

## Welsh Baccalaureate

# National/Foundation Skills Challenge Certificate



**Teacher Handbook 3**  
**Managing a Skills**  
**Challenge Certificate team**  
November 2022 Specification

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# 1 INTRODUCTION

Welcome to your WJEC handbook which will lead you through managing your Skills Challenge Certificate team, which has been designed to assist you in managing the National/Foundation Skills Challenge Certificate. This is the third in a suite of three handbooks:

- Managing teaching and learning
- Managing assessment
- **Managing a Skills Challenge Certificate team**





These handbooks are one of several ways in which WJEC provides assistance to teachers who are delivering any component of the National/Foundation Skills Challenge Certificate. They should be used in conjunction with the following range of services offered by WJEC to ensure both understanding and effective teaching and learning of the qualification:

- centre moderation and Principal Moderators' reports on each assessment series;
- Professional Learning events;
- access to WJEC Subject and Administration Officers;
- support provided by the Regional Support Officers;
- access to the specification and other key documents on the main website;
- access to assessment requirements on the secure website.

## 1.1 KEY PERSONNEL

There are an enthusiastic and dedicated team at WJEC who are available to Skills Challenge Certificate Coordinators for support and guidance when undertaking the role of Coordinator within centres.

### Meet the team

Personnel	Role			Can help with...
Sara Davies 	Subject Officer	01443 561146	<a href="mailto:nfsc@wjec.co.uk">nfsc@wjec.co.uk</a>	Professional Learning, moderation and standards
Emma Baldwin	Team Coordinator	01443 561146	<a href="mailto:nfsc@wjec.co.uk">nfsc@wjec.co.uk</a>	General questions on qualification
Regional Support Officers 	Regional Support to all centres	To find the Regional Support Officer who is working within any given area of Wales, visit our <a href="#">webpage</a>		Training, standards and guidance
Administration Support	Operations Team	029 2065 5014	<a href="mailto:wbq@wjec.co.uk">wbq@wjec.co.uk</a>	Registration, entries, IAMIS, results

## 2 MANAGING TEACHING AND LEARNING

### 2.1 DEVELOPING A SUCCESSFUL TEAM

Being a Skills Challenge Certificate Coordinator is a unique position within a school, where you are leading a team of practitioners, none of whom specialise in the area in which they are being asked to teach. Currently there is not a Skills Challenge Certificate initial teacher training course in Wales, and therefore it is the role of the Coordinator to develop a group of individuals, with specialisms across a range of subject areas, into a cohesive and enthusiastic Skills Challenge Certificate Department. It is vital that all those who are delivering the Skills Challenge Certificate feel confident to do so, which can be achieved by coherent and knowledgeable leadership by the Skills Challenge Certificate Coordinator. To develop an effective Skills Challenge Certificate team, a Coordinator should give priority to:

- fully understanding the requirements of the [Skills Challenge Certificate Specification](#);
- sharing the '[Management of Teaching and Learning](#)' handbook with the team to ensure the understanding of teaching and learning requirements;
- sharing the '[Managing Assessment](#)' handbook with the team to ensure the understanding of assessment requirements and standards;
- regularly calendared Skills Challenge Certificate team meetings to be held throughout the year;
- sharing and maintaining the annual overview of assessment, internal standardisation and external moderation requirements with all team members;
- utilising the support of the [WJEC Regional Support](#) and [Subject Officers](#);
- actively participating in network events for Skills Challenge Certificate Coordinators organised by your local consortium (contact your RSO if you need to be introduced to the organiser).

### 2.2 DEVELOPING A SUCCESSFUL DELIVERY MODEL

A key factor in ensuring successful outcomes for the National/Foundation Skills Challenge Certificate qualification is to adopt a delivery model that is right for the centre. A 'one size, fits all' approach may not be appropriate when delivering a learning programme which demands a different style of teaching and learning, which leads to the understanding, development and assessment of skills. There are several factors to consider when deciding upon a delivery model which is right for the centre:

- will the subject background of the delivery team influence which components they deliver, or will all the team deliver all components?
- will teaching and learning be completed through weekly curriculum time only, or a combination of weekly curriculum time and 'drop-down' days?
- will all the cohort study the same component at the same time, or will a carousel model be a better approach for the centre?

- will the delivery model allow one component to be externally moderated every series to ease external moderation pressures?
- will the cohort have access to ICT when needed?

With several questions influencing the most appropriate delivery model for centres, the strengths and weaknesses of the most common delivery models are outlined below.

