

# Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

## Contents

Background and Context.....	1
Purpose .....	2
Roles and Responsibilities.....	2
Subject Assessment Plans .....	3
Development.....	3
Components/Assessment Constructs.....	4
Centre Devised Assessments .....	5
Assessment Delivery .....	6
Levels of Supervision.....	6
Feedback to Learners.....	7
Malpractice .....	8
Ensuring Authenticity of Learners' Work.....	8
Conflicts of Interest in Assessment.....	8
Record Keeping and Storage of Learner Evidence .....	8
Access Arrangements.....	9
Special Consideration.....	9
Internal Quality Assurance of Assessment and Grading Decisions.....	10
Internal Quality Assurance.....	10
Communication Strategy .....	11
Internal Reviews, Appeals and Complaints.....	11

## Background and Context

This policy applies to the process for centre determined grades due to both the cancellation of examinations and the requirement to submit centre assessed grades, affecting the following qualifications during the summer 2021 series:

- GCSEs
- AS and A level
- Skills Challenge Certificate
- Level 3 Health and Social Care Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (unit 216)

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

### Document Control

Reference: ISPOL1900016E  
 Version: 1  
 Review Date: 01/09/2021  
 Author: Alannah Simmons  
 Approver: Steph Tindall

## Purpose

1. 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
2. To ensure the operation of effective processes with clear guidelines and support for staff
3. To ensure that all staff involved in the processes clearly understand their roles and responsibilities
4. To support lecturers to make evidence-based decisions in line with Qualification Wales requirements
5. To achieve a high standard of internal quality assurance in the allocation of CDGs
6. To ensure the Centre meets its obligations in relation to equality and disability legislation
7. To ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

## Roles and Responsibilities

Role	Responsibilities and timescales
Principal	Head of Centre and overall responsibility of centre ensuring delineated roles and responsibilities and quality assurance processes. Signs off Head of Centre declaration by 2 <sup>nd</sup> July.
Corporation Board	The Board of Governors (Corporation Board) and Leadership team are committed to the robust quality process and working practices of the College within their combined executive role, this includes a robust Quality and Standards Committee and Audit Committee.
Assistant Principal Vocational Studies	Responsible for curriculum and quality direction.
Heads of Faculty	Responsible for ensuring assessment plans are consistent across the faculty. Signs off assessment plans by 26 <sup>th</sup> March. Approves communication strategy. Decides training and support requirements. Signs off CDGs by 11 <sup>th</sup> June. Oversees entries process for faculty and access arrangements by entries deadline.
Curriculum Area Managers	Responsible for ensuring assessment plans are consistent across area. Leads teams through assessment planning process. Ensures exams officer receives timely and accurate entries detail. Ensures learners with access arrangements are identified by JCQ deadline.
Quality, Learning and Teaching Manager	Responsible for ensuring that the college approach is in line with WJEC requirements. Oversees quality assurance and training requirements.
Quality Assurance Manager	Responsible for ensuring the quality assurance approach is consistent across college. Involved with signing off assessment plans by 26 <sup>th</sup> March. Advises on training requirements and communication strategy. Supports head of centre with quality assurance of CDGs. Author of overarching QA

Quality Assurance and Assessment Policy:  
WJEC Centre Determined Grades in Summer  
2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

	policy. Ensures records and evidence are stored securely. Cascades information to staff. Manages reviews of marking and appeals process.
Senior Examinations Officer	Ensures entries are made on time and conflicts of interest logged. Cascades information to staff. Manages process of inputting grades and data reconciliation. Communicates provisional grades to learners. Makes appeals applications. Manages WJEC secure website access. Administers access arrangements in conjunction with the Specialist Support Assessor.
Specialist Support Assessor	Responsible for ensuring specialist assessments of access arrangements are undertaken in line with JCQ guidelines. Advises on access arrangements.
Equality and Learning Support Manager	Responsible for ensuring learning support arrangements are in place. Manages learning support assistants. Ensures arrangements are in line with equality and diversity strategy.
Subject Leads	Responsible for leading team through assessment planning process in line with WJEC assessment frameworks, communicates approach with team, leading moderation and internal verification process for subject.
Lecturers	Responsible for undertaking assessment in line with approved assessment approach, attending training, conducting moderation and internal verification of learner work, completing learner decision making records, retaining learner evidence to support review of marking.

