



Ysgol Gymunedol **Llangatwg**
Llangatwg Community School

Main Road | Cadoxton | Neath | SA10 8DB

ASSESSMENT AND QUALITY ASSURANCE PROCESSES POLICY

DATE OF POLICY: March 2021v2

HEADTEACHER / HEAD OF CENTRE: Mr. Alan Rowlands

EXAMINATIONS OFFICER: Mrs. Maxine Rowlands

INTRODUCTION

In the absence of an exam series, and ongoing disruption to teaching and learning, centres will be determining the GCSE, AS or A level grades awarded to learners in summer 2021.

The school assessment and quality assurance processes policy aims to provide clear guidance of the schools approach to assessment and quality assurance of the Centre Determined Grades based on the evidence which has been produced in accordance with the WJEC Qualification Assessment Frameworks. This guidance gives an overview of what decisions teachers need to make, how they should make those decisions and what types of evidence should be used to support those decisions.

This plan only applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For the very few qualifications outside of this remit, and regulated by Ofqual, the school will apply the relevant guidance once it is published.

To ensure transparency and inspire confidence, we endeavour to communicate with pupils, parents and other stakeholders an up-to-date assessment approach via our website at www.llangatwgcommunityschool.org.uk our school twitter account and through direct correspondence with pupils and parents. Further information on the policy are available from the WJEC www.wjec.co.uk. A detailed timeline can be found in **Appendix A**.

PURPOSE

The policy aims to:

- Ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- Ensure the operation of effective processes with clear guidelines and support for staff
- Ensure that all staff involved in the process clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with Qualification Wales requirements
- Achieve a high standard of internal quality assurance in the allocation of CDGs
- Ensure the centre meets its obligations in relation to equality and disability legislation
- Ensure we meet all requirements set out in the Special Regulatory Conditions Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

CENTRE DETERMINED GRADES

A Centre Determined Grade is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a student has covered.

For each qualification, teachers will make use of WJEC Assessment Frameworks which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Frameworks.

It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC; and may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.

Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE) then a student will be awarded a Centre Determined Grade of U.

While the standard expected for any particular grade will not be lowered in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to their next stage of learning and/or employment.

RESPONSIBILITIES

It is the responsibility of everyone involved in the generation of CDGs to read, understand and implement this policy. However, the assessment and quality assurance of CDGs involves a wide range of staff to ensure it is an effective process.

- **Chair of Governors** - approval of the policy
- **Headteacher** - overall responsibility for the school ensuring clear and separate roles and responsibilities; coordinating communication to learners and parents, ensuring that the internal quality assurance process has been completed effectively; signing the Head of Centre declaration.
- **Senior staff** - involved in quality assurance of assessment plans and final decisions e.g. providing training and support for staff, supporting the Head of Centre in the internal quality assurance of final CDGs.
- **Examinations officer** - organising and overseeing the assessment and quality assurance process, providing a clear centre policy on how records and evidence are stored securely, achieving a consistent approach across departments, liaising with external agencies (e.g. awarding body staff) ensuring accurate and timely entries and submission of CDGs. All information from WJEC is shared promptly with all relevant staff. Other key duties undertaken such as making applications for appeals. Responsible for entries /amendments and all examinations administration including the accurate submission of CDGs.
- **ALNCo** - responsible for identifying and communicating requirements for access arrangements and reasonable adjustments and completion of relevant awarding body documentation to facilitate the application of access arrangements. Also responsible for

organising the provision detailed in the support plan through the effective deployment of Learning Support staff and communicating any potential issues to the Examination Officer.

- **Area/subject leaders** - responsible for accuracy of entries and amendments and general subject-based administration, making decisions on assessment plans, ensuring consistency in decisions within their Area/subject, including how agreed adjustments are made, managing teachers' storage of evidence and Learner Decision Records
- **Teaching staff** - ensuring assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner, completing Learner Decision Records, ensuring that each learners' work is stored securely and can be retrieved to support internal reviews and/or appeals
- The **Headteacher** will work closely with the **Assistant Headteacher** responsible for examinations, to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols. The Headteacher will also be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade (see Internal reviews Section).

ASSESSMENT

The Centre Determined Grade will be generated using the following evidence in line with WJEC adaptations published in September 2020:

- **Adapted Past Paper Questions**
WJEC have provided a range of past papers which can be adapted where appropriate, to suit the programme of learning and may be used to provide sufficient evidence of each learner's knowledge, skills and understanding. Departments are advised to make use of these existing materials which have been externally quality assured, are supported with consistent mark schemes which are familiar to both learners and teaching staff and meet the needs of the [Public Sector Equality Duty](#). The subject leader is responsible for determining which past paper questions will form the basis of the evidence. Teachers are responsible for the delivery of the assessment within a controlled environment.
- Where subject leaders have chosen not to use past papers in the production of learners evidence subject leaders must follow the guidance as prescribed in the [Assessment Creation Guidance](#) document to ensure the key principle of fairness and accessibility, validity and reliability are achieved within the assessment.
- **Non-Examination Assessment**
Non-Examination Assessment [NEA] will also be used to inform centre determined grades. NEA is fundamental to the development of knowledge, understanding of skills in subjects with significant practical elements and therefore will form part of the overall assessment of learner's work. The proportion of the assessment objective weightings in each adapted specification must be adopted and teachers must use other evidence available to determine the grade.

- **Other contributing evidence.**

Other contributing evidence may include a range of activities completed by the learner during the course of study for the qualification. Evidence may include any assessed work which has been completed in school or at home, if the school is assured it is the learners own work. Other contributing assessment evidence includes mock examinations, class based completion of past paper questions and/or practical assessed work.

Subject leaders will generate a subject assessment plan for the qualification they are responsible for which must be shared and approved by the line manager within the senior staff. To ensure consistency across teachers and learners, each plan will identify the specific pieces of evidence which will be collected, the quality assurance measures adopted to authenticate the centre determined grade and measures to ensure any and all appropriate needs are met. A standard school template exists to aid consistency and staff meetings held to explain the requirements. All WJEC guidance documents have been shared with staff.

The number of pieces of evidence required to support judgements is not prescribed by the school but departments must create a portfolio of clear evidence for each learner to demonstrate the sound, impartial determination of the correct grade. Teachers will ensure all learners are given reasonable opportunity to demonstrate attainment in areas of the qualification. However, it must be noted that relatively few pieces of evidence would be sufficient in demonstrating attainment across overarching key themes for many qualifications. Subject leads need to ensure that the generating of portfolios does not involve excessive assessment/workload for both learners and staff. Where possible, existing evidence will be used to support judgements. Monitoring of the implementation of these plans will take place through regular line management meetings and sampling of pupil work for quality assurance.

If further evidence is necessary, assessments will not take the form of an examination but will be completed independently, under similar controls levels to the existing arrangements for NEA. Subject leads will be required to inform Senior Staff and the Examination Officer of the subject's window of assessment to ensure monitoring of assessment and avoid overburdening learners. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of no more than three weeks. Furthermore, an approved schedule will allow for effective distribution of Learning Support Assistants for learners with approved access arrangements and reasonable adjustments (See [Appendix B](#)).

Where learners have agreed access arrangements or reasonable adjustments (e.g. a reader, a scribe or modified paper), the school will make every effort to ensure these arrangements are in place when assessments are being taken. Where, for some reason, this has not been possible (e.g. existing evidence where arrangements were not in place), this should be reflected in the final judgement and documented within the rationale for grade decisions for the pupil.

If teaching and learning becomes further disrupted, due to additional lockdowns, self-isolation etc., work may need to be completed at home. Where evidence is used which was completed at home, to minimise the risk of plagiarism or candidate and centre malpractice, work will need to be authenticated using any or all of the following methods:

- Conducting a question and answer session with the learner to check their understanding and to help decide whether work is authentic. Teachers should keep a record of the questions asked and notes on the candidate's responses.
- Online video conferencing to observe working and discuss progress with the learner.
- Comparing a learner's performance at home with work completed within the classroom.
- Setting specific timescales for the work to be started and finished, and keeping records of when the work was produced. This should be in days rather than weeks.
- Reminding learners of the risks of getting help at home from family members which could constitute over assistance.

To ensure consistency across teachers and learners, when determining the grade, teachers should take into account unit and assessment objectives weightings in the specification and consider each learner's evidence in relation to the grade descriptions provided. The conditions under which the assessment was taken e.g. supervised etc. should also be considered. The assessments do not have to be completed under examination conditions to be considered valid and reliable. To ensure learners fully understand how grades are determined and which work will be used as evidence, pupils will have access to their subject portfolio, which will contain a **learner decision making record**. [\[Appendix C\]](#)

This document will outline all evidence used to determine a grade and will provide a rationale for the grade awarded.

On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

All evidence on which a learner's grade is based, including copies of the learner work and any mark records, and rationale for grade decisions need to be retained securely, in departments storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The evidence for grade decisions recorded on the learner decision making record must include the following information:

- Name and date of assessor
- Evidence used to form judgement
- The judgement
- Rationale for judgment
- Identification of any learner's access arrangements or reasonable adjustments
- Identification of any special considerations applied (See [Appendix D](#)).

QUALITY ASSURANCE

An internal quality assurance process is required to ensure consistency in grade decisions across the school. The following procedures will be adopted by all staff:

- Assessment – teachers will assess all learners work using the WJEC mark schemes to ensure consistency in the application of assessment criteria and standards. Teachers will create a portfolio of evidence for each learner.

- Standardisation – department meetings will be utilised to ensure a common understanding of the application of awarding of marks and further training and support will be made available for department staff utilising the network for teachers
- Department Moderation – departments will involve all department staff. The sample will be identified by the subject leader and approved by the line manager within senior staff. In instances where it is deemed necessary to adjust a teacher’s decision to bring judgements into line with those of other teachers within the department or the school, the adjustment must be recorded on the internal moderation form. Template forms will be provided by the school and kept securely within departments.
- Network of Teachers Moderation – A cross section of determined grades will be moderated by other examination centre to verify standards and ensure objectivity. This will be organised through the subject networks of the local authority.
- School Moderation – departments will be required to submit a sample of final teacher judgements, which reflects each grade descriptor to their line manager within the senior staff. The ALNCo will moderate sample learners with access arrangements from across the breadth of the curriculum. The ALNCo and Examination Officer will be responsible for the moderation of learners who meet the specified criteria of special considerations.
- External Moderation - there will be no moderation of Centre Determined Grades, once results are finally submitted to WJEC, grade profiles may be reviewed and any atypical profiles discussed with the centre. However, the external Quality Assurance Process is outlined in [\[Appendix E\]](#)

Evidence produced must be assessed and verified by different members of staff. The sample must include at least 20% of the cohort which considers a range of student profiles which include:

- The breadth of grades (where possible)
- A cross section of male and female
- FSM pupils
- More Able and Talented
- Additional Learning Needs
- Learners with access arrangements
- Other protected characteristics which have not already been cited

In compliance with the Public Sector Equalities Duties, the samples provided must be anonymous to avoid bias and discrimination. Each stage of the process will need to be documented and will be used as evidence in support of the CDG.

In circumstances where departments work in isolation or work solely with an NQT, support will be sought using the subject network support which has been set up in NPT. Likewise, if there is an identified conflict of interest, where staff are involved in assessing and/or internal quality assuring assessment/grading decisions of members of their family or close friends, it will need to be declared and measures taken to mitigate any potential risk to the integrity of the grade (e.g. teacher not involved in assessment of moderation of work). All staff will be asked to declare any conflict of interest concerns through a standard form from [\[Appendix F\]](#). Mitigation steps will be discussed, documented and put in place where relevant.

On completion of CDGs Subject leaders should analyse data and compare with similar previous cohorts. Grade outcomes tend not to vary significantly year on year where the ability of the cohort is similar. This data will be made available to the Headteacher as Head of Centre prior to submitting the signed Head of Centre declaration. Further guidance will be released.

All evidence relating to the internal moderation process, needs to be recorded on the internal moderation record sheet [\[Appendix G\]](#) need to be retained securely, in departments storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The internal moderation will need to include the following information:

- Name and date of moderator
- Sample list of moderation
- Any adjustments to align judgements into line with those of other teachers along with the rationale for the adjustment
- Identification of any special considerations applied.
- Signed declaration of the analysis of data.

INTERNAL REVIEWS AND COMPLAINTS

The school will be required to submit CDGs to WJEC by 2nd July. At this point, students will be informed of the provisional grades awarded. Where a student is satisfied with the grades determined by the school, there is no further action.

If learners, parents or carers are dissatisfied at any stage of the CDG process, the school recommend following the internal complaints procedures which are outlined in the schools [Complaints policy](#). However, learners are able to appeal their CDG. Qualification Wales has published the appeal process which has been communicated to parents. The process has three stages:

- Stage 1 – In June, the school will share the provisional Centre Determined Grade with learners. Learners can ask it to be reviewed and/or correct any errors before it is submitted to WJEC. This could lead to the provisional grade being higher or lower than it was before the centre review.
- Stage 2 – After results day, learners can appeal to WJEC through the school, if they feel that the judgement made by the school is unreasonable and/or an error in the process has been made. If WJEC decide there has been an error or that the grade is unreasonable learners will be awarded a new grade. This grade could be higher or lower than the one they appealed.
- Stage 3 – Following completion of a Stage 2 review, learners can request an Exam Procedures Review Service (EPRS) from Qualifications Wales to check whether WJEC has followed the required procedures. This is the final stage in the appeal process.

The internal reviews and complaints process will reflect WJEC protocols as specified and will be amended accordingly should any updates be required.

PROFESSIONAL LEARNING SUPPORT

Communication from Welsh Government, Qualification Wales and WJEC are disseminated promptly to subject leads via email. Head of Department meetings are utilised to discuss and provide

clarification on implementation of documentation. This information is then presented and discussed within department meetings to all teaching staff. The senior staff will continue to ensure that appropriate training is provided to all staff using the professional learning support available including:

- Assessment to include avoiding unconscious bias
- Equalities and managing conscious and unconscious bias
- Data processing and data protection, particularly fair processing notices.

DATA PROTECTION & GDPR

All candidates should be aware that the school is required to share personal pupil data with the awarding bodies to process examination entries and for the general administration of examinations. Access to this information is strictly controlled but may be shared with other education partners where appropriate (e.g. Local Authorities and Welsh Government). This is exercised under Article 6 of GDPR. The school and/or awarding bodies do not share data with organisations involved in direct marketing or similar activities. The school's privacy statements are available from the school website.

Llangatwg Community School is registered with the Information Commissioner for the purposes stated above, as are the main awarding bodies. More information may be found on their website <https://ico.org.uk/>. Candidates have a range of rights including the right of access to the data held at school level and at individual awarding bodies. However, the school and/or awarding body reserve the right to charge an administration fee for providing details following a request from a candidate.

PRIVATE CANDIDATES

Occasionally, the school has a very small number of students who sit examinations as private candidates. Any conflict of interest regarding a private candidate must be declared. Private candidates will be assessed in a controlled environment within school using unseen verified assessment materials, in line with the subject assessment plan and WJEC guidance and protocols.

Appendix A - Timeline Communicating Assessment, Quality Assurance Process.

Date	Event
5 th March	WJEC provides information to centres on the assessment and Internal Quality Assurance requirements
19 th – 25 th March	Centres submit their assessment and Internal Quality Assurance policies to WJEC
By Easter	The school will inform students how they will be assessed and graded for their qualification
12 th April	WJEC provides feedback to centres on their policies
12 th April – 28 th May	Assessment window
2 nd July	Grading decisions made in centres and Internal Quality Assurance undertaken. Grades are shared with students and centre reviews undertaken. Centres internally review and sign off outcomes.
14 th June – 2 nd July	Submission window for Centre-Determined Grades
21 st June – 12 th July	WJEC Quality Assurance student decision making records and overall outcomes
13 th – 16 th July	WJEC discusses atypical results with centres and issues arising from review of evidence records
12 th August	GCSE Results
24 th August – 21 st September	GCSE appeals window

Appendix B – Guidance on access arrangements and reasonable adjustments

Introduction

The purpose of this guidance is to provide advice to centre staff on access arrangements and reasonable adjustments for summer 2021.

The guidance covers the following Qualifications Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

The following [JCQ guidance](#) should also be considered:

- Access Arrangements and Reasonable Adjustments book 1 September 2020 to 31 August 2021.
- Notice to Centres - SENCOs and assessors - June 2021
- Important supplementary information for SENCOs and assessors 2020/21

Access arrangements and reasonable adjustments allow candidates with specific needs, such as special educational needs or disabilities, to access assessments, meeting the needs of the individual without affecting the integrity of the assessment. They are agreed before an assessment takes place and should reflect a candidate's normal way of working.

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), the centre must make every effort to ensure that these arrangements are in place when assessments are being taken. Where, for some reason, that has not been possible, the judgements should be reflected in the final judgement.

Centres are strongly recommended to seek advice from relevant specialist teachers or other specialists supporting the candidate on the evidence used for grading

The Public Sector Equality Duty (PSED) requires and enables schools and colleges to make decisions in a fair, transparent and accountable way, considering the needs and rights of different learners.

Applying for access arrangements

Centres should continue to test for, submit applications to WJEC, and apply relevant access arrangements (and paper modifications), as if standard examinations were going ahead*. This is to ensure that any candidate's work, taken into account when determining the centre grade, has had the relevant access arrangement(s)/modification(s) in place, to ensure they provide as accurate a

representation of ability as possible and to allow for the smooth progression of the arrangements in future examination series.

*Specialist advice should always be sought, where necessary.

The deadline for processing online access arrangements applications has been extended this year from 21 February to 31 March 2021. An online application may, however, be processed after 31 March given the current exceptional and challenging circumstances.

Modified papers

A full list of modified papers is available on the WJEC secure website. The modified papers will be available from the week commencing 15 March. Modified papers will not be printed and despatched to centres but will be available to download electronically from our secure website.

Centres have previously been requested to make all applications for additional modifications to WJEC by 4 March 2021.

Determining grades

Each Centre Determined Grade must be an objective decision based on evidence of a candidate's knowledge, understanding, skills and abilities in relation to the subject.

For learners with special educational needs and/or disabilities (SEND), schools and colleges should make their judgement assuming learners had continued to receive any usual additional learning support.

Evidence should be gathered from relevant professionals to enable teachers to make secure judgements about Centre Determined Grades. This might include, for example, seeking information from teachers in another school, college, or alternative provision such as a hospital setting. It could also include peripatetic or advisory teachers who may work across a number of centres, such as qualified teachers of deaf, vision impaired and multi-sensory impaired children and young people.

Appeals

As in other series, appeals may be submitted on the grounds of access arrangements and reasonable adjustments. Further information will be available in the guidance on appeals.

Contact details

Modified papers: Modifiedpaperqueries@wjec.co.uk

Other access arrangements: SpecialRequirements@wjec.co.uk

Appendix C – Learner Decision Making Record

Subject – [Exemplar]

Name:

Target Grade:

Assessment (Total Marks)	Mark
Active Zones Test (24)	
Distinctive Landscapes Test (28)	
Environmental Challenges Test 1 (25)	
Environmental Challenges Test 2 (10)	
Weather and Climate Test (25)	
Mid-term (100)	
Mid-term Grade	
Unit 1 Modified Paper	
Unit 2 Modified Paper	

Access arrangements or reasonable adjustments (if relevant):

Special Consideration (if relevant):

Appendix D – Special Considerations

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on Centre Determined Grades.

The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

Special consideration

The process of centres submitting special consideration applications to awarding bodies **will not** apply this summer.

As the evidence is flexible and can be tailored to an individual learner according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by learners where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a learner's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the learner's performance(s) **at the time of taking relevant assessments** which contribute to the Centre Determined Grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- The centre not implementing previously approved access arrangements

Learners will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the centre's internal regulations

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods

and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment frameworks provided by WJEC. Additional information will be provided in the WJEC guidance on grading. Centre Determined Grades are based on the evidence produced by the learner and not on their potential.

How to apply special consideration

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a learner's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the learner suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the learner
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment

4% Very serious problems such as:

- life-threatening illness of learner or member of immediate family
- major surgery at or near the time of the assessment
- severe disease
- very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment

NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance - most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress)

1% Reserved for more minor problems:

- illness of another learner which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

