



Wales Summer 2019 Data Exchange Procedures

The following procedures outline the data that must be provided by WJEC during the summer 2019 data exchange for each qualification forming part of the data exchange process.

This is a **Regulatory Document** under **Condition B7** of the Standard Conditions of Recognition¹ (March 2017).

This Regulatory Document applies to Wales' reformed GCE, GCSE and Welsh Baccalaureate Skills Challenge Certificate qualifications, and Wales specific legacy qualifications. Procedures for pre-reform GCE and GCSE qualifications which are awarded on a three-country basis are available in [Summer 2019 Data exchange for AS, A level, GCSE and Project](#) procedures produced by Ofqual on behalf of the three regulators.

1 GCE A Level

1.1 Predictions for reformed A level qualifications (phase 1 – new specifications first awarded in 2017)

WJEC must create for each specification a prediction for the Wales cohort of 18-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. A level outcomes in that subject for 18-year-old learners in 2017 and GCSE outcomes for those learners in 2015.
2. A level outcomes in that subject for 18-year-old learners in 2018 and GCSE outcomes for those learners in 2016.

¹ <http://qualificationswales.org/publications/standard-conditions-of-recognition-march-2017/?lang=en>

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

1.2 Predictions for reformed A level qualifications (phase 2 – new specifications first awarded in 2018)

WJEC must create for each specification a prediction for the Wales cohort of 18-year-old matched cash-in learners. The prediction must be based on the national relationship between A level outcomes in that subject for 18-year-old learners in 2018 and GCSE outcomes for those learners in 2016.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

1.3 Predictions for reformed A level qualifications (phase 3 – new specifications first awarded in 2019)

For all subjects WJEC must create a prediction for the Wales cohort of 18-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. A level outcomes in that subject for 18-year-old learners in 2010 and the GCSE outcomes for those learners in 2008.
2. A level outcomes in that subject for 18-year-old learners in 2011 and the GCSE outcomes for those learners in 2009.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

1.4 Predictions for A level Health and Social Care, ICT and Applied ICT

WJEC must create for the Wales cohort of 18-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. A level outcomes in that subject for 18-year-old learners in 2010 and the GCSE outcomes for those learners in 2008.

2. A level outcomes in that subject for 18-year-old learners in 2011 and the GCSE outcomes for those learners in 2009.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

1.5 Awarding Principles

WJEC should note the Awarding Principles for GCE qualifications in Appendix 1 and the agreed rules for setting the A*/A boundary in Appendix 4A.

2 GCE AS Level

2.1 Predictions for reformed AS qualifications (phase 1 – new specifications first awarded in 2016)

WJEC must create for each specification a prediction for the Wales cohort of 17-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. AS outcomes in that subject for 17-year-old learners in 2016 and GCSE outcomes for those learners in 2015.
2. AS outcomes in that subject for 17-year-old learners in 2017 and GCSE outcomes for those learners in 2016.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

2.2 Predictions for reformed AS qualifications (phase 2 – new specifications first awarded in 2017)

WJEC must create for each specification a prediction for the Wales cohort of 17-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. AS outcomes in that subject for 17-year-old learners in 2017, and GCSE outcomes for those learners in 2016.
2. AS outcomes in that subject for 17-year-old learners in 2018, and GCSE outcomes for those learners in 2017.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

2.3 Predictions for reformed AS qualifications (phase 3 – new specifications first awarded in 2018)

WJEC must create for each specification a prediction for the Wales cohort of 17-year-old matched cash-in learners. The prediction must be based on the national relationship between AS outcomes in that subject for 17-year-old learners in 2018 and GCSE outcomes for those learners in 2017.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

2.4 Predictions for AS ICT and Applied ICT

WJEC must create a prediction for the Wales cohort of 17-year-old matched cash-in learners. The prediction must be based on the national relationship between AS outcomes in that subject for 17-year-old learners in 2018 and GCSE outcomes for those learners in 2017.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

2.5 Predictions for AS Health and Social Care

WJEC must create a prediction for the Wales cohort of 17-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. AS outcomes in that subject for 17-year-old learners in 2011, and GCSE outcomes for those learners in 2010.
2. AS outcomes in that subject for 17-year-old learners in 2012, and GCSE outcomes for those learners in 2011.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

2.6 Awarding Principles

WJEC should note the Awarding Principles for reformed GCE qualifications in Appendix 1

3 GCSE

3.1 Predictions for reformed GCSE qualifications (phase 1 – new specifications awarded for the first time in 2017)

WJEC must create for each specification a prediction for the Wales cohort of 16-year-old matched cash-in learners. The predictions must be based on common centres analysis, taking the average of:

1. Best grade² outcomes of the 16-year-old learners in the 2016/17 cohort.
2. Best grade³ outcomes of the 16-year-old learners in the 2017/18 cohort.

For GCSE Mathematics and Mathematics-Numeracy WJEC must use the outcomes of test equating (chained equi-percentile method) to support comparability between tiers, where there are sufficient entries on each tier.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

² Best grade outcomes may have been achieved from any series entered by the candidate

³ Best grade outcomes may have been achieved from any series entered by the candidate

3.2 Predictions for reformed GCSE qualifications (phase 2 – new specifications awarded for the first time in 2018)

WJEC must create for each specification a prediction for the Wales cohort of 16-year-old matched cash-in learners. The predictions must be based on common centres analysis of the outcomes achieved in that subject by 16-year-old learners from summer 2018.

For GCSEs in Modern Foreign Languages and Science WJEC must use the outcomes of test equating (chained equi-percentile method) to support comparability between tiers, where there are sufficient entries on each tier.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

3.3 Predictions for reformed GCSE qualifications (phase 3 – new specifications awarded for the first time in 2019)

WJEC must create for each specification a prediction for the Wales cohort of 16-year-old matched cash-in learners. The predictions must be based on common centres analysis of the outcomes achieved in that subject by 16-year-old learners from summer 2018.

GCSE Welsh Second Language

WJEC must create a prediction for 16-year-old matched cash-in learners. The prediction must be based on combined⁴ data from stable⁵ common centres in 2018.

WJEC must report outcomes to Qualifications Wales against predictions based on the GCSE relationships described above.

Data for *matched learners* against the prediction must exclude partial absences.

Data for *all learners* must include partial absences.

⁴ Combined includes outcomes from GCSE Welsh (full course) and Applied Welsh

⁵ Where the entry size changes by 15% or less

GCSE Design and Technology qualifications

WJEC must create a prediction for the Wales cohort of 16-year-old matched cash-in learners. The prediction must be based on combined⁶ data from common centres for the outcomes achieved in that subject by 16-year-old learners from summer 2018.

WJEC must report outcomes to Qualifications Wales against predictions based on the GCSE relationships described above.

Data for *matched learners* against the prediction must exclude partial absences.

Data for *all learners* must include partial absences.

3.4 Predictions for reformed GCSE short course Physical Education (phase 3 – new specification awarded for the first time in 2018)

WJEC must create a prediction for the Wales cohort of 16-year-old matched cash-in learners. The prediction must be based on common centres analysis of the outcomes achieved in that subject by 16-year-old learners from summer 2018.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences

3.5 Predictions for GCSE ICT (full course and short course)

WJEC must create for the full course specification a prediction for the Wales cohort of 16-year-old matched cash-in learners. The prediction must be based on common centre analysis of the outcomes achieved in that subject by 16-year-old learners from summer 2018.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

3.6. Predictions for GCSE Health & Social Care, Home Economics: Child Development

⁶ Combined includes outcomes from all specifications sat under Design and Technology in 2018

WJEC must create for each single award specification a prediction for the Wales cohort of 16-year-old matched cash-in learners. The predictions must be based on common centre analysis of the outcomes achieved in that subject by 16-year-old learners from summer 2018.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

3.7 Awarding principles

WJEC should note the Awarding Principles for reformed GCSE qualifications in Appendix 2 and the agreed rules for setting the A* boundary in Appendix 4B.

4 Welsh Baccalaureate Skills Challenge Certificates - Foundation (post-16) Skills Challenge Certificate, National (post-16) Skills Challenge Certificate, Foundation/National Skills Challenge Certificate and Advanced Skills Challenge Certificate

WJEC is required to report outcomes for all qualifications to Qualifications Wales.

WJEC should also note the Awarding Principles for Welsh Baccalaureate (Skills Challenge Certificates) in Appendix 3.

5 Reporting

5.1 GCE A level reporting

Wherever actual and predicted outcomes differ beyond a given reporting tolerance (depending on entry size), WJEC must inform Qualifications Wales of the details. The reporting tolerances for GCE A level are given in the following table.

Graded entry (matched 18-year-olds)	Reporting tolerance for grade A
500 or less	None
501–1,000	3%
1,001–3,000	2%
3,001 or more	1%

WJEC must provide Qualifications Wales with a schedule of dates to show when they expect to submit A level award outcomes and provide this to Qualifications Wales by **Monday 10th June 2019**. Submission should normally be two days after the provisional sign-off of the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

Template A must be updated, according to the schedule provided to Qualifications Wales, to show A level results to date.

Where matched outcomes for a given specification are outside the reporting tolerance (measured to one decimal place) at grade A* or A, WJEC must provide a full technical explanation using **Template M**.

For A*, the agreed rules for moving the GCE A* conversion/boundary point can be found in Appendix 4.

In a few cases WJEC may need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, WJEC must notify Qualifications Wales as soon as possible and by the date shown on the schedule.

All GCE A level outcomes must be reported, using **Template A**, by **12 noon, Tuesday 30 July 2019**.

5.2 GCE AS level reporting

Wherever actual and predicted outcomes differ beyond a given reporting tolerance (depending on entry size), WJEC must inform Qualifications Wales of the details. The reporting tolerances for GCE AS level are given in the following table.

Graded entry (matched 17-year-olds)	Reporting tolerance for grade A
500 or less	None
501–1,000	3%
1,001–3,000	2%
3,001 or more	1%

WJEC must provide Qualifications Wales with a schedule of dates to show when they expect to submit AS level award outcomes and provide this to Qualifications Wales by **Monday 10th June 2019**. Submission should normally be two days after the provisional sign-off of the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

Template B must be updated, according to the schedule provided to Qualifications Wales, to show AS level results to date.

Where matched outcomes for a given specification are outside the reporting tolerance (measured to one decimal place) at grade A, WJEC must report a full technical explanation using **Template M** and according to the schedule provided to Qualifications Wales.

In a few cases WJEC may need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, WJEC must notify Qualifications Wales as soon as possible and by the date shown on the schedule.

All GCE AS level outcomes must be reported, using **Template B**, by **12 noon, Tuesday 30 July 2019**.

5.3 GCSE reporting

WJEC must report the outcomes for all GCSE full and short course specifications and GCSE double awards. Wherever actual and predicted outcomes differ for grades A and C beyond a given reporting tolerance, depending on entry size, WJEC must inform Qualifications Wales. The reporting tolerances for GCSE full course are given in the following table (reporting tolerances do not apply to short course outcomes).

Graded entry ⁷	Reporting tolerance for grades A & C
500 or less	None
501 – 1,000	3%
1,001 – 3,000	2%
3,001 or more	1%

For A*, where there are more than 500 matched entries and more than 100 of the matched entries obtain grade A cumulative overall, the allowable tolerance between predicted and actual outcomes is ± 2 per cent for full course specifications.

For A*, the agreed rules for moving the GCSE A* conversion/boundary point can be found in Appendix 4.

For GCSE art and design, the outcomes from the suite of options must be reported as a whole.

WJEC must provide Qualifications Wales with a schedule of dates to show when they expect to submit GCSE award outcomes and provide this to Qualifications Wales by **Monday 10th June 2019**. Submission should normally be on the two days after the provisional sign-off of the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

WJEC must update **Templates C, D, E and F** according to the schedule provided to Qualifications Wales.

Where matched outcomes for a given qualification are outside the reporting tolerance (measured to one decimal place) at grade A*, A or C, WJEC must report a full

⁷ Matched 16-year olds for common centre predictions, including stable common centre predictions, except for legacy re-sit qualifications where the predictions are for matched 17-year olds

technical explanation, using **Template M** and according to the schedule provided to Qualifications Wales.

WJEC must report all of its June 2019 GCSE Mathematics and Mathematics – Numeracy results for re-sitting 16-year-olds compared with the results for previous best grade for the same learners, and all results for the Mathematics compared to the results for Mathematics-Numeracy for the same learners, using **Template I**.

WJEC must report all of its June 2019 GCSE unit outcomes for unitised qualifications, using **Template G and H**.

WJEC is required to provide a comparison of outcomes in each pair of units entered by learners, in Science (double award), Biology, Chemistry and Physics, Applied Science (double award) using **Template J**.

In a few cases WJEC may need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, WJEC must notify Qualifications Wales as soon as possible and by the date shown on the schedule.

All GCSE outcomes must be reported, **using Templates C, D, E, F, G, H and I by 12 noon, Friday 2 August 2019.**

5.4 Welsh Baccalaureate Skills Challenge Certificate reporting

WJEC must report all of its June 2019 Skills Challenge Certificate outcomes, using **Template K, by 12 noon, Friday 2 August 2019.**

5.5 Reporting concerns with grade boundary positions

For **A level, AS level, GCSE and Skills Challenge Certificates**, WJEC must report any concerns with unit /component /subject-level key grade boundary positions, including boundary positions that are significantly different from the previous series and/or summer 2019 series for on-going specifications. (A significant difference might be one that could cause concern with centres or which would be considered to be an exception to normal trends.) These must be reported as soon as possible after the

award and sign-off by the Responsible Officer, together with an explanation, using **Template L**.

6 Sending data

WJEC must confirm their data exchange contacts with Qualifications Wales before the process begins. All data are to be uploaded to the secure data sharing site (see Appendix 5).

All returns are subject to the final ratification of the awards by WJEC

On receipt of the above information, Qualifications Wales:

1. will review the data on the basis of its published procedure;
2. may contact WJEC to ask for additional information or clarification, and aim to do this within 24 hours of receipt;
3. will hold regular teleconferences with WJEC technical colleagues, as necessary, to review data and explore any implications;
4. will discuss outcomes with WJEC at the Standards meetings on **31 July 2019 (GCE and Advanced Welsh Baccalaureate)** and **5 August 2019 (GCSE and National and Foundation Welsh Baccalaureate)**.

Appendix 1

Awarding Principles for reformed GCE qualifications

1. A 'comparable outcomes' approach should be applied to the award of reformed qualifications to ensure that learners taking the new qualifications are neither advantaged nor disadvantaged compared to those who took the legacy qualification.
2. Awarding should take account of statistical predictions derived from a three-country matrix applied to a Wales specific cohort and be supported by a review of candidate work.
3. Where data is used to provide an aggregate statistical context for the award, this should be based on candidates from Wales' centres only.
4. Grade boundaries at qualification and component/unit level should be set according to the regulatory document *Requirements for setting specified levels of attainment for GCE and GCSE qualifications*.
5. Consideration should be given to intermediate grades relative to predictions; where there is a significant difference, there will be an expectation that a phased approach will be taken to realigning them.
6. In unitised qualifications, grade outcomes must be awarded and reported at both unit and qualification level. (A unitised qualification is one that is awarded on the basis of uniform marks).
7. When awarding each GCE qualification, regard to an appropriate range of qualitative and quantitative evidence must be given; a documented rationale must be kept to justify the selection, prioritisation and weight of the evidence considered.

Where a reporting tolerance applies, it will operate for the key grade outcomes at qualification level.

Appendix 2

Awarding Principles for reformed GCSE qualifications

1. A 'comparable outcomes' approach should be applied to the award of reformed qualifications to ensure that learners taking the new qualifications are neither advantaged nor disadvantaged compared to those who took the legacy qualification.
2. Awarding should take account of statistical predictions derived from a Wales cohort analysis and be supported by a review of candidate work.
3. Where data is used to provide an aggregate statistical context for the award, this should be based on candidates from Wales' centres only.
4. Grade boundaries at qualification and component/unit level should be set according to the regulatory document *Requirements for setting specified levels of attainment for GCE and GCSE qualifications*.
5. In unitised qualifications, grade outcomes must be awarded and reported at both unit and qualification level. (A unitised qualification is one that is awarded on the basis of uniform marks).
6. When awarding each GCSE qualification, regard to an appropriate range of qualitative and quantitative evidence must be given; a rationale must be documented to justify the selection, prioritisation and weight of the evidence considered.
7. Where a reporting tolerance applies, it will operate for the key grade outcomes at qualification level.

Appendix 3

Awarding Principles for Welsh Baccalaureate (Skills Challenge Certificates)

1. Component key grade boundaries for each series should be set judgmentally, informed by relevant qualitative and quantitative evidence.
2. In awarding each Skills Challenge Certificate, regard to an appropriate range of qualitative and quantitative evidence must be given; a documented rationale must be kept to justify the selection, prioritisation and weight of the evidence considered.
3. The overall grade for the Skills Challenge Certificate should be calculated using the Uniform Mark Scale (UMS).
4. Grade outcomes must be awarded and reported at both component and qualification level.
5. Where a reporting tolerance applies, it will operate for the key grade outcomes at qualification level.

Appendix 4A

Rules for setting the GCE A*/A boundary

1. In GCE, the A* grade will be awarded to learners who achieve grade A overall and also achieve 90 per cent or more of the maximum uniform mark on the aggregate of the A2 units ⁸.
2. In order to maintain standards for A* at subject level, it may be necessary to adjust the A* boundary.
3. If adjustments are needed, the maintenance of qualification standards at the judgemental grades must be the first priority.
4. For qualifications where there are more than 500 matched entries and where the cumulative number of matched learners at grade A is more than 100, the tolerance between predicted and actual (matched) outcomes at grade A* is ± 2 per cent. There is no tolerance where one or both numbers do not exceed these thresholds.
5. Before any changes are made to an A* boundary, consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A* within tolerance.
6. In all cases, if a review of statistical and/or technical evidence suggests that an A* boundary should be set at a different mark, the report on the award must provide evidence to justify the final boundary mark recommended.

⁸ <http://www.qualificationswales.org/media/2584/requirements-for-setting-specified-levels-of-attainment-for-gce-and-gcse-qualifications-june-2017-final.pdf>

Appendix 4B

Rules for setting the GCSE A*/A boundary

1. In GCSE, the A* raw mark boundary is provisionally set in unitised qualifications at subject level and in linear qualifications as follows:
 - (i) Where the mark width from the grade A raw mark boundary to the maximum mark is more than twice the width from A to B, A* is the same width above A as B is below A.
 - (ii) Where the mark width from the grade A raw mark boundary to the maximum is less than or equal to twice that from A to B, A* is halfway between A and the maximum, rounded down where necessary to the nearest whole number below.
2. In order to maintain standards for A* at subject level, it may be necessary to adjust the A* boundary.
3. If adjustments are needed, the maintenance of qualification standards at the judgemental grades must be the first priority.
4. For qualifications where there are more than 500 matched entries and where the cumulative number of matched learners at grade A is more than 100, the tolerance between predicted and actual (matched) outcomes at grade A* is ± 2 per cent. There is no tolerance where one or both numbers do not exceed these thresholds.
5. Before any changes are made to an A* boundary, consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A* within tolerance.

Appendix 5

Principles for using the secure data sharing site

1. The site is to be used for sensitive data relating to the data exchange.
2. Email should be used as usual where no sensitive data is included or attached.
3. In terms of version control, all templates must be uploaded using the date in the format YYYYMMDD, as a prefix, for example 20160701-WJEC-Template 1–08.30. Therefore, whenever a revised data template is uploaded, please create this as a new document using the date as a prefix and the time as a suffix where necessary.
4. Old versions of templates must not be deleted from the site.
5. WJEC users must not create extra folders within the data exchange library of the portal without consulting Qualifications Wales first.