## Subject Assessment Plans

The following overarching **best-fit** principles as outlined by WJEC<sup>1</sup> will be at the forefront of the assessment planning approach:

1. Learners **do not have to demonstrate all aspects** of the descriptor to receive that grade.
2. Whilst there is **no specific content** that a learner must have demonstrated knowledge and understanding of, to achieve a grade, it is important that there is evidence of attainment across **sufficient breadth of content**.
3. Learners can achieve the same grade by demonstrating **different combinations of knowledge**, skills and understanding. Strengths in some areas may balance shortcomings in other areas.

The College's overarching approach to centre determined grades is twofold:

1. Grade determination based on agreed assessment components/constructs
2. Individual learner 'best-fit' grade which considers each learner's own learning journey and circumstances to ensure that they receive the fairest grade possible

### Development

Teaching teams will develop their assessment plans by undertaking an assessment gap analysis for each subject to determine the progress against assessment outcomes (AO) and key themes and skills. This process will determine if AOs have been commenced, completed, or not started and

<sup>1</sup> [Guidance for alternative assessment arrangements](#)

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

---

therefore what evidence will be available and what evidence will need to be generated. Teams will in turn use the qualification assessment frameworks provided by WJEC to shape the assessment plan and determine the provision of WJEC past papers, whether NEA is an existing component and the necessity to devise centre assessments. The WJEC assessment frameworks will provide key grade descriptors which assist with the allocation of grades. It will not be the expectation that teams will have delivered all the learning outcomes and the overarching principle will be that the assessment plan must ensure that grades are underpinned by the most high-quality evidence available, to both comply with the College's overarching assessment approach and to ensure that each learner receives a fair grade.

In terms of selecting specific assessments, Heads of Faculty and Curriculum Area Managers will set the framework of the type of components, or construct, to be used to evidence learning. In each GCSE/A level assessment plan there will be a combination/maximum of three types of evidence, as detailed below, with the guiding principle that each assessment component will be one third of the evidence used to determine the CDG. There are exceptions to this, justified by the structure of the qualification under its adapted specification, for example A level Art which is coursework based.

This approach ensures a high-level framework to ensure consistency for both lecturers and learners. The number of assessments that will be used will vary between subjects, but lecturers will ensure that their assessment plans cover key themes and skills from the specification for future progression and provide learners with sufficient opportunity to generate evidence. It is critical that the approach to assessment planning is both consistent in approach, but also permits for flexibility between subjects to ensure that the specialism of each subject is fairly considered so learners can achieve a fair grade.

In terms of Skills Challenge Certificates (SCC), the selection of assessment components will be managed by the Curriculum Area Manager in line with Qualification Assessment Framework. The team will identify one of the four route options available, in line with the Adapted Assessment Guidance, to ensure learners receive the fairest grade. Learners will be allocated the best fit route option based on the evidence of achievement available.

In terms of Level 3 Health and Social Care Principles and Contexts and Level 2 CCPLD assessment planning will be managed by the Curriculum Area Manager in line with the Qualification Assessment Framework.

### Components/Assessment Constructs

The control levels of each type of evidence are detailed in the Assessment Delivery section. There are three overarching components in assessment frameworks.

#### 1. **WJEC past papers:**

WJEC past papers refer to exam style papers issued by WJEC. Lecturers will consider the use of these papers and whether they are compatible with their coverage of taught assessment outcomes when compiling their assessment plans. Lecturers will consider the weighting of WJEC past papers in their assessment plans in relation to the qualification to ensure that the grade is reflective of the overall standard.

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

---

### 2. **Composite grade:**

This will be evidence generated throughout the course of study and will include pieces of work such as homework, mock examinations or classwork. The composite grade will assist with authenticity of grading decisions as the evidence will assist as formative assessment. Lecturers will consider the weighting of the composite grade in their assessment plans in relation to the qualification to ensure that the grade is reflective of the overall standard.

### 3. **Non-examination assessment (NEA) and/or open book assessments:**

In subjects where NEA exists as part of the adapted qualification specification, then evidence from NEA will be used as evidence to inform grades. Lecturers will consider the weighting of NEA in their assessment plans in correlation to the qualification to ensure that the grade is reflective of the overall standard. As NEA regulations have been removed for 2020/21 assessments will be conducted in line with the College's approach to assessment control. In terms of SCC, evidence will be based on the normal method of conducting coursework and in line with the adapted SCC specification.

Where NEA does not exist as part of the adapted qualification specification an open book assessment will be available to use as a method to generate evidence for grades. Open book assessments will include centre devised past-paper style questions on previously covered unit content that will be completed in a subject session where learners will be able to refer to their study materials. Lecturers will consider the weighting of open book assessments in correlation with the qualification, and the subject assessment plan, to ensure that the grade is reflective of the overall standard.

The compilation of assessment plans will be an iterative approach with Curriculum Area Managers providing feedback to teams throughout the process to advise on any necessary changes to ensure alignment with the College's agreed strategy. All assessment plans will be approved prior to implementation by either the Head of Faculty, Curriculum Area Manager, and/or Quality Assurance Manager and/or preferably either a subject lead (if there is one for the subject) or a subject lecturer. Approval meetings will be recorded centrally.

## Centre Devised Assessments

The provision of centre devised assessments will be permitted within subject assessment plans. Centre devised assessments will be created in line with WJEC's Centre Assessment Creation Guide and lecturers will undertake the WJEC provided training. Centre materials will be created in line with the College's Internal Assessment, Verification and Moderation Policy and will be valid, authentic, reliable and sufficient, and free from bias and will consider the availability of awarding body materials that align with the assessment outcomes. The College recognises that there will be instances where WJEC past papers will need to be adapted if they do not cover the range of assessment outcomes and if so, they will be prepared in line with the Adaptations Information Books. Lecturers will undertake training on both objectivity and unconscious bias in assessment and the foundation of assessment and assessment creation in line with the WJEC Professional Training Framework.

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

---

### Assessment Delivery

Assessment delivery will be undertaken in line with existing College policies, namely:

1. Quality Assurance and Improvement Policy,
2. Internal Assessment, Verification and Moderation Policy,
3. Assessment Malpractice Policy,
4. Conflict of Interest Policy,
5. Non-Examination Assessment Policy
6. Examinations Guidance and Policy,
7. Examinations Contingency Plan.

### Levels of Supervision

Assessment task taking will consider the purpose of assessment and the differences between summative and formative approaches. The College recognises that summative assessments are more valid and reliable than formative, however formative assessments will be used to compare performance of work and triangulate and confirm summative assessment decisions.

The controls around summative assessments will be considered when setting assessment activities and will allow lecturers the necessary flexibility. Assessments will be administered in both face-to-face sessions and online depending on the specific assessment plan.

### WJEC Past Papers

For WJEC past papers the College will:

1. Let learners know when the assessment will be held and give advance notice of which topics will be covered
2. Allow the same time to complete the assessment as in a standard series
3. Allow the same access to resources as in a standard series
4. Let learners know that the evidence they produce must be their own, unaided work and if that is not the case, or a learner does not submit an authenticity declaration, this will constitute malpractice.
5. Let learners know that they cannot access mobile phones or the internet, unless this is required to access the assessment

Assessments will not be undertaken under examination conditions, as these are not examinations. There will be the flexibility to divide assessments into different sessions to suit timetabling requirements.

The College is currently operating under a blended learning delivery model and is in the process of phasing learners back into centre in line with the easing of lockdown restrictions. The College recognises the challenges that a blended learning delivery model brings in terms of assessment arrangements. Assessments will either be face-to-face or online. As per a standard series, the College will build in contingency into its assessment arrangements.

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

### Document Control

Reference: ISPOL1900016E

Version: 1

Review Date: 01/09/2021

Author: Alannah Simmons

Approver: Steph Tindall

---

### Centre Devised Assessments

If centre devised assessments closely align with the format of WJEC papers then the College will adopt the level of supervision as detailed above for WJEC past papers.