### CAROUSEL DELIVERY MODEL FOR CHALLENGES

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
<b>Year 10</b>	Group 1					
	Group 2					
<b>Year 11</b>	All					

For example,

Route A – Global Citizenship Challenge and Enterprise and Employability Challenge

	Enterprise and Employability Challenge
	Global Citizenship Challenge
	Individual Project

STRENGTHS	WEAKNESSES
Can use members of the team to specialise in one Challenge	Lack of team understanding across the qualification. Focused departmental meetings are difficult with team members teaching different components
Delivering the same thing 2 times a year will develop teacher confidence and raise standards of delivery	All Challenges need to be completed by a specific deadline. No room for teacher absences or flexible finishing times
Opportunity to submit the same Challenge twice a year for moderation feedback, further influencing standards	Lead assessor could be training assessors on 2 different components for each moderation series
Can utilise ICT facilities for the components for which they are required	No available time for resit provision
If using a coaching brief for the Community Challenge a smaller audience is required at any one time	The hours required to complete each Challenge are different, which doesn't sit well with this model

## CONCURRENT DELIVERY MODEL FOR CHALLENGES

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
<b>Year 10</b>	Group 1					
	Group 2					
<b>Year 11</b>	All					

For example,

Route A – Global Citizenship Challenge and Enterprise and Employability Challenge

	Enterprise and Employability Challenge
	Global Citizenship Challenge
	Individual Project

STRENGTHS	WEAKNESSES
All team members develop a full understanding of the qualification, and departmental meetings are more focussed	Will only allow for moderation feedback once every cycle of the qualification
Lead assessor can concentrate on assessor training for one component at a time	Access to ICT can be an issue with the entire cohort needing to use ICT at the same time
Can enter a full cohort for moderation, easing the moderation burden across the cycle of the qualification	All learners undertaking the Community Challenge at the same time can lead to issues with availability of resources and audience
Can utilise the summer term to run the Community Challenge easing logistical issues	No available time for resit provision
Deadline dates can be more flexible with all delivering the same component	

## USING YEAR 9 FOR TEACHING AND LEARNING

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
<b>Year 9</b>						
<b>Year 10</b>						
<b>Year 11</b>						

For example,

Route B – Community Challenge and Enterprise and Employability Challenge

	Development of skills – teaching and learning
	Enterprise and Employability Challenge
	Community Challenge
	Individual Project
	Resit provision

STRENGTHS	WEAKNESSES
Allows for a more developed teaching and learning programme, giving more opportunity to practice skills	Learners could be too young to develop some skills to the appropriate levels
Can utilise the summer term to run the Community Challenge easing logistical issues	
Can enter a full cohort for moderation, easing the moderation burden across the cycle of the qualification	
Allows time for learners to undertake a resit of a component	
Potential of the qualification assessment being completed by January of Year 11	

## 3 MANAGING ASSESSMENT

### 3.1 DOCUMENTATION AND ASSESSMENT AIDS

As a Skills Challenge Certificate Coordinator, one of the most important aspects of the role is to ensure that all those delivering understand what documentation is needed when preparing a learner for assessment. It is also essential that all assessors are trained in the application of standards. All documentation linked to the National/Foundation Skills Challenge Certificate can be accessed by the [secure website](#). The Exams Officer within the centre can allow a coordinator access to the secure website. These are the documents that are needed for learners and assessors to complete assessment effectively, as required by WJEC:

<b>Candidate Challenge Booklet</b>	This is the booklet that <b>learners</b> can complete as they work their way through the Challenges. The booklet will lead them through each task that needs to be completed. Booklets must be kept securely by the centre.
<b>Candidate Controlled Assessment Booklet</b>	This is the booklet which <b>assessors</b> complete to record the marks for each Learning Outcome for the component, which is signed by the <b>assessor</b> as a declaration of the authenticity of the work presented by the learner. It also contains a Time Log that <b>learners</b> must complete, and a declaration of the authenticity of their work which the <b>learner</b> must sign (can be electronic).
<b>Guidance to assessment</b>	WJEC has produced a ' <a href="#">Managing Assessment</a> ' teacher handbook which will guide the team through assessment.
<b>Work exemplifying standards</b>	There is work on the <a href="#">secure website</a> for each component which exemplifies the standards required for each of the performance bands of the assessment grids. These should be used for ranking exercises and internal standardisation training with the Skills Challenge Certificate team. An illustration of how to navigate the secure website to access the work can be found in the appendices.

<b>Assessment grids for the components</b>	All assessors should have access to the assessment grids for the components that they are assessing. These can be found in the <a href="#">National/Foundation Skills Challenge Certificate Specification</a> or in the appendices of the 'Managing Assessment' teacher handbook.
<b>Internal Standardisation materials</b>	To effectively train the team on assessment standards, WJEC has produced internal standardisation materials to successfully lead a coordinator through an internal standardisation session on all components. These can be found in the appendices.
<b>Internal Moderation materials</b>	To monitor the consistent application of standards, WJEC has produced materials to log internal moderation effectively for quality assurance purposes. These can be found in the appendices.

## 3.2 INTERNAL STANDARDISATION TRAINING

Internal standardisation training is the responsibility of the Skills Challenge Certificate Coordinator. The Coordinator themselves could lead the training, or if the centre has 'Component Lead Assessors', then training of standards on the different components could be relinquished to the Component Lead Assessor.

The internal standardisation process makes sure that assessment is accurate and consistent across assessors and should be used to guide and support the assessment team within the centre. Internal standardisation should be completed before assessors begin to mark live work. It should guide all assessors to interpret standards consistently.

Internal standardisation training is required to ensure that all those assessing a specific component are fully understanding of the standards and can apply those standards according to the assessment criteria of the component. Usually about 2-3 hours is needed to carry out internal standardisation, although this does depend on the number of assessors within the centre. To undertake effective internal standardisation, the following process is recommended as good practice.