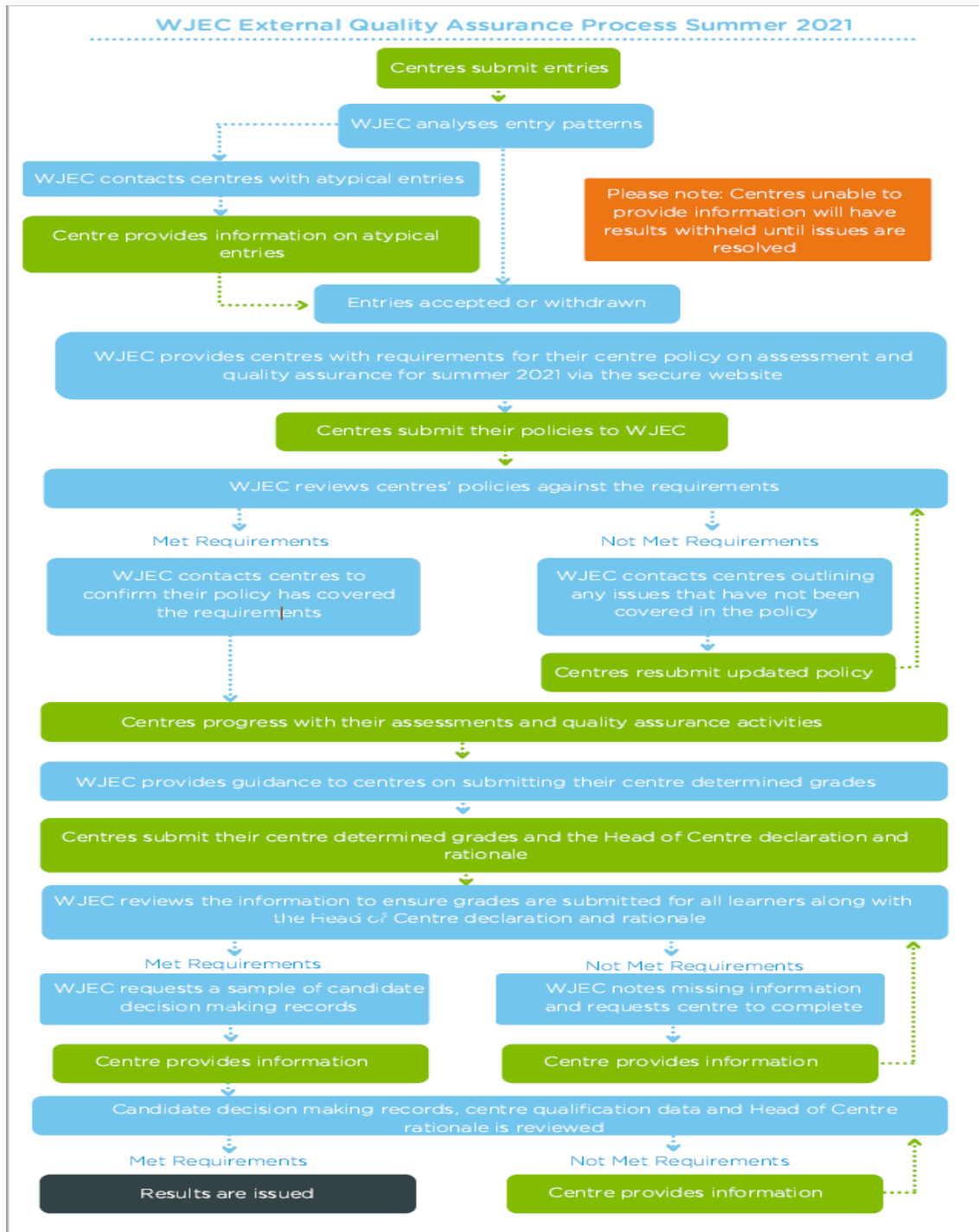
Appeals

As in other series, appeals may be submitted on the grounds of the application of special consideration. Further information will be available in the guidance on appeals.

Contact details

SpecialRequirements@wjec.co.uk

Appendix E – WJEC External Quality Assurance Process



Appendix F – Guidance on Conflict of Interest

The [JCQ General Regulations for Approved Centres](#) require that centres record conflicts of interest and take steps to mitigate their effects. In addition, in certain circumstances, centres are required to notify awarding bodies of the conflict of interest.

The way in which grades are being awarded this year means that there are different risks and requirements relating to conflicts of interest. Heads of Centre are responsible for managing any potential conflicts of interest in relation to the submission of Centre Determined Grades.

The requirements for this series are:

The Head of Centre must ensure that records of a potential conflict of interest, and the steps taken to mitigate it, are retained.

In the following instances, WJEC must be notified of the conflict of interest:

- The potential conflict of interest involves the Head of Centre
- A member of centre staff has been entered as a candidate
- A member of centre staff is involved in determining a grade for a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

The notification must include details of the candidates involved and the steps taken to mitigate the conflict.

Conflicts of interest must be notified to WJEC using our online form – the link for this will be made available at a later date.

LLANGATWG COMMUNITY SCHOOL [Appendix F]

Declaration of Conflict of Interests

Please read the guidance notes overleaf before completing this form

I have read the guidance notes overleaf and declare as follows:

Please tick the appropriate box

Either

A. I have no conflict of interest to declare.

Or

B. I set out below the conflict of interest which I am required to declare in respect of the guidance above.

Full Name: _____

Job Title: _____

Signed: _____

Date: _____

Please return to Mrs. M. Rowlands (Examinations Officer)

Appendix G – Internal Moderation Record

INTERNAL MODERATION - SUBJECT: _____				
Lead Assessor's name: _____		Assessor's name: _____		
Component: _____		Date: _____		
Candidate (Anonymised)	Assessor Mark	Lead Assessor Mark	Agree	General Comments
1.				
2.				
3.				
4.				
5.				
6.				