### Open Book Assessments

Open book assessments will be conducted in a similar way to WJEC past papers and centre devised assessments, either face-to-face or online, however learners will be permitted to bring in reading materials in order to assist with the assessment. The College will:

1. Let learners know when the assessment will be held
2. Let learners know that the evidence they produce must be their own using the permitted materials and if that is not the case, or a learner does not submit an authenticity declaration, this will constitute malpractice.

### Non-Examination Assessment

As the regulations around NEA have been relaxed for 2020/21 the College will follow the WJEC NEA Adaptations for Summer 2021 guidance when using NEA as evidence for centre determined grades. The College will:

1. Remind learners about the risks of getting help from family members at home which could constitute over assistance.
2. Remind learners that the evidence they produce must be their own and if that is not the case, or a learner does not submit an authenticity declaration, this will constitute malpractice.
3. Provide clear deadlines when to submit work.

Lecturers will monitor learner work and use various methods to check authenticity throughout such as: conducting viva voce, online observations of learners undertaking work at home and comparing work undertaken at home to that completed in class.

### Composite Evidence

The College will use evidence generated throughout the course of study such as homework, mock papers and work completed in class to help form the centre determined grade. The levels of supervision around this evidence will vary depending on the type of evidence and lecturers will check the authenticity of the work throughout by: conducting viva voce and comparing work undertaken at home to that completed in class and during other summative assessments.

### Feedback to Learners

If formative feedback is required, it will be conducted in line with the College's Internal Assessment, Verification and Moderation Policy whereby opportunity must be given to learners to discuss assessment decisions when assessments have been concluded. Feedback will adopt the principles set out in the BTEC Submission of Work Policy which is well established in centre to ensure feedback is appropriate.

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

### Document Control

Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

### Malpractice

Suspected instances of malpractice will be dealt with in line with the College's Assessment Malpractice Policy which already adheres to JCQ regulations.

### Ensuring Authenticity of Learners' Work

The cancellation of examinations, the amendments to conducting NEA, and the nature of remote teaching and learning, means that there will be an increased focus on ensuring robust processes around the authenticity of learners' work. The approach to authenticity will be aligned to processes teams are already used to when conducting NEA or portfolio work under normal circumstances.<sup>2</sup>

Teaching teams will be advised to follow these guidelines:

1. Issue learners with guidance on the meaning of plagiarism and its consequences.
2. Be familiar with learners' work and look out for changes to content, tone, style, vocabulary, presentation.
3. If plagiarism is suspected prior to a learner submitting an authenticity declaration, then it will be dealt with through the following internal procedures, in line with the College's Assessment Malpractice Policy:
  - a. If plagiarism is suspected, try to locate the source of the content
  - b. Conduct a verbal question and answer with the learner to determine whether the work is that of the learner
  - c. If step B above does not conclude whether plagiarism has occurred then the piece of work should be removed as its authenticity cannot be confirmed and then conduct an assessment under controlled conditions.
4. If plagiarism is suspected after a learner has submitted an authenticity declaration, then it will be dealt with in line with the College's Assessment Malpractice Policy and the awarding body will be informed.

### Conflicts of Interest in Assessment

In line with the [Conflict of Interest in Assessment Policy](#) the College will determine whether any conflicts of interest may arise and inform the WJEC before the entries deadline of:

1. any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;
2. any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units;

### Record Keeping and Storage of Learner Evidence

The rationale and evidence base to support decisions for centre determined grades will be recorded on central college systems, including the Grade Tracker where applicable. All records will be

---

<sup>2</sup> [Plagiarism in Assessments - JCQ Joint Council for Qualifications](#)



---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

### Document Control

Reference: ISPOL1900016E

Version: 1

Review Date: 01/09/2021

Author: Alannah Simmons

Approver: Steph Tindall

---

centrally collated and lecturers will retain electronic records of learner work in the event of a request for review of grades.

1. Teaching teams will continue to record assessment grades and the summative CDG on the Grade Tracker, if applicable to the programme.
2. Teams will record CDGs on the central record which will record: assessment grades/marks, rationales, extenuating circumstances for each individual learner and also includes a declaration process.
3. After the moderation process, at least two teaching team members and the CAM and Head of Faculty will sign off the grades by completing the declaration, all of which will take place prior to the review of marking window.
4. If there is a review of marking and the grade is amended, possibly either up or down, this change will be reflected on the central record and separate records retained for reviews of marking.
5. After the review of marking window has closed the Quality Assurance Manager will sign the declaration prior to the Head of Centre.
6. The WJEC require an individual candidate assessment record for each learner.
7. Lecturers will retain of learner evidence in the event of a request for a review of marks and this will be easily accessible centrally.
8. Learner evidence will be retained in line with the College's Data Access and Protection Policy.

### Access Arrangements

Access arrangements will be implemented in line with JCQ regulations<sup>3</sup>. Every effort will be made to ensure approved access arrangements are implemented during assessments. The College recognises that the adapted approach to the way assessments will be arranged will increase the access arrangement support requirements and the College will be training additional support staff to facilitate access arrangements. Access arrangements will be considered when determining the final grade to ensure that the grade is fair and individualised. The use of modified papers will be considered in assessment planning. Judgements of CDGs will be based assuming learners had continued to receive any usual additional support.

### Special Consideration

Instances of special consideration will likely be limited as the process of submitting special consideration requests will not apply this summer, and the best fit model of CDGS means evidence will be tailored to individuals. The College recognises that there may be limited instances, such as temporary illness or circumstances outside of a learner's control, which may affect a learner's performance at the time of taking assessments; the College will take any such circumstances into account when determining the grade.

---

<sup>3</sup> [Access Arrangements and Reasonable Adjustments Notice to Centres SENCOs and Assessors](#)  
[Important Supplementary Access Arrangement Guidance](#)

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

---

## Internal Quality Assurance of Assessment and Grading Decisions

### Internal Quality Assurance

Internal quality assurance processes will take place at all levels of the organisation. As examinations have been cancelled, internal quality assurance (IQA) process takes an integral role in assessment aspects that would not have normally been subject to IQA and will be in line with the College's **Internal Assessment, Verification and Moderation Policy** to ensure all assessments are fair, free from bias and meet validity, reliability, replicability and sufficiency. Inherent in the policy is that assessment and IQA will be delineated so it will not be possible for a lecturer to IQA their own work. Lecturers will ensure objectivity in their grading decisions to ensure assessments and grades are fair and equitable and in line with Public Sector Equalities Duties. Lecturers will receive training in relation to objectivity in their grading decisions in line with the WJEC Professional Training Framework.

The IQA process will follow these principles and each teaching team will determine the best fit approach for each subject:

1. Standardisation activity will assist with setting the standard of marking.
2. Where the work for a component/unit has been marked by more than one teacher, standardisation of marking across assessment components and lecturers will be undertaken.
3. Sampling will ensure that learners with approved access arrangements and learners from a broad range of protected characteristics are included to ensure that grades are fair.
4. Sampling will ensure that any special consideration requests are included.
5. The sampling size will be increased, if necessary to do so, based on risk level.
6. Where it is the case that there is a lone member of staff delivering a subject then moderation will be undertaken by a colleague from another FE college or school.
7. Sampling will be led by subject leads (where in place) and, in the case of sampling large cohorts, sampling will include 'critical friends' who are subject experts from other College departments to ensure accuracy, reliability and fairness (where possible to do so).
8. Lecturers will attend training on ensuring objectivity in their grading decisions.
9. Curriculum Area Managers and Heads of Faculty will undertake quality assurance activities to ensure IQA has been applied fairly, accurately and reliably across learning areas and at a faculty level.
10. The College will take into consideration previous cohorts' quality of performance at the quality assurance stage and will consider the WJEC guidance on this aspect when signing the Head of Centre declaration.
11. The College will ensure that centre determined grades will be approved by Curriculum Area Managers, Heads of Faculty, Quality Assurance Manager and finally the Head of Centre prior to submission to WJEC.

The College will meet its data protection requirements as set out in existing policies such as the Data Access and Protection Policy, Computer Systems Usage Policy and Information Asset Management Policy.

---

## Quality Assurance and Assessment Policy: WJEC Centre Determined Grades in Summer 2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

---

### Communication Strategy

The College will ensure communications are in line with the College's [Communications Policy](#) and adopt an open and transparent communication strategy with learners and parents/carers. The College will use the following methods to communicate:

1. Key updates on College **website**
2. Learner and parent/carer **briefings** facilitated by faculty teams
3. **Email** communication facilitated by faculty teams
4. Key information held on central **virtual learning environment** for learners to access
5. Provisional results issued by Examination team including details on the internal review process
6. The Board of Governors (Corporation Board) and Leadership team will be kept updated and if deemed necessary, will approve both process and policy within their combined executive role, via the Governing Board and Quality and Standards Committee.

The College will communicate

1. The College's overall approach to CDGs including considering access arrangements and training via faculty briefings and email communication on an ongoing basis.
2. The College will place the centre policy on the College website week commencing 26<sup>th</sup> April 2021.
3. Timescales of when assessments, including assessment plans, will be completed will be issued to learners by 26<sup>th</sup> March 2021
4. The types of evidence lecturers will use to inform CDGs, including how their grades will be calculated, will be issued to learners by 26<sup>th</sup> March 2021.
5. The review and appeals process will be communicated to learners at the end of April when made available by WJEC. It is envisaged that the learner review window will be week commencing 14<sup>th</sup> June and 21<sup>st</sup> June.
6. Provisional grades will be communicated to learners the week commencing 14<sup>th</sup> June (A levels) and 21<sup>st</sup> June (GCSEs).

### Internal Reviews, Appeals and Complaints

The College will review and update its existing Internal Appeals Policy and its Review of Marking of Non-Examination Assessment Procedure in response to WJEC guidance on internal reviews and appeals, which is due at the end of April 2021.

The College will deal with any internal complaints in line with its [Compliments and Complaints Policy](#) which is already publicly available on the College website.

Quality Assurance and Assessment Policy:  
WJEC Centre Determined Grades in Summer  
2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

What is the impact or potential impact on the following protected groups;	Positive Impact Y/N	Negative Impact Y/N	No Impact Y/N
<b>Age</b> (older people and younger people)			N
<b>Disability</b> (all disabilities or impairments, e.g. physical, sensory, learning, long-term illness etc.)			N
<b>Gender Reassignment</b> (including transgender)			N
<b>Marriage and civil partnership</b>			N
<b>Pregnancy, maternity, paternity and adoption</b> (pregnant or adopting or on maternity/paternity or adoption leave)			N
<b>Race</b> (Black and minority ethnicity)			N
<b>Religion / Belief</b> (all religious and faith groups)			N
<b>Sex</b> (Male, Female)			N
<b>Sexual Orientation</b> (lesbian, gay and bisexual etc.)			N
<b>Welsh Language</b> (i.e. what are the opportunities for learners, staff or member of the public to use the Welsh language, and the Welsh language is treated no less favourably than the English language) <b>For further guidance on Welsh Language – please refer to the Welsh Language Standards 92 – 94</b>			N
<b>Other – Please state:</b> (e.g. Human Rights, poverty, rurality, Non-majority language speakers, Persons with dependents, Gypsy and Traveller communities)			N

Quality Assurance and Assessment Policy:  
WJEC Centre Determined Grades in Summer  
2021

**Document Control**  
Reference: ISPOL1900016E  
Version: 1  
Review Date: 01/09/2021  
Author: Alannah Simmons  
Approver: Steph Tindall

Equality Impact Assessment Action Plan				
Outline how you could limit any negative impact OR if you are not going to limit any negative impact, please justify why:				
What is the negative impact?	What action will you take to limit any negative impact? (if there is substantial impact, summaries of EIAs will need to be published)	If you are not going to limit any negative impact, please indicate why?	By Whom	By When

<p><b>Completed By: Alannah Simmons</b></p> <p><b>Job Title: Quality Assurance Manager</b></p> <p><b>Date: 19/03/2021</b></p>