### Before an Internal Standardisation meeting

- All assessors should have a copy of the component assessment grid to familiarise themselves with the content. This can be found in the [Skills Challenge Certificate Specification](#) or the 'Assessment Handbook';
- All assessors should have familiarised themselves with the assessment band differentiators and their meaning for the qualification which can be found in the appendices of the 'Assessment Handbook';
- All assessors should familiarise themselves with the 'Assessment guidance' tables for the component being assessed within the 'Assessment Handbook'
- All assessors should be given a copy of the Agenda and information regarding the meeting. An outline of an Agenda for the meeting can be found in the appendices.



## During an Internal Standardisation meeting

- To familiarise the team with the standards required for each grade boundary of the assessment grid, a **ranking exercise** should be used using 4 pieces of evidence, one on each grade. Examples of work that can be used for a ranking exercise can be found on the [secure website](#), along with Principal Moderator commentary explaining why the evidence exemplifies each grade. Assessors should be asked to rank evidence from a Level 1 Pass through to a Level 2 Distinction using the examples provided along with the assessment grid. A discussion on standards and evidence within the examples which exemplifies those standards should then take place.
- Once assessors are confident with the standards required for each grade, further examples of work should be used to complete a **marking exercise**. This could be done during the same meeting or in a follow up meeting. Good practice is to ensure all assessors mark a piece of work on each grade boundary, so they are recognising standards and applying marks across the range of assessment bands. Again, examples of work for a marking exercise, along with Principal Moderator commentary can be found on the [secure website](#). All assessors should be given the 'Assessor Training Record' sheet to record the marks attributed to the examples and make any comments. A copy of the 'Assessor Training record' sheet can be found in the appendices.
- A discussion should then take place on the marks awarded by all assessors, identifying any differences. This discussion should lead to all assessors achieving a common understanding and application of the marking criteria and standards set by WJEC.

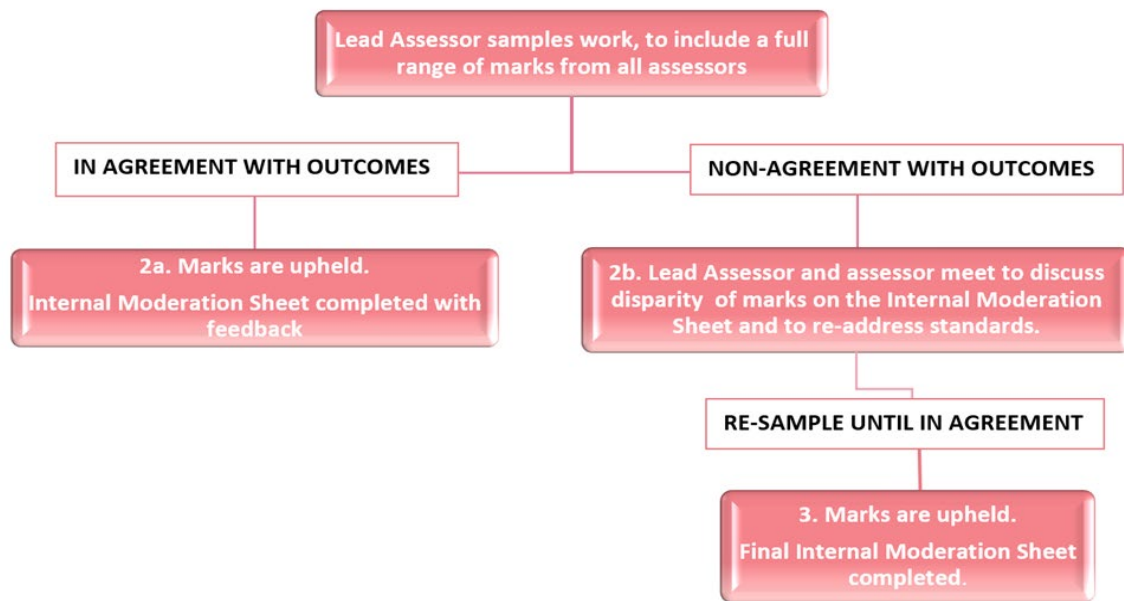
## Following an Internal Standardisation meeting

- A centres internal standardisation process – agenda, examples of work used for standardisation and Assessor Training Records should be evidenced in the centre Skills Challenge Certificate Evidence folder to confirm it has taken place. More information about the Skills Challenge Certificate Evidence folder can be found in Section 5 of this handbook. It is expected that the Skills Challenge Certificate Coordinator makes comments on internal standardisation that clarifies that all the assessors are acceptable to proceed with assessment.
- If there are any concerns regarding the application of standards by an assessor within the centre, a second marking exercise should be undertaken to ensure standards have been understood and are being applied correctly before marking any live work.

## 3.3 INTERNAL MODERATION

Internal moderation is the process that the Skills Challenge Coordinator or the Component Lead Assessor undertakes to ensure that the standards agreed upon as a result of the internal standardisation process have been maintained and have been applied to live work within the centre. It is usual practice for the lead assessor to collect 3 random examples of work from each assessor to perform internal moderation. These should be across a range of marks e.g. the top, middle and bottom piece of work from each assessor. The lead assessor should then moderate the

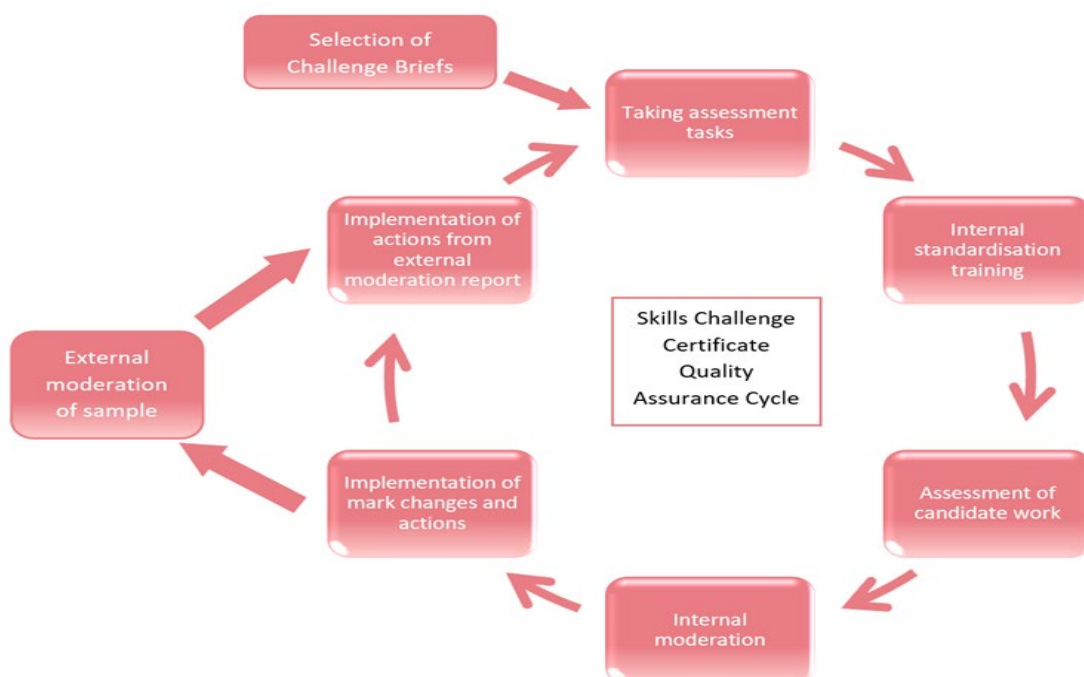
work, to confirm that standards have been applied correctly by each assessor. The following flow diagram outlines the internal moderation process:



The internal moderation process should be evidenced using the Internal Moderation Record (IM1) sheet. An example of the IM1 sheet can be found in the appendices. Completed IM1 sheets should be kept in the Skills Challenge Certificate Evidence folder to evidence the process of internal moderation within the centre.

### 3.4 QUALITY ASSURANCE CYCLE

Both the internal standardisation process and the internal moderation process are integral parts of the quality assurance cycle within a centre. It is the role of the Skills Challenge Certificate Coordinator to ensure that the quality assurance cycle is implemented for each moderation series. The quality assurance cycle is outlined below:



For every series where component work is entered for external moderation, the centre will receive a moderator report for that component. These can be found on **IAMIS**, which will be covered in Section 4. It is the responsibility of the Skills Challenge Certificate Coordinator to share these with the delivery team and implement any actions required from the moderator's report as part of the centres quality assurance before starting the next cycle.

## 4 MANAGING ADMINISTRATION

One of the key aspects of a Skills Challenge Coordinator's role is managing the administration of the qualification. This can be quite daunting at the beginning, but there are a number of people and guidance documents available for support.

### Within centre

The Skills Challenge Certificate Coordinator will need to work closely with the centre's Exams Officer. It is the Exams Officer who will receive all correspondence from WJEC. They will be aware of deadline dates for registrations and entries. They will also be able to give the Skills Challenge Certificate Coordinator access to the IAMIS system to input marks for external moderation and to access moderator reports.

### WJEC support – Operations team

There is a designated team within WJEC, led by Laura Hughes, who is there to support Skills Challenge Certificate Coordinators with all administration aspects of the qualification. They produce an annual [Administration Handbook](#) which has guidance on all aspects of administration linked to the Skills Challenge Certificate. They also produce a wall planner of deadline dates for each academic year. Contact details of the Operations Team can be found on page 3 of this handbook.

### 4.1 REGISTRATION

All learners who undertake the Skills Challenge Certificate need to be registered on the qualification with WJEC. This is the responsibility of the Exams Officer. Registration for the qualification must be made at the beginning of the course, which means Year 10 cohorts must be registered by **October 31<sup>st</sup>**.

If a learner who has already been registered in one centre changes centres during the period of the qualification, then the registration follows that learner. They do not need to be re-registered by the new centre.

If a new learner arrives at a centre with no previous registration i.e. has moved to Wales from another country, the learner can be registered at any time.

