

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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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 w w

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 of their own learners

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

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0.10.9.4.7(e))JJE2C03T062707.938148T5K03T13T003T14T026025.0004T1.5(6(a))3224K(s)304(e)T109086.JW.D0489.

4. Managing Controlled Assessment: Task Taking

4.1 Supervision

There are three levels of control for task taking:

Formal supervision (for high level control tasks)	The use of resources is tightly prescribed. The centre must ensure that: • 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. Where formal supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.
Informal supervision (for medium level control tasks)	Candidates do not need to be directly supervised at all times

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)

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.



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.

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.

5.4. Candidates submitting little

	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. Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place. If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.
Extracts and exemplar work	WJEC will retain the work of some candidates for archive and standardisation purposes. 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

5.9. External Moderation Process

Sample Selection	WJEC specifies the sample which will include work from across the range of attainment at the centre It is the responsibility of centres to ensure that moderators receive the correct sample of work to review.
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	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 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/grades or apply moderator's mark or adjust through scaling.
Feedback to centres	The final marks are issued to centres electronically when results are published. Moderator reports are also issued to centres.

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 –

	series in which the candidate certificates.	
Longer-term absence		

	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 specifications m.5 (m)-.9 /MCID 21 >>

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

