



LEVEL 1/2 VOCATIONAL AWARDS (TECHNICAL AWARDS)

ADMINISTRATION GUIDE

VERSION 1



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Summary of Amendments

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Introduction

This document provides subject teachers, examination officers, senior leaders and heads of centres with a definitive source of guidance and instructions for planning and managing the administration of the WJEC Vocational Awards (Technical Awards) in Construction and the Built Environment, Engineering, Health and Social Care, Hospitality and Catering, ICT, Performing Arts, Retail Business and Sport and Coaching Principles (Technical Awards).

This document is part of a suite of key documents available for each of the WJEC Level 1/2 Vocational Awards:

- Specification
- Sample Assessment Materials
- Administration Guide
- Assessment Guide
- Delivery Guide
- Unit Guidance
- Candidate Assessment Packs
- Assessor Packs

Before you start the course

Centre Approval

As stated in the specification, in order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the unit guidance section in individual units to check for any specific resources required.

Making entries

Our Vocational Technical Awards are unitised qualifications which allow for an element of staged assessment.

All candidates taking these qualifications must be entered for all units and the qualification cash-in. Candidates must be entered for individual units for the series in which they intend to take the assessment. The unit entry codes for this qualification are listed in each Specification in Section 6 entitled 'Entries'.

Information on our entry procedures can be found in the *Entry Procedures and Coding Information* document on the WJEC and Eduqas websites:

https://www.wjec.co.uk/home/administration/entries/#tab_0

https://www.eduqas.co.uk/home/administration/entries/#tab_0

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, please 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 <https://www.jcq.org.uk/exams-office/online-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 that includes assessed work from every teacher involved in assessment in the consortium. 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.

Planning for internal assessment

Internal assessment in our Vocational Technical Awards takes the form of controlled assessment. Controlled assessment is intended to:

- ensure that all candidates taking the qualification spend the same amount of time on their assessment
- 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.

The centre is responsible for establishing and implementing procedures to ensure that all work which will be assessed is completed under the required controls. In line with these instructions, centres are required to have in place a controlled assessment policy; this will be checked as part of the centre and qualification approval process.

Accessing assessment materials

Controlled assessment materials for our Vocational Technical Awards can be obtained from our Secure website <https://www.wjecservices.co.uk/login.asp>. Once downloaded, assessment materials must be stored securely and not shared with candidates prior to the assessment taking place. Centres are responsible for ensuring that arrangements are in place to maintain the security and integrity of the assessment and associated materials.

For each internally assessed unit, we will publish the following packs:

- Candidate Assessment Pack
- Assessor Pack

Where the internal assessment materials change on an annual basis, centres must ensure the correct materials are used for the year of entry.

Timetabling internal assessment

Each assignment is a summative assessment and should not be attempted by the candidate until all the teaching and learning for the unit has taken place. Although centres are able to timetable controlled assessment over a number of sessions, no additional teaching and learning should take place in between sessions.

Guidance for centres on how to reduce logistical problems

1. Plan ahead – draw up an annual schedule for controlled assessment sessions that will require indirect or direct supervision and/or access to specialist classrooms and workspaces or IT resources.
2. Involve IT and classroom technicians in the planning exercise as appropriate.
3. Refer to the Sample Assessment Materials 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. Identify candidates entitled to extra time. Take account of the subjects affected and the number of candidates involved when drawing up the schedule.
5. Take 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. Where there is more than one controlled assessment within a qualification, consider spreading controlled assessment across Years 10 and 11 where possible, and co-ordinate departmental timetables so that candidates are not doing controlled assessment in several subjects concurrently.
7. Review the centre's day-to-day procedures with respect to security and storage of confidential materials (including electronic storage where appropriate). Provided that day-to-day security arrangements are sufficiently robust, there is no requirement to implement additional measures for controlled assessment.

Preparing candidates for internal assessment

Centres should ensure candidates are prepared for the assessment prior to the start of the assessment period. This includes advising candidates on aspects such as those listed below:

- 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.

The teacher is responsible for informing candidates of WJEC regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for these qualifications.

Candidates **must** understand that to present material copied directly from books or other sources without acknowledgement will be regarded as **deliberate deception**. Centres **must** report suspected malpractice to WJEC if the candidate has signed the declaration of authentication form (which can be found in the appropriate Candidate pack).

Running controlled assessments

There are four aspects that are controlled within the internal assessment of our Vocational Technical Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Supervision

Different levels of supervision exist within our Vocational Technical Awards. Assignments can include multiple tasks, each of which may be subject to a different level of supervision. Centres must refer to the Controls column in the Assignment Tasks. These are published in each of the Sample Assessment Materials and the Unit Guides. Details of the supervision requirements for each task within the assignment are clearly explained in the 'Guide to Controls' within each of the Sample Assessment Materials.

Guidance

Advice and feedback may be given to candidates during task-taking depending on control levels. Assignments might include multiple tasks, each of which may be subject to a different level of control. Centres must refer to the Controls column in the Assignment Tasks for details of whether or not advice and feedback can be given for each task within the assignment.

