



CONSULTATION - questions document

April 2020

Arrangements for the summer 2020 exam series: consultation questions

How to respond

Before you answer these consultation questions, please make sure you are familiar with our consultation document outlining our proposed arrangements for the summer 2020 exam series. You can read it on our [website](#).

We have provided this document to enable you to consider your responses before responding. As timelines for a decision are tight, please respond to this consultation using the [online survey](#), unless you are unable to do so.

If you need to submit your responses using this document or in an alternative format, please send to summerexams2020@qualificationswales.org. Due to the coronavirus pandemic, our offices are currently closed so we are unable to accept any postal submissions.

This consultation will close at 5pm on Wednesday 13 May 2020. We will not be able to consider any responses submitted after the consultation has closed.

If a question is not relevant to you, or you are unsure about how to respond, please skip that question and move onto the next one.

Where possible, please do not include any personal data that could identify an individual in your responses to our questions.

If you have any questions about this consultation, please contact us on the email address provided above.

Important information

All responses to this consultation will be stored securely on our internal systems and will only be accessible by colleagues for whom it is deemed necessary. As timelines for a decision are tight, if we receive a large number of responses, we may need to commission some support to analyse them. In these instances, we will need to share the responses with the supplier.

Once we have analysed the responses, we will write a summary report. Where appropriate, this report may identify trends in responses and relate these to respondent characteristics. We will publish this report on our website, alongside a commentary outlining our decisions.

All personal data collected will be retained in accordance with the UK Data Protection Act (2018) and the General Data Protection Regulations (GDPR). It will be used to help us shape the arrangements for the awarding of the

specified qualifications in summer 2020. We have published a privacy notice on our [website](#).

About you

To help us consider the responses to this consultation, please tell us in what capacity you are responding.

1. Which of the following best describes you?* *(Please select the option that best describes the capacity in which you are responding to this consultation).*
 - a. Learner
 - b. Education professional
 - c. Parent/carer
 - d. Member of the public
 - e. Local authority or regional education consortia
 - f. Employer or representative body
 - g. Teaching Union
 - h. Awarding body
 - i. Other (please state)
 - j. Prefer not to say

2. If you are responding on behalf of an organisation, please state the name of the organisation in the box below.

Confidentiality

The summary report we publish will not identify any individuals or organisations. However, as we are a public body, all the written material we hold, including any correspondence you send to us, may be considered for release following a request under the Freedom of Information Act 2000. This could include publishing your or your organisation's name alongside your response.

The law allows us to withhold information under some circumstances. If we receive a request for the information that you have provided in your response to this consultation, we will take account of any requests for confidentiality, but we cannot guarantee that it can be maintained in all circumstances.

3a. Do you wish any part of your response to remain confidential?

(Yes / No)

3b. If you selected 'yes', please state clearly what information you would like to be kept confidential and explain your reasons why.

Aims to underpin the statistical standardisation model for the issuing of grades for the summer 2020 exam series

In section 2 of the consultation document, we outline a set of aims that we propose will underpin the statistical standardisation model for issuing grades for the specified qualifications in the summer 2020 exam series. For each aim, please indicate the extent to which you agree with it and clearly explain the reasons for your answer. If you disagree or strongly disagree with any of the aims, please outline what you think could be a suitable alternative.

4. Learners for whom a qualification-level centre assessment grade and rank order are submitted will receive a grade.

- a. To what extent do you agree with this aim?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below.
(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)

5. The outcomes for summer 2020 will be broadly similar to those in previous years.

- a. To what extent do you agree with this aim?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

6. A statistical standardisation model which uses historical evidence of centre performance and the prior attainment of learners, along with the centre assessment data, is likely to be the fairest approach and produce more accurate calculated grades.

- a. To what extent do you agree with this aim?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)

- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

7. As far as possible, we should ensure that the process for awarding grades in summer 2020 will not disadvantage groups of learners, including those with protected characteristics, relative to previous years.

- a. To what extent do you agree with this aim?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

8. Processes for issuing grades in summer 2020 will use results from any qualifications and units already completed and awarded. As such, the evidence used may differ across qualification types.

- a. To what extent do you agree with this aim?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

A specific appeals process for the summer 2020 exam series

In section 2 of the consultation document, we outline the features of the specific appeals process that we propose introducing for the specified qualifications for the summer 2020 exam series. For each question below, please indicate the extent to which you agree with the proposal and clearly explain the reasons for your answer. If you disagree or strongly disagree with any of the proposals, please outline what you think could be a suitable alternative.

9. Learners who are dissatisfied with their results this summer will not be able to appeal against the professional judgement made by their centre, or the procedure used by their centre to arrive at this judgement.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

10. Centres will be able to appeal to WJEC on the grounds that they used the wrong data when calculating a grade, the calculated grades generated by the statistical standardisation model were incorrectly allocated or communicated and/or there was some other procedural failing on the part of WJEC.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

11. For results issued this summer, we should require WJEC to only consider appeals submitted by centres, and not those submitted by individual learners.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

12. If an appeals process identifies an error that would result in a lower grade for learners other than those cited in the appeal, then WJEC should not lower these grades.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

13. WJEC should be required to take all reasonable steps to ensure that all appeal decisions are taken by people who were not involved in the process leading to the issue of those results.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

14. WJEC should be permitted to run a simplified appeals process whereby the decision-maker considers a report by the member of staff conducting the administrative review and any representations made by the centre in light of that report.

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

15. The only functions of the Exam Procedures Review Service (EPRS) this summer will be to review:

- 1. the extent to which WJEC was compliant with our requirements and with their own policies and procedures, or**
- 2. if any error was identified in the data used to generate the calculated grade(s) and/or in the grade(s) issued, whether that error was properly corrected.**

- a. To what extent do you agree with this proposal?
(Strongly agree, agree, partly agree and partly disagree, disagree, strongly disagree, unsure)
- b. Please clearly explain the reasons for your answer in the space below. *(If you have disagreed or strongly disagreed, where possible, please outline what you consider to be a suitable alternative or solution.)*

Integrated Impact Assessment

Regulatory Impact Assessment

In section 3 of the consultation document, we have set out the regulatory impacts we anticipate from the proposals in this consultation. *When responding to the following questions, please make it clear which proposal(s) and/or impacts you are referring to.*

16. In relation to the regulatory impacts that we have identified in this section, are there any additional steps that we could take to reduce them? If so, please outline these steps in the space below.

17a. Are there any **other** positive or negative regulatory impacts (intended or unintended) that we have not already identified? *(If you have identified both positive and negative impacts, please select both options in the list below)*

- i. Yes, there are other positive impacts
- ii. Yes, there are other negative impacts
- iii. No, there are no other impacts
- iv. Unsure

17b. Please explain your answer in the space below, clearly outlining what other impacts you have identified and any steps we could take to reduce this impact.

Equalities Impact Assessment

In section 3 of the consultation document, we have considered the potential impacts of the proposals in this consultation on individuals or groups who share protected characteristics under the Equality Act 2010. *When responding to the following questions, please make it clear which proposal(s) and/or impacts you are referring to.*

18. In relation to the impacts that we have identified in this section, are there any additional steps that we could take to reduce them? If so, please outline these steps in the space below.

19a. Are there any **other** positive or negative impacts (intended or unintended) for individuals or groups who share protected characteristics that we have not identified? *(If you have identified both positive and negative impacts, please select both options in the list below).*

- i. Yes, there are other positive impacts
- ii. Yes, there are other negative impacts
- iii. No, there are no other impacts
- iv. Unsure

19b. Please explain your answer in the space below, clearly outlining what other impacts you have identified and any steps we could take to reduce this impact.

Welsh Language Impact Assessment

In section 3 of the consultation document, we have also considered the potential impacts of the proposals in this consultation on the Welsh language. *When responding to the following questions, please make it clear which proposal(s) and/or impacts you are referring to.*

20a. Are there any positive or negative impacts (intended or unintended) on **opportunities for people to use the Welsh language** that we have not identified? *(If you have identified both positive and negative impacts, please select both options in the list below)*

- i. Yes, there are other positive impacts
- ii. Yes, there are other negative impacts
- iii. No, there are no other impacts
- iv. Unsure

20b. Please explain your answer in the space below, clearly outlining what other impacts you have identified and any steps we could take to reduce this impact.

21a. Are there any positive or negative impacts (intended or unintended) in relation **to treating the Welsh language no less favourably than the English language** that we have not identified? *(If you have identified both positive and negative impacts, please select both options in the list below)*

- i. Yes, there are other positive impacts
- ii. Yes, there are other negative impacts
- iii. No, there are no other impacts
- iv. Unsure

21b. Please explain your answer in the space below, clearly outlining what other impacts you have identified and any steps we could take to reduce this impact.

Additional information

22. We may wish to contact you to discuss your response further. If you are happy for us to do so, please provide your contact details below.

Name:

Email:

Phone number: