Candidates responsible for the loss of work are **not eligible** for special consideration
Centres responsible for the loss may eligible for special consideration if:

- The loss is not a consequence of negligence on the part of the candidate
- The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.

The procedure for requesting special consideration for a candidate whose work has been lost is:

Report the loss	Submit Form 15 from JCQ to WJEC http://www.jcq.org.uk/exams-office/forms
If the work had been marked before it was lost or damaged	Submit the mark on IAMIS Submit Form 15 to the moderator and to WJEC by the deadline for submission of marks.
If the work had not been marked before it was lost or damaged	Submit an estimated mark on Form 15. Base the estimate on the teacher's assessment of the work seen.

	Do not attempt to estimate marks for work not seen.
If only part of the work is lost	Contact WJEC

Fresh attempt at controlled assessments

The term 'fresh attempt' applies prior to marks being submitted to WJEC and external moderation being undertaken.

Fresh attempt at tasks requiring high control (formal supervision)

If the centre is willing to undertake additional supervision and/or marking, it may be possible for a candidate to make a fresh attempt at a controlled assessment. Candidates are **not** allowed to make another attempt at the same task or enhance the work already submitted. They are allowed to attempt a different task **provided that a valid alternative is available for the series concerned**. They may re-use the research already undertaken if it is relevant to the new task.

Fresh attempt at tasks requiring medium control (informal supervision)

Candidates are allowed to amend or improve work provided that any feedback and advice they have received is in line with the requirements of the specification.

Re-entering units/components

Learners may re-enter internally assessed units in line with the resit rules stated in the specific qualification specification. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate can create a new piece of work:

- within the same group
- within a new group
- with non-assessed candidates
- individually.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

7. Malpractice

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document *Suspected Malpractice in Examinations and Assessment: Policies and procedures* – <http://www.jcq.org.uk/exams-office/malpractice>

Candidates must not:

- Submit work which is not their own;
- Make available their work to other candidates through any medium;
- Allow other candidates to have access to their own independently sourced material;
- Assist other candidates to produce work;
- Use books, the internet or other sources without acknowledgement or attribution;
- Submit work that has been word processed by a third party without acknowledgement;
- Include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates **must not** post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>

Heads of centre and senior leaders **must** ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.

If a centre suspects malpractice it should follow the procedures in the table below.

<p>Irregularities identified by the centre prior to the candidate signing the authentication statement (where required)</p>	<p>The centre should deal with the irregularity under its own internal procedures.</p> <p>There is no requirement to report the irregularity to WJEC. (the only exception to this is where WJEC's confidential assessment material has been breached. The breach must be reported to WJEC.</p> <p>Details of any work which is not the candidate's own must be recorded on the record form.</p>
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Irregularities identified by the centre subsequent to the candidate signing the authentication statement (where required)	The head of centre must notify WJEC at the earliest opportunity using Form JCQ/M1. If malpractice is found WJEC will apply a penalty.
Irregularities identified by a moderator subsequent to the candidate signing the authentication statement (where required)	WJEC will ask the head of centre to conduct a full investigation and report his/her findings

If a breach of the regulations on the part of the candidate is discovered **after** a candidate has signed the authentication statement, WJEC will apply **one** of the following penalties:

- the piece of work will be awarded zero marks
- the candidate will be disqualified from that unit/component for that series
- the candidate will be disqualified from the whole subject for that series
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

8. Enquiries about results

For controlled assessed units/components a Review of Moderation (service 3) will be available to centres.

The service is **not** available if no adjustment was made to the centre's marks as a result of the original moderation.

A review of moderation is not available for an individual candidate.

Please refer to WJEC document *Guide to post results services*

<https://www.wjec.co.uk/WJEC%20Guide%20to%20Post%20Results%20Services.pdf>

10. Vocational Qualifications with Controlled Assessment

Level 1/2 Vocational Awards and Certificates

Constructing the Built Environment (2014)	Award	Unit 2 and Unit 3
Constructing the Built Environment (2018)	Award	Unit 2
Creative & Media	Award Certificate	Units 2 - 23
Designing the Built Environment	Award	Unit 2 and Unit 3
Engineering	Award	Unit 1 and Unit 2
Event Operations	Award	Unit 2 and Unit 3
Global Business Communication (French)	Award	Unit 1, Unit 3 and Unit 4
Global Business Communication (German)	Award	Unit 1, Unit 3 and Unit 4
Global Business Communication (Spanish)	Award	Unit 1, Unit 3 and Unit 4
Health and Social Care	Award	Unit 2 and Unit 3
Hospitality and Catering	Award	Unit 2
Planning the Built Environment	Award	Unit 2 and Unit 3
Retail Business	Award	Unit 1, Unit 3
	Certificate	Unit 1, Unit 3, Unit 5 and Unit 6
Sport	Award	Unit 1, Unit 3
	Certificate	Unit 1, Unit 3, Unit 5, Unit 6, Unit 7 and Unit 8
Sport and Coaching Principles	Award	Unit 1, Unit 3
Tourism	Award	Unit 1, Unit 3, Unit 5, Unit 6 and Unit 7
	Certificate	Unit 1, Unit 3

Level 3 Applied Certificate and Diplomas

Business	Certificate	Unit 2
	Diploma	Unit 2 and Unit 5
Criminology	Certificate	Unit 1
	Diploma	Unit 1 and Unit 3
Environmental Science	Diploma	Unit 1, Unit 3
	Extended Diploma	Unit 1, Unit 3, Unit 6, Unit 7 and Unit 8
Food Science and Nutrition	Certificate	Unit 1

	Diploma	Unit 1, Unit 3 and Unit 4
Health and Social Care	Certificate	Unit 2
	Diploma	Unit 2, Unit 3 and Unit 4
Mathematics for Work and Life	Certificate	Unit 1
Medical Science	Certificate	Unit 2, Unit 3
	Diploma	Unit 2, Unit 3 and Unit 4
Professional Construction Practice	Diploma	Unit 1 and Unit 4
Statistical problem Solving	Certificate	Unit 1
Tourism	Certificate	Unit 2
	Diploma	Unit 2 and Unit 4

Entry Level Certificates

English	Component 2, Component 3
Mathematics	Unit 2 and Unit 3
Science	Unit 2 and Unit 3