Before giving additional assistance beyond that described in the Controls column, teachers must ensure that there is provision to record this assistance. 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.

Resources

Depending on the task, candidates may be permitted access to a range of resources including access to the internet during the assessment period and independent research undertaken prior to the assessment starting.

Centres must refer to the Controls column in the Assignment Tasks for details of the resources allowed for each task within the assignment.

The teacher/assessor is responsible for ensuring that candidates only have access to the resources permitted for each task. Where candidates are permitted to take notes into the assessment environment, the Candidate Pack and Assessor Pack will specify the parameters for the notes and whether the candidates are allowed to augment notes and resources between sessions. In all cases, notes **must not** include pre-prepared answers to the tasks. If the teacher/assessor has any concerns regarding the use of resources, they should stop the assessment from taking place and follow their own internal procedures for dealing with cases of suspected malpractice.

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

Candidates may be allowed to work collaboratively on some aspects of their tasks. The assignment brief will indicate in which areas of the task this is allowed. Where group work is permitted:

- 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, or contribute to a performance, their individual contributions must be clearly identified
- the teacher's record should describe the candidate's contribution to any group work.

Whilst group work may be permitted, 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. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is stated in each of the Sample Assessment Materials and the Specification. Candidates cannot exceed this time. In terms of time controls, tasks often feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Authentication

It is important that controlled assessment work is rigorously monitored by centres to ensure that candidates' work is their own. Centres should monitor candidates' work by:

- keeping a record of progress during the timetabled sessions
- considering whether the written evidence submitted is characteristic of the candidates' ability/attainment
- keeping work secure in the centre once the evidence (i.e. the report and the supportive evidence) is handed-in
- ensuring work is not returned to the candidate to make changes.

All candidates are required to sign that work submitted is their own and teachers are required to confirm that the work is solely that of the candidate concerned and was conducted 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 their capabilities.

If a teacher is unable to confirm that the work presented by a candidate is their own, they should not accept the candidate's work for assessment and should record a mark of zero for internally assessed work.

If a teacher is concerned that malpractice may have occurred, or if they are unable to authenticate the work for any other reason, they must inform a member of the senior leadership team.

Presentation of Work

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

Centres should:

- allow candidates to word process written work if practicable
- instruct candidates to insert the following details on each page as a header or footer:
 - 5 digit centre number
 - candidate number
 - unit code
- encourage candidates to use the spell/grammar check when they are word processing unless the subject-specific guidance in the unit guide states otherwise
- encourage candidates submitting handwritten work to use black ink and write legibly
- submit word-processed or handwritten work on A4 paper unless the unit guide states otherwise
- include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate
- 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
- instruct candidates not to include items of real or sentimental value such as photographs or certificates
- 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
- remove bulky covers and folders before work is sent for moderation or external marking
- ensure that each candidate's work is securely fastened and that the cover sheet from WJEC is fully completed and attached to the work.

Keeping materials secure

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.

Candidates' work (including preparatory work) may be in an electronic format, unless the unit guide states otherwise. 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.

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

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.

Marking Controlled assessments

Marking internally assessed controlled assessments units

Internally assessed controlled assessment units use a combination of 'point-based' and 'performance-band' (level of response) mark schemes with a description of what needs to be achieved for each mark/mark band.

This approach allows compensation for learners whose performance is not consistent across all criteria. Where a learner has performed well against most criteria but underachieved in another, they can still achieve a unit grade so long as the cumulative mark meets the minimum of that required for a grade.

Guidance on marking can be found in the Assessor Pack for the unit. Teachers are responsible for marking internally-assessed work in accordance with the marking criteria detailed in the mark schemes. Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

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.

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 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.

Internal standardisation

Where more than one teacher in the centre is involved in marking candidate work, it is important that all teachers involved in the assessment of a unit mark to a common standard. This is to ensure that there are consistent marking standards by all teachers for all learners. 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 securely stored 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.

Following Controlled Assessments

Submission of marks and work for moderation

Marks are submitted through our Internal Assessment Mark Input System (IAMIS), which is accessible through the secure website. Guidance on using the system is available online by clicking on the Step-by-Step Guide button on the top of the IAMIS screen.

It is the responsibility of centres to carefully check the marks they are submitting to WJEC in order to minimise errors. Marks 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 and samples are not adhered to.

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 as soon as possible after moderation, 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 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 General Regulations for Approved Centres https://www.jcq.org.uk/exams-office/general-regulations/</p>

External Moderation Process

The moderator re-marks a sample of the evidence and compares this with the marks the centre has provided to check whether any changes are needed to bring the marking in line with national standards.

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work according to the formula below:

Total number of candidates entered for the unit	Sample Size
1-99	10
100-199	15
Over 200	25

Centres should ensure that they keep all candidate work not sent to the moderator in their possession until after the deadline for reviews of marking or moderation, or until any appeal, malpractice or other post-results enquiry has been completed, whichever is later. WJEC may require all candidate work for moderation and centres must be able to comply immediately with such a request.

Centres should ensure that candidate work submitted for moderation includes:

- the controlled assignment brief used to set the assessment activity
- an authenticity declaration form, completed and signed by the assessor, to confirm that the controls for the unit, including authenticity of evidence, have been applied
- completed mark record sheets, outlining which mark bands are met by the evidence
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- mark bands – does the evidence support assessor’s judgement of the candidate’s work against national standards?
- annotation – is the evidence produced by the candidate appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the candidate?
- standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Moderator marks are compared with the centre marks for the sample of work.

The moderator may request some or all of the remaining work if further evidence of the centre's marking is needed.

If the differences between the centre marks and moderator marks are not aligned, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.

If the moderator significantly disagrees with the centre's rank order WJEC may ask the centre to re-consider its marks or may apply the moderator's marks or may adjust marks through scaling.

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC, by 5th May. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment, and standardisation.

Feedback

The final marks are issued to centres electronically when results are published. The outcome of moderation will be either to accept or amend a centre’s assessment decisions. Guidance on actions needed before resitting of specified units at a subsequent moderation series will also be provided.

Feedback will be provided in a moderator’s report for each certification title, covering the units entered by the centre, which will be accessible on WJEC’s secure website. Moderator reports are made available on the day of results via the Internal Assessment Mark Input System (IAMIS). The report will address the criteria referred to above.

A report by the Principal Moderator will also be provided for each series.

Access arrangements and special consideration

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher-level courses.

The specifications have been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through the choice of units and qualifications available.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document 'Access Arrangements and Reasonable Adjustments'. This document is available on the JCQ website (www.jcq.org.uk).

Access arrangements

The JCQ document Access Arrangements and Reasonable Adjustments, provides detailed information – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>. This document is updated each academic year and centres should ensure that you refer to the current version.

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 that 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.

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 There will be another assessment opportunity prior to the series in which the candidate certifies.	Not eligible for special consideration. The candidate should submit the unit in a subsequent examination series.
Longer-term absence during the terminal series	The candidate was absent for acceptable reasons when his/her peers undertook a controlled assessment unit and was unable to complete the work at a later date, prior to the end of the published window. As this is the candidate's terminal examination series, there will be no further assessment opportunity to complete the work.	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
- 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 in a subsequent supervised session, including the consideration of a short extension
- the centre can clearly set out why the controlled assessment unit 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 be 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 https://www.jcq.org.uk/exams-office/online-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

Re-entering units

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. If candidates wish to resit a controlled assessment, the centre must request a new brief from the Subject Officer.**

Where an individual candidate 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.

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.uk/exams-office/malpractice>

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. In this case, 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>
<p>Irregularities identified by the centre subsequent to the candidate signing the authentication statement (where required)</p>	<p>The head of centre must notify WJEC at the earliest opportunity using Form JCQ/M1.</p> <p>If malpractice is found, WJEC will apply a penalty.</p>
<p>Irregularities identified by a moderator subsequent to the candidate signing the authentication statement (where required)</p>	<p>WJEC will ask the head of centre to conduct a full investigation and report his/her findings.</p>

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 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.

Grades

Overview

In order to be awarded the qualification learners must have an entry for each unit within the qualification.

Individual units will be graded at Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

The qualification will be graded at Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Awarding unit grades

Grade boundaries are set for each assessment series and are informed by both quantitative and qualitative evidence. Our assessment specialists use their professional judgement, within set parameters, when deciding where to set grade boundaries.

Enquiries about results

For internally assessed units 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 on the WJEC or Eduqas website:

https://www.wjec.co.uk/home/administration/results/#tab_1

https://www.eduqas.co.uk/home/administration/results/#tab_1

Useful contacts

For general enquiries please contact reception:

WJEC CBAC Ltd
245 Western Avenue
Cardiff
CF5 2YX

Main Switchboard: 029 2026 5000

info@wjec.co.uk

Centre Registration and Support

To register as an approved WJEC centre, contact our dedicated Centre Registrations Team for more information.

029 2026 5077

centres@wjec.co.uk

Entries

For all questions about entries, preliminary entries, and final entries.

029 2026 5193

entries@wjec.co.uk

Vocational Department

For all enquiries related to Entry Level, Entry Pathways, Applied and Vocational qualifications please contact the team.

029 2026 5180

pathways@wjec.co.uk

Special Requirements

029 2026 5155

specialrequirements@wjec.co.uk

Malpractice/Maladministration

We can assist with all of your queries regarding Malpractice or Maladministration.

029 2026 5400

malpractice@wjec.co.uk

IT Helpdesk

If you have any queries relating to secure website access, please contact us.

029 2026 5163

securewebsite@wjec.co.uk

Post Results Service

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts.

post-results-services@wjec.co.uk