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WJEC Conducting Non-examination Assessments in National 14-16 Qualifications

Guide for Teachers



WJEC Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Teachers¹

The aim of this document is to support teachers in planning and delivering non-examination assessments (NEA). It should be used alongside other JCQ publications, which set out the requirements that apply:

- [JCQ guidance on AI use in assessments](#)

This document provides additional guidance on how the research and NEA phases of NEA should be managed, including expectations around supervision, access to resources, and referencing. It is designed to ensure a consistent approach while supporting the integrity and fairness of the assessment process.

Research Phase

When preparing for a NEA, candidates may be asked to conduct research. This could include:

- Finding existing resources and/or information about a topic or theme
- Gathering facts, data or statistics
- Collecting digital assets (e.g. images, audio, video)
- Gaining ideas and inspiration from different sources
- Gathering opinions and views (e.g. through surveys, interviews or discussions)
- Planning tasks.

There are a variety of sources candidates may use to conduct their research, such as:

- Books
- Websites
- Articles
- Videos
- Surveys
- Interviews
- Discussions
- Generative AI tools
- Other.

During the Research Phase

During the research phase for NEA, two key principles apply to guide how candidates collect information. These are outlined in the NEA Research Information (found in the Assessment Pack).

Principle 1 – Research Approach

- Formally supervised sessions – Some subjects and/or units require candidates to complete research in a formally supervised environment.
- Non-supervised sessions – Other subjects and/or units may allow research to be carried out independently, outside of formally supervised sessions.

The expectations for each subject and/or unit will be clearly stated in the NEA Research Information.

¹ Please note the wording in some areas is different in the candidate version to make it more accessible

Principle 2 – Referencing

Regardless of how or where research is collected – i.e. formally supervised sessions or non-supervised sessions – it is essential that any research brought into the NEA is appropriately referenced, following ‘When to Reference a Source’ (Appendix 1) and ‘How to Reference a Source’ (Appendix 2).

Some subjects and/or units permit collaboration during the research phase. This will also be clearly outlined in the NEA Research Information.

NEA Phase

Different levels of control are applied to manage how candidates complete their NEA work. These controls are structured into two areas:

- Assessment conditions
- Resources

Each area of control may be set at one of three levels. For the Assessment Conditions, these are categorised as High, Medium and Low. For Resources, these are categorised as None, Specified and Permitted.

The Assessment Information (found in the Assessment Pack) will specify the required level of control for each task and/or unit and detail any other relevant guidance.

Mixed control is possible – for example, *Assessment Conditions*: ‘High’ may be combined with *Resources*: ‘None’ etc.

Assessment Conditions Controls

Level	Assessment conditions
High	Candidates complete work under formal supervision² (e.g. in a classroom with teacher supervision), following these rules: • No communication with peers is permitted (including on unrelated topics) • No assistance may be given by the teacher beyond reading the instructions. • Candidates must work independently, and all work must be their own. • Candidates' work must remain within the centre at all times and be stored securely between timetabled sessions. • Wall displays or materials that could advantage candidates must not be visible. • In line with JCQ regulations for non-examination assessments, the 'Warning to Candidates' and 'Unauthorised Items Poster' must be displayed.
Medium	Candidates complete work under informal supervision (e.g. in a classroom with teacher supervision), following these rules: • Limited communication permitted – candidates may communicate, but not about task content (unless the Assessment Information states that collaboration is permitted). • Teachers may provide general guidance (e.g. deadlines and clarifications about the task) but are not permitted to provide subject-specific advice, feedback, or corrections. • Collaboration may be permitted – candidates may work in pre-defined groups if specified in the Assessment Information. • Candidates' work must remain within the centre at all times and be stored securely between timetabled sessions.
Low	Candidates complete work unsupervised – in a classroom setting or outside the classroom (e.g. library or home), if specified in the Assessment Information – following these rules: • Communication is permitted. • Teachers may provide general guidance on how to approach the task (e.g. explaining the structure of the task or helping candidates understand what they are being asked to do), but are not permitted to provide subject-specific advice, feedback, or corrections. • Collaboration may be permitted – candidates may work in pre-defined groups, if specified in the Assessment Information.

² There are no set requirements regarding the number of teachers/assessors required to be present during an assessment. However, the ratio must be sufficient to ensure appropriate supervision of candidates throughout. If only one teacher is present, they must be able to request assistance without needing to leave the assessment room. Under no circumstances should candidates be left unsupervised or unattended at any time.

Resources Controls

Level	Resources
None	• No access to prepared materials or research. This will be clearly defined in the Assessment Information. • Access to the internet is not permitted. • Teachers must not provide candidates with resources. • Mobile phones and/or electronic devices are not permitted.
Specified	• Candidates may access only the specific resources outlined in the Research Information. This may include centre-provided resources or research collected by the candidate during the research phase. • Internet access (and other resources) may be permitted for research, if specified by the Assessment Information; teacher monitoring must be in place. • Teachers must not provide resources unless explicitly stated in the Assessment Information. • Candidates must follow 'When to Reference a Source' (Appendix 1) and 'How to Reference a Source' (Appendix 2) when using resources.
Permitted	• Candidates may access resources of their choice, including materials they have found independently. • Internet access is permitted. • Teachers may support candidates in locating resources (e.g. by helping them carry out online searches), but must not provide resources unless explicitly stated in the Assessment Information. • Candidates must follow 'When to Reference a Source' (Appendix 1) and 'How to Reference a Source' (Appendix 2) when using resources.

Appendix 1 – When to Reference a Source

Teachers should support candidates in using the following decision guide when deciding how to reference a source. A reference template is provided in 'How to Reference a Source' (Appendix 2) which candidates may use if they wish. An example of a completed reference template is also provided.

Decision Guide:

1. Are you using a source of information in your work?

- **No** →  No need to reference.
- **Yes** → Go to step 2.

2. What type of source is it?

-  **Book / Article** → Go to step 3
-  **Website** → Go to step 4
-  **AI (e.g. ChatGPT)** → Go to step 5
-  **Video / Podcast / Other media** → Go to step 6
-  **Survey / Interview / Discussion / Your own data** → Go to step 7

Step 3 – Book / Article

-  Reference: Author, title, publication date, page number(s)
-  Provide photocopy or screenshot if needed
-  **Trusted?** Yes, if published by known author/publisher or source
-  Evidence: Include article/book extract if required
-  **DONE**

Step 4 – Website

-  Is it a **trusted source**?
- **Yes (e.g. NHS, GOV.UK, BBC)**
-  Reference: URL, publisher/organisation, access date
-  Evidence: State why it is trusted (e.g. government site)
- **No / Unsure**
-  Cross-check with at least one **reliable source**
-  Reference all websites used
-  Evidence: Compare findings; explain how you checked
-  **DONE**

Step 5 – Generative AI Tools (e.g. ChatGPT)

-  Do not present AI-generated content as your own research
-  Record the prompts you used and the dates you used them
-  Treat AI like a source, not as original knowledge
-  Include a copy of the AI chat in your appendix (see Appendix A)
-  Cross-check key facts against trusted sources
-  List the sources you used to verify the AI content (e.g. websites, books, articles)
-  Explain how you used the AI-generated content in your work – include this in your

appendix

➡ DONE

Step 6 – Video / Podcast / Other

✓ Reference: Creator, title, platform, URL, date published, date accessed

 Evidence: Screenshot of title/page and **your own notes/summary**

✂ Note the time range if quoting

✂ Check source credibility (e.g. is it a known channel/professional body?)

➡ DONE

Step 7 – SURVEY / INTERVIEW / DISCUSSION

✓ State: who was involved, when it was done, what it was about

 Evidence: Include summary or notes in an appendix or folder

✂ Clearly show it was your own data or your team's

✂ Respect anonymity where necessary

➡ DONE

✓ **Final Check**

- ✓ Is every source you've used referenced clearly?
- ✓ Have you checked for reliability or verified questionable information?
- ✓ Have you included enough evidence (e.g. appendix, screenshot, summary)?
- ✓ If you used AI, have you explained how and not passed it off as your own work?

Please remember: you don't want to spend excessive time referencing work, but you do want to ensure that the work you have used is clearly identified and trustworthy. This helps show that your research is valid, contributes to maintaining the integrity of your qualification, and ensures you're rewarded for what you know, understand, and can do.

Appendix 2 – How to Reference a Source

Please note that this table is just for guidance, if candidates would like to reference research in another appropriate format, this is permitted. Candidates may want to complete **Part A: Candidate Declaration** as part of the Candidate Pack. All relevant aspects of the source information should be referred to when referencing work:

Source type:

Book, website, generative AI tools, article (magazine, newspaper, journal etc.), video, survey, interview, discussion, planning resources, or other (please specify).

Source information:

- **Book** – Title, author, date of publication, page number(s) used
- **Website** – Webpage link (URL), author (if known), date accessed or downloaded
- **Article** – Title, author, source, date of publication
- **Video** – Title, webpage link (URL), creator or organisation, date of production or date accessed
- **Survey** – Number/type of respondents, date conducted
- **Interview** – Name of person interviewed, role (if relevant), date of interview
- **Discussion** – Names of participants (if appropriate), date of discussion
- **Generative AI tool** – Name of AI bot used, exact question/prompt submitted, full AI response, date of generation, how the information was verified and how it was used – while AI has become a useful tool in teaching and learning, candidates are still required to demonstrate their own knowledge, understanding and skills within their NEA. Candidates must be reminded that work submitted for assessment must be in their own words, not copied or paraphrased from another source such as an AI tool and must reflect their own independent work.
- **Other** – Specify the type of source and include as much identifying information as possible (title, creator, date, link, etc.)

Verification

Where appropriate, in this section the candidate should briefly describe the steps taken to verify the source. For example: ensuring they are using a trusted website, comparing the information with another source, and checking that information is not biased or misleading. (Where this is part of a task, the candidate should simply describe the process).

Reference template

Source type	Source information	Verification/evidence where appropriate

Completed reference template

Source type	Source information	Verification/evidence where appropriate
Book	The History of the Tudors, by Alison Weir, published 2006, pp. 122–125	N/A
Website	https://www.nhs.uk/live-well/healthy-weight/food-and-diet/ , NHS, accessed on 20 June 2025 (Health and Social Care)	Trusted Government website
Website	https://worldtruthnow.biz/aliens-built-pyramids , author unknown, accessed 20 June 2025 – author unknown, accessed 20 June 2025	Compared information with https://www.britishmuseum.org/egypt-pyramids British Museum accessed same date.
Article	<i>Global Warming and the Arctic</i> , by Fiona Davies, <i>National Geographic Magazine</i> , published March 2022 (Geography)	Photocopy of article with title, author and date visible; citation listed in reference section
Video	SkillsYouNeed (channel), "Customer Service Skills Training," YouTube, published 15 March 2020, https://www.youtube.com/watch?v=7wQKXXWcl7A , accessed 26 June 2025, transcribed information from 02:15–03:05	Trusted educational channel; content aligns with standard customer service training principles. Information transcribed
Survey	Survey of 30 Year 11 candidates at Ysgol *** on social media habits, conducted on 18 May 2025	Evidence found in [candidate to reference where evidence can be found]
Interview	Interview with Mr Huw Thomas, Local Entrepreneur, conducted on 10 June 2025	Summary of notes [candidate to reference where evidence can be found]

Discussion	Group discussion on ethical dilemmas in policing (participants: Jayden R., Amina T., Carys L.), held 12 June 2025.	Written notes, found in digital folder as "EthicsDiscussion_PublicServices_Group3_12June2025"
AI	ChatGPT, prompt: 'What are the main trends in sustainable tourism in the UK and globally?', generated on 22 June 2025 ChatGPT, prompt: 'Could you make this about Wales too', generated on 22 June 2025	Evidence: See Appendix A for a copy of the chat The information generated by ChatGPT was compared with content from the https://eryri.gov.wales/visit/plan-your-visit/guides/how-to-visit-eryri-without-a-car/ and https://www.greentraveller.co.uk/post/car-free-guide-brecon-beacons-national-park Description of how I used information found on AI Appendix A
Other (e.g. podcast)	Podcast: <i>Careers in Game Design</i> , Episode 4 of <i>Future Creators</i> , hosted by Creative Wales, available at https://www.futurecreatorspodcast.com/ep4 , aired 5 May 2025	Screenshot of podcast page, summary of relevant points in candidate's words, found in digital folder "podcast_Future_Creators_5May25_"

Appendix 3— This appendix provides an example of how a candidate could use an AI chatbot to gather initial information and then apply a refining counter-question to make the information more specific. It also shows how they could verify the accuracy of the response and how they could use the information.

Appendix A

AI – ChatGPT, prompt: "What are the main trends in sustainable tourism in the UK and globally?", generated on 22 June 2025

Global Trends

- Eco-Conscious Travel** Travellers are choosing destinations that minimise harm to the environment—like eco-lodges, plastic-free tours, and nature conservation holidays.
- Community-Focused Tourism** There's growing interest in travel that benefits local people directly, including supporting local businesses and cultural experiences that respect and preserve traditions.
- Slow and Low-Carbon Travel** Tourists are favouring slower, more meaningful travel—like train travel over flying, or extended stays that reduce the carbon footprint of frequent short trips.
- Sustainable Certifications** Global travellers are increasingly looking for eco-labels like **Earth Check**, **Green Tourism**, or **Travelife** when booking accommodation and activities.
- Regenerative Travel** Moving beyond just minimising harm, some travellers want to positively impact the places they visit—for example, by helping restore natural habitats or supporting conservation work.

UK-Wide Trends

- Staycations and Nature Tourism** The popularity of holidays within the UK remains strong, with many people choosing national parks, coastal walks, or rural retreats to reduce emissions and reconnect with nature.
- Sustainable Transport Initiatives** Greater investment in electric vehicle charging points, bike hire schemes, and improved public transport options makes sustainable travel more accessible.
- Eco-Friendly Accommodation** More hotels, B&Bs, and campsites across the UK are offering low-carbon options such as solar-powered heating, water-saving measures, and local food sourcing.
- Sustainability in Events and Attractions** Attractions and events are adopting greener practices—like reducing waste, promoting reusable items, and offering sustainability education as part of the visitor experience.

AI – ChatGPT, prompt: "Could you make this about Wales too" generated on 22 June 2025

Wales-Specific Trends

- Promotion of Sustainable Destinations** Visit Wales is actively promoting lesser-known areas to reduce over-tourism in popular locations and encourage economic benefits in rural communities.
- Welsh Language and Culture** Sustainable tourism in Wales often includes promoting and protecting Welsh language, culture, and identity—giving visitors meaningful local experiences while supporting communities.
- National Parks and Trails** Wales' three national parks (Snowdonia/Eryri, Brecon Beacons/Bannau Brycheiniog, and Pembrokeshire Coast) are leading examples of sustainable tourism with car-free zones, green transport, and conservation efforts.
- Adventure and Eco-Tourism** Wales is a top UK destination for sustainable adventure tourism, including walking, cycling, and wildlife experiences that protect the environment while boosting the local economy.
- Sustainability Charter and Green Pledges** Welsh tourism businesses are encouraged to sign up to sustainability charters (e.g. the Green Key scheme or Wales' Sustainable Tourism Charter) to show their commitment to ethical and responsible tourism.

Relating to **point 3 of the second AI response** - I investigated this further using the Snowdonia and Bannau Brycheiniog websites and found that both promote ways of accessing the parks using public transport. To assess how successful this information is, I will do a survey to see how many people travel by public transport compared to by car based on this information.