Registrations last the lifetime of the specification. Therefore, if a learner wishes to re-sit components which takes them into a third year of the qualification, the original registration is still valid.

## 4.2 ENTRIES

Entries are made when the centre is ready for work to be moderated externally by WJEC. All components of the qualification must be entered separately, under the specific component code. Component entry codes can be found in the [Administration Handbook](#).

Entries can be made for the annual January or June series. Entry deadline for the January series is **November 21<sup>st</sup>**, and the deadline for the June series is **February 21<sup>st</sup>**. For each series the Skills Challenge Certificate Coordinator should make the decision which learners are to be entered for which component, and it is the responsibility of the Exams Officer to complete the entries.

Challenge components completed by learners can be entered for moderation during any series following registration onto the qualification. However, the Individual Project can only be entered for moderation during the second year that the learner is following the qualification, therefore in the January or June series of Year 11 for the learner.

At the end of the course when all chosen components have been completed the learner must be entered for route they have followed, and cash-in for the Skills Challenge Certificate and for the Welsh Baccalaureate to achieve both qualifications.

## 4.3 USING WJEC SYSTEMS

### IAMIS

Once the registration and entries of learners has taken place by the Exams Officer within the centre, access should be given to the Skills Challenge Certificate Coordinator to the **IAMIS** system. **IAMIS (Internal Assessment Mark Input System)** can be found by accessing the [secure website](#) and navigating to the 'Internal Assessment' page by clicking the heading (see appendices for illustration). This webpage is where you will be asked to submit candidate marks for each component for external moderation. You can also view or edit candidates marks and will gain access to the moderator's report once the moderation series has finished. It is good practice to download the moderation report for each series to the centre's Skills Challenge Certificate folder, as they will only be saved on IAMIS until the next moderation series.

For each moderation series, it will be the IAMIS system that will alert the centre to the generated sample of candidates' work selected by WJEC which will need to be uploaded to the e-submission platform.

### E-submission

For external moderation, the samples of evidence requested for each component of the Skills Challenge Certificate must be uploaded to WJEC's e-submission IAMIS platform. There is a designated [webpage](#) for e-submission on WJEC's website, with access to centre user guides, subject user guides and a helpful video with an overview of how to use the system. Once again, it is the centre's Exams Officer who will receive information and access to the e-submission platform from WJEC, which can then be given to the Skills Challenge Certificate Coordinator at the discretion of the Exams Officer.

## 4.4 SUBMISSION OF MARKS AND WORK

For each moderation cycle, all candidate marks and assessor initials are submitted via IAMIS. It is the responsibility of the Skills Challenge Certificate Coordinator to ensure that correct assessor initials are submitted for each candidate, as the sampling process will require at least 3 pieces of work from each assessor. By submitting marks, the centre is declaring that internal moderation has taken place, all marks submitted are genuine and correct, and all work is available to be called for during the moderation process.

WJEC will select a minimum sample of work dependent on the size of the cohort, but will also factor the number of assessors within the centre, as illustrated below:

Total number of candidates entered for component	Minimum sample size
1 – 10	All
11 – 100	10
101 - 200	15
201 +	25

Therefore, a centre who has entered 180 learners will have a sample size of 15. However, if there were 7 assessors within the centre marking the component, this would increase the sample size to 21. Additional work may be requested by WJEC at any point during the moderation process.

## 4.5 EXTERNAL MODERATION

The external moderation process will determine whether the centre marks that have been entered for a component are accepted or adjusted for that series. If the moderator is not in agreement with the centre marks, adjustments can be made. This can be on a centre basis, if there is disagreement with the standards set by all assessors. Adjustments can also be made for individual assessors if it is deemed that individual assessors within the centre have not applied the required standards of assessment. The moderator's report will be available on results day and will indicate whether mark adjustments have taken place.

## 4.6 RESULTS

Results day for a January series will be the first week of March, whilst June series results will be published on GCSE results day. The raw marks entered by the centre will generally fall into the following grades of achievement:

Grade	Marks awarded for Challenges	Marks awarded for Individual Project
Level 1 Pass	5 – 13	15 – 35
Level 2 Pass	14 – 20	36 – 53
Level 2 Merit	21 – 28	54 – 71
Level 2 Distinction	29 - 36	72 - 96

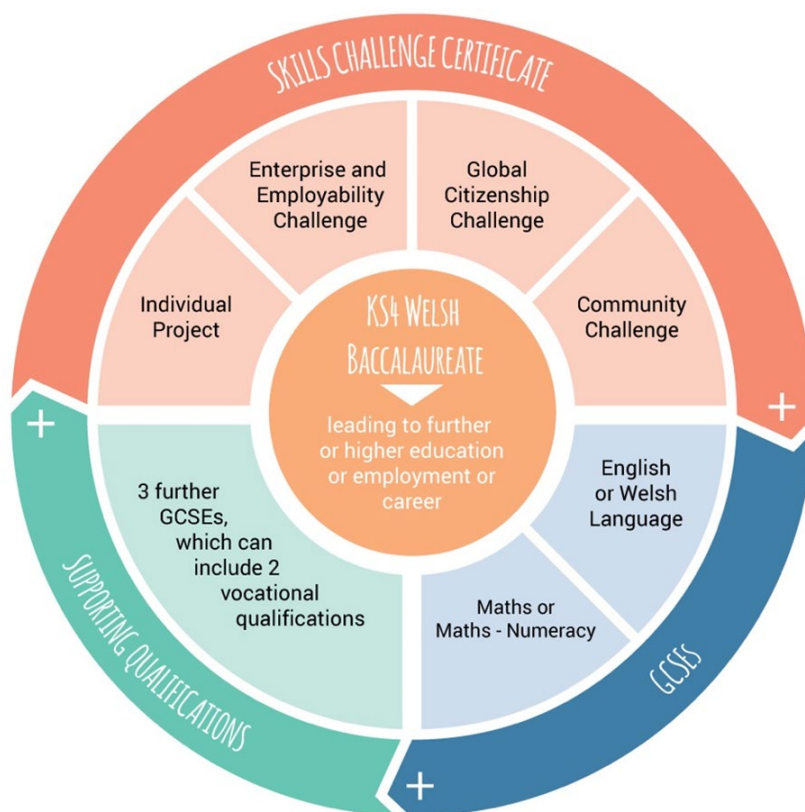
These raw grades will then be converted into UMS marks. Information on how raw grades are converted into UMS marks for any given series can be found on the [secure website](#), or on the second page of the [Principal Moderator’s Report](#) for that series. It is the accumulation of the UMS marks out of 300 across the components entered that will give the learner the overall Skills Challenge Certificate grade:

	Grades	UMS marks
<b>National</b>	A*	270 – 300
	A	240 – 269
	B	180 – 239
	C	120 – 179
<b>Foundation</b>	Pass*	90 – 119
	Pass	60 - 89

For a learner to achieve the **National Skills Challenge Certificate**, they will need to pass all the components entered and achieve a minimum of 120 UMS marks.

For a learner to achieve the **Foundation Skills Challenge Certificate**, they must achieve pass all the components entered and achieve a minimum of 60 UMS marks.

The **Welsh Baccalaureate** aggregation will be formulated by achieving the following elements and will be awarded as either a pass or fail.



The **National Welsh Baccalaureate** is awarded at a Pass grade when learners achieve all elements of the wheel at an A\* to C grade.

The **Foundation Welsh Baccalaureate** is awarded at a Pass grade when learners achieve a Pass\* or Pass in the Skills Challenge Certificate, and an A\* to G in the other qualifications on the wheel.

## 4.7 RESITS OF A COMPONENT

A candidate who has been awarded a result for a component can re-sit that component once.

Candidates who choose to re-sit a component must complete a different assessment from the originally assessed work.

The same Challenge Brief can be re-visited, but all tasks must be completed as new. This means learners **cannot** improve Challenge or Individual Project work that has already been previously submitted for assessment.

Failure to meet these requirements could constitute malpractice and as such would be dealt with by WJEC Compliance.

## 5 MANAGING SELF-EVALUATION

### 5.1 EXTERNAL MODERATION REPORTS

As mentioned in the section on quality assurance of the centre, the external moderation reports perform a central role in the self-evaluation and improvement of standards within the centre. All moderator reports can be found on IAMIS on results day (see illustration in the appendices). The moderator reports will make comments on:

- Administration;
- Assessment and Standards;
- Outcomes of moderation.

They will also refer to any mark adjustments that have been applied to the centre marks for that series. The Regional Support or Subject Officer can offer any guidance needed in interpreting advice and actions suggested within the report.

It is also advised that the Skills Challenge Certificate Coordinator refers to the [Principal Moderator Report](#) which is produced for each series. This report will give a detailed account from each of the Principal Moderators on their findings for the series, what was evidenced and assessed effectively, and general areas for improvement.

### 5.2 SKILLS CHALLENGE CERTIFICATE EVIDENCE FOLDER

It is good practice as the lead within the centre, that the Skills Challenge Certificate Coordinator maintains a digital file evidencing all self-evaluation processes undertaken during the cycle of the qualification. This can be used to evidence departmental development with line managers or SLT; for any evaluations undertaken by regional consortia or for an ESTYN inspection. The Skills Challenge Certificate team can also use it as a point of reference for teaching and learning, internal standardisation and moderation, and for external moderation actions. It is best practice for this digital file to contain:

- Skills Challenge Certificate staff profiles of those delivering within the centre;
- a copy of all Challenge Briefs being used by the centre;
- an overview of assessment schedules for the cycle of the qualification;
- minutes of team meetings held throughout the year;
- records of internal standardisation and moderation and actions arising from the processes;
- learner work exemplifying assessment standards for reference;
- external moderator reports for each moderation series with the implementation of actions arising from them;
- a copy of the Principal Moderator Report following each moderation series;
- a completed copy of the Centre Support Review record following discussions with the Regional Support Officer.

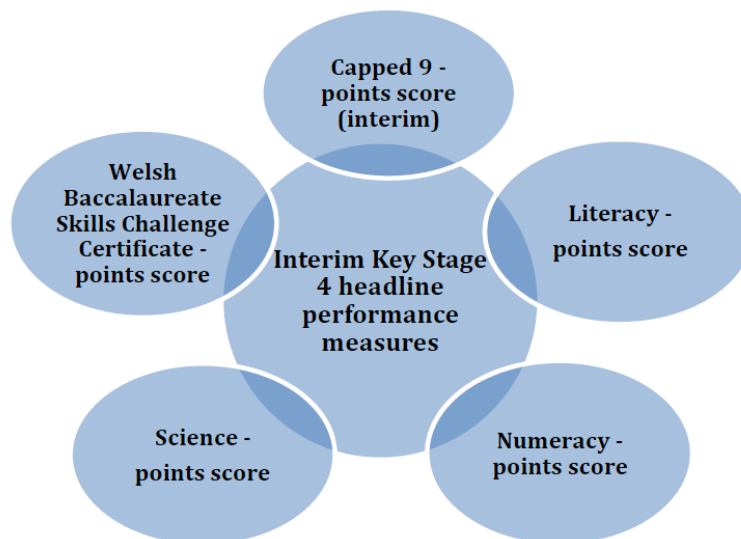


## 5.3 NATIONAL/FOUNDATION PERFORMANCE MEASURE

The National/Foundation Skills Challenge Certificate is one of the interim headline performance measures being used by Welsh Government to measure school attainment and standards. It is referred to as the ‘Welsh Baccalaureate Skills Challenge Certificate – points score’ in Welsh Government documentation. Outcomes for the qualification can also contribute to the ‘Capped 9’ points score measure.

The following information is a summary of references made to these measures within the document ‘[Interim Key Stage 4 School Performance Arrangements: Measures and Analyses](#)’, published by Welsh Government in June 2019.

The Welsh Baccalaureate Skills Challenge Certificate is one of the headline performance measures for KS4:



(illustration on

page 10)

### **The Welsh Baccalaureate Skills Challenge Certificate measure**

The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award:

- Foundation Skills Challenge Certificate (Welsh Baccalaureate); and
- National Skills Challenge Certificate (Welsh Baccalaureate).

(page 14)

The qualification can also contribute the Capped 9 Points score measure.

**Table 1:** An overview of the Capped 9 Points Score (interim)

No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	<u>Best result of first awarding</u> of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		<u>Best result of first awarding</u> of: mathematics – numeracy or mathematics
3	Science slot		<u>Best result of first awarding</u> of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4	'Other six' (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications.  The Welsh Baccalaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.
5			
6			
7			
8			
9			

\*Each slot is one GCSE in size. The literacy, numeracy and science slots are also standalone performance measures.

(illustration on page 11)

'Capped 9' points awarded for the Skills Challenge Certificate grades are:

A*	A	B	C	P*	P
58	52	46	40	34	22

## 6 APPENDICIES

### 6.1 INTERNAL STANDARDISATION AGENDA



### Internal Standardisation Meeting

#### Agenda

**Required Resources:**

- Internal standardisation guidance in the 'Skills Challenge Coordinator Handbook'
- Assessment grid and Glossary
- Assessment Guidance table from 'Assessment Handbook'
- Assessor Training Record Form S1
- Ranking exercise exemplars
- Marking exercise exemplars

1. Introduction and welcome
2. Establishing standards
  - a. Learning outcomes and performance bands
  - b. Differentiating language across performance bands
3. Undertaking a ranking exercise
  - a. Using the performance bands to rank order examples
  - b. Discussion of ranking outcomes
4. Undertaking a marking exercise
  - a. Using the performance bands to apply and record marks to examples
  - b. Discussion of marks awarded by assessors
  - c. Discussion and recording of marks awarded by Principal Moderator
5. Agreement on standards
6. A.O.B

## 6.2 NAVIGATION OF SECURE WEBSITE

1. Click on 'Resources' drop down and choose 'Subject Specific Support materials including CPD and exemplars'

2. Chose 'Welsh Baccalaureate' from the Subject drop down list, and 'all' for level'.

3. Scroll through and access all materials that are available on the secure website

WJEC CBAC

HOME ENTRIES INTERNAL ASSESSMENT SPECIAL REQUIREMENTS RESULTS RESOURCES WELSH BAC JCQ CENTRE ADMIN PORTAL

Signed in as 68

Search Results

Options

Subject: Welsh Baccalaureate Level: All Type of document: All Publication Year: All Lang: English

Description	Subjects	Levels	Brand	Attachments
<a href="#">Advanced CPD Autumn 2018.zip</a>	Welsh Baccalaureate	Advanced	WJEC	
<a href="#">New Co-ordinator CPD Autumn 2018.zip</a>	Welsh Baccalaureate	General	WJEC	
<a href="#">KS4 CPD Autumn 2018.zip</a>	Welsh Baccalaureate	National/Foundation KS4	WJEC	
<a href="#">Advanced CPD Autumn 2019.zip</a>	Welsh Baccalaureate	Advanced	WJEC	

## 6.3 ASSESSOR TRAINING RECORD SHEET (S1)



### Assessor Training Record (S1)

Assessor Name: \_\_\_\_\_

Date: \_\_\_\_\_

You must standardise the Challenge/Project using the assessment criteria, glossary and the assessment guidance. You should indicate the marks allocated to each Learning Outcome and the total marks.

Component:											
Sample		LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	Total	+/-
A	Assessor										
	PM Standard										
B	Assessor										
	PM Standard										
C	Assessor										
	PM Standard										
D	Assessor										
	PM Standard										
										<b>Total</b>	
<b>Comments</b>											

## 6.4 INTERNAL MODERATION SHEET (IM1)



### Internal Moderation Record (IM1)



INTERNAL MODERATION				
Lead Assessor:			Assessor:	
Component:			Date:	
Candidate name	Assessor Mark	Lead Assessor Mark	Agree	General Comments
1.				
2.				
3.				

Lead Assessor agrees with assessment outcomes - ✓ or X

Any further actions required:

## 6.5 NAVIGATION OF IAMIS

The screenshot shows the IAMIS website interface. At the top, there is a navigation menu with the following items: HOME, ENTRIES, INTERNAL ASSESSMENT, SPECIAL REQUIREMENTS, RESULTS, RESOURCES, and WELSH BAC. The 'INTERNAL ASSESSMENT' link is circled in red, with a callout box pointing to it that says 'Access to IAMIS though the secure website'. Below the navigation menu, there is a user status bar that says 'Signed in as 687584', 'Exit page', 'Account Admin', 'Terms & Conditions', and 'Sign out'. The main content area is titled 'WELSH BACCALAUREATE (AUGUST) 2017 -'. It contains two rows of assessment information. The first row is for 'WELSH BACCALAUREATE (AUGUST) 2017 INDIVIDUAL PROJECT KS4 N/F PROJECT (90S9U1)' and the second row is for 'WELSH BACCALAUREATE (AUGUST) 2017 GLOBAL CITIZENSHIP CHALLENGE WB N/F CHALLENGE 2 (90S9U3)'. Each row has three buttons: 'MODERATOR'S REPORT', 'VIEW/EDIT MARKS', and 'ALL MARKS SUBMITTED (110)'. Below this, there is a section titled 'WELSH BACCALAUREATE (AUGUST) 2017 INDIVIDUAL PROJECT (90S9U1) MARKSHEET'. It has a 'VIEW MODERATOR DETAILS' button and three buttons: 'INTERNAL ASSESSMENT MANUAL', 'STEP-BY-STEP GUIDE', and 'PRINT'. There is also a search box with 'Options' and a 'SEARCH' button. Three callout boxes with arrows point to specific elements: 'Access to moderator report' points to the 'MODERATOR'S REPORT' button in the first row; 'Access to marks submitted' points to the 'ALL MARKS SUBMITTED (110)' button in the first row; and 'Submission of marks' points to the 'ALL MARKS SUBMITTED (110)' button in the second row.

Access to IAMIS though the secure website

WELSH BACCALAUREATE (AUGUST) 2017 -

WELSH BACCALAUREATE (AUGUST) 2017 INDIVIDUAL PROJECT KS4 N/F PROJECT (90S9U1)

MODERATOR'S REPORT VIEW/EDIT MARKS ALL MARKS SUBMITTED (110)

WELSH BACCALAUREATE (AUGUST) 2017 GLOBAL CITIZENSHIP CHALLENGE WB N/F CHALLENGE 2 (90S9U3)

MODERATOR'S REPORT VIEW/EDIT MARKS ALL MARKS SUBMITTED (110)

WELSH BACCALAUREATE (AUGUST) 2017 INDIVIDUAL PROJECT (90S9U1) MARKSHEET

VIEW MODERATOR DETAILS INTERNAL ASSESSMENT MANUAL STEP-BY-STEP GUIDE PRINT

Options

Candidate search Rows: 20 Sort by: Mark Show: All

SEARCH

Access to moderator report

Access to marks submitted

Submission of marks

## 6.6 EXTERNAL MODERATION CHECKLIST



### Checklist



- Hold Internal Standardisation training. Exemplar and Principal Moderators' guidance material are available on the WJEC Secure Website.
- Assessors to assess the learners' work.
- Coordinator / Lead assessor to hold Internal Moderation – complete IM1 forms. <https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=31478> (page 22)
- Learners are given their marks and following centre policy have the right to appeal. [Internal Assessment - A Guide for Centres 2024](#) -
- Once IAMIS opens – check to ensure that all entries are correct. IAMIS (*Internal Assessment Mark Input System*) - [WJEC \(wjecservices.co.uk\)](http://www.wjecservices.co.uk)
- All candidate marks and assessor initials are inputted into IAMIS.
- Before submitting marks via IAMIS check that all marks correspond to the marks in the Candidate Assessment Booklets, assessor initials are correct and all Candidate Booklets are signed by candidates and assessors.
- Sample generated – check that at least 3 candidates are in the sample for each assessor. Contact [wbq@wjec.co.uk](mailto:wbq@wjec.co.uk) if this is not the case.
- Please upload the samples onto our Internal Assessment Mark Input System (IAMIS). There is further information on how to upload to IAMIS on the e-submission page of our website: [e-Submission](#)
- The files that have been uploaded will be displayed against the candidate underneath the upload button. If the files do not appear please contact WJEC

