

HERE FOR YOU
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ANNUAL REVIEW

2022/23

CONTENTS

01	Here for you: Our role	4
	Celebrating 75 years as leader of bilingual qualifications and assessments	4
02	Delivering leading qualifications, assessment and support	6
	Leading Wales into the future with diverse and engaging qualifications	8
	Leading the way in digital assessment	10
03	Shaping the future of education in Wales	12
	Supporting your journey: Preparing to teach the new Advanced Skills Baccalaureate Wales	14
04	Working together to make a difference	16
	Investing in the Future: Announcing the recipients of the 2022 Gareth Pierce Bursary Scheme	18
	Empowering teachers and learners: Visiting schools and colleges to nurture relationships	20
	Enhancing learning outcomes: Educational resources for today and tomorrow's learners	22
05	Celebrating the next generation of Innovators	24
	A showcase of Welsh talent: The Innovation Awards	26
06	Investing in our planet	28
	Making changes to drive a more sustainable future	30



Ian Morgan
Chief Executive, WJEC

This year marks our 75th anniversary, a significant milestone that stands as a testament to the hard work and dedication of our teams. Over the years, we have remained true to our vision, providing trusted bilingual qualifications and industry-leading support to schools and colleges across Wales.

In this year's Annual Review, you will find proof of the exceptional work delivered by our dedicated teams, from the development of qualifications and exciting digital assessments, through celebrating learners achievements as part of our Innovation Awards. By working together with the teaching community, our teams remain committed to enabling teachers and lecturers to confidently deliver our qualifications, unlocking the full potential of learners across the country.

Looking to the future and in support of Qualified for the Future, we've already begun work to develop an exciting range of made-for-Wales GCSEs and related qualifications. As we develop these new qualifications, we are committed to adopting a co-construction approach by engaging with teachers/lecturers and key members of the educational communities to ensure that the new qualifications, within the confines of the regulatory framework, support the ambitions of the Curriculum for Wales.

As an organisation dedicated to supporting teaching and learning in Wales, we understand the significance of providing free bilingual resources to teachers, lecturers and learners. With that in mind, we've taken this opportunity to offer you an in-depth look at the Resources team and the process they follow to commission these valuable materials.

I have had the pleasure of visiting a number of schools and colleges over the last year, talking to both staff and learners, and have been humbled by the welcