

Entry Pathways Principal Moderators' Report

Preparing for Work

Summer 2025

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Introduction

Our Principal Moderators' report provides offer valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with an overall summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides invaluable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with assessment preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

¹ *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*

Contents

	Page
Executive summary	4
Preparing for Work	5
Supporting you – useful contacts and links	8

Executive Summary

The Summer 2025 assessment series for the Entry Pathways qualification in Preparing for Work saw a notable increase in entries across a broad range of units, reflecting growing engagement and interest from centres. Overall, the administration of coursework submissions was largely successful, with most centres adhering to the required formats and documentation. Most centres submitted work that was well-organised, with numbered pages and clear indexing, which significantly aided the moderation process. However, a recurring issue was the lack of detailed annotation in the 'Evidence Met' column of the Assessment Record Sheets. While some centres provided exemplary detail, others continued to submit minimal or absent commentary, a concern that has been raised in previous reports and must be addressed to ensure clarity and consistency in assessment.

Candidate performance across the series was generally strong, with evidence of thoughtful and well-structured work that met the assessment criteria. The use of ICT, particularly PowerPoint, was widespread and positively impacted the quality and presentation of submissions. Centres also demonstrated creativity and commitment in developing bespoke worksheets and learning resources tailored to the needs of their learners. The inclusion of both digital and handwritten work highlighted the diverse approaches taken by candidates, with some producing highly detailed and visually engaging portfolios. Internal moderation was evident in several centres, further supporting the integrity of the assessment process.

Despite these strengths, there remains variability in the quality of evidence submitted. While many folders were comprehensive and well-presented, a minority lacked sufficient written or photographic documentation. Witness statements, although valuable, should not be the sole form of evidence. Centres are reminded of the importance of annotating work thoroughly and ensuring that all evidence is clearly labelled and linked to the relevant assessment criteria. The consistent application of these practices will enhance the reliability of assessment and support candidates in achieving their full potential.

We would like to commend the dedication of centre staff and learners, whose efforts have contributed to a successful series. The continued development of engaging and appropriate learning activities, aligned with the assessment criteria, is encouraged. Centres are also advised to ensure timely submission of all required documentation and to seek approval in advance for any necessary extensions. With these improvements, the Entry Pathways qualification in Preparing for Work will continue to provide a valuable and accessible route for learners to develop essential skills and knowledge for future employment.

PREPARING FOR WORK

Entry Pathways

Summer 2025

Administration

It was pleasing to see an increase in entries from across the range of units in this summer series. In most instances the coursework had been uploaded in the correct format and the required paperwork accompanied the work and, in most instances, had been correctly completed. Some centres had numbered all the pages, which proved most helpful in the moderation process and showed good organisation, thank you.

However, far too many centres still omitted to add detailed annotation in the 'Evidence Met' column on the Assessment Record Sheets, and some were very basic compared to other centres which were detailed and comprehensively documented, which was excellent to see. This can be time-consuming especially if entering a large number of candidates but assists greatly throughout the moderation process for cross referencing purposes. These are important, and it is imperative that they are included. Page numbers or ticks alone are not sufficient to show that the evidence has been met. Many centres gave extremely comprehensive annotation on Assessment Record Sheets and throughout the work and useful comments given under General Comment, although there were some which were extremely brief and even non-existent. It would also be useful if dates or page numbers could be inserted in the 'Evidence Met' column with details of the evidence, for example, photographs, quiz, practical task, worksheet etc. instead of just "ticks". This issue has been mentioned several times previously and on individual centre reports, but this poor practice is still occurring, which was disappointing, this must not continue. There should also be some relevant comment or information under the General Comments to verify that all the criteria have been met and to show how the candidates progressed through the relevant units.

The moderators continued to be impressed by the quality of worksheets made by the subject tutors which were specifically designed for the set criteria and the range of the candidates. There has been an increase in use of software, for example PowerPoint, to stimulate candidate responses and learning which was excellent to see.

All centres were able to upload the coursework correctly. It was good to see that the previous issue of pages being uploaded individually has ceased as that was extremely time consuming to moderate. However, centres are reminded that there should ideally be only one upload per candidate per unit.

Good practice from some centres has continually led to improvements in the organisation of the work, with numbered pages, with an index and tasks, worksheets etc. dated so these could be used as evidence on Assessment Record Sheets, which proved most helpful in the moderation process and showed good organisation.

Most centres submitted the Candidate Authentication Sheets and Assessment Record Sheets, these are important documentation, and it is imperative that they are always included. When they were missing the centres rectified this quickly.

Most centres did abide by the deadline dates set, but if in future an extension is required, they must contact WJEC beforehand for approval.

Comments on individual units

In the samples uploaded there were a range of units for both Entry 2 and Entry 3 awards as well as Level 1 awards. The most popular appeared to be Food and Health E2 and E3, Health, Safety and Hygiene E2, Learning about Workplaces and Basic Cooking.

Evidence provided:

Evidence was also provided by some centres that internal moderation had taken place.

From most centres, the evidence in the folders was attractive, very well organised and followed the set criteria for assessment. The standard of work ranged from excellent to rather weak from one or two centres. This was reflected in not only the wealth of content but also in the quality of illustrations, graphics, worksheets, photographs and presentation. The use of ICT is still most popular and is a pleasing development in the presentation of folders. There was also a number of handwritten responses, which must have taken a great deal of time and effort by some candidates. Inevitably some folders were sparse with no real evidence, written or photographic and although witness statements can provide a valuable source of evidence; these should not be the sole form of evidence.

Most centres gave annotation in some form or other throughout the candidates work.

All centres were accurate in their assessment of candidates against the Entry 2 and Entry3 and Level 1 criteria.

It became obvious throughout the moderation process that subject tutors have gained a good understanding and knowledge of these units and how to fulfil the criteria. Some centres have developed interesting, valid and relevant teaching resources along with learning activities that provided both stimulation and enjoyment. Once again this shows exemplary good practice.

The centres, their staff and the candidates should be commended for their hard work, commitment and excellent results.

All centres are asked to bear in mind for next submissions: -

1. All folders must be accompanied by the Candidate Authentication Sheet and completed Assessment Record Sheet.
2. Check that the candidates have been entered for the appropriate units and levels.
3. Each piece of evidence in the folder should be carefully labelled to show exactly which assessment criteria it fulfils and the level. Also, if pages were numbered or dated this would be most helpful. This information could then be transferred to the Assessment Record Sheet.
4. All work should be annotated within the centre. I understand that this can be quite time consuming, but it is not only encouraging for the candidate but also extremely valuable whilst moderating.
5. Although witness statements are an excellent form of evidence these should not be relied on as the only source of evidence.

6. The delivery of learning activities relevant to each unit is entirely the choice of the centre but should be appropriate to the level. Centres should design tasks and resources to specifically fulfil the assessment criteria, and which are suitable to their candidates rather than adapt work from other specifications, which can and has proved confusing.
7. Centres are encouraged to use a wide range of different activities in the delivery and recording of the assessment criteria.
8. Candidates should be encouraged to produce individual and original work.
9. Please, if possible, upload work in PDF format.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4272

Email: pfw@wjec.co.uk

Qualification webpage: [Entry Pathways Preparing for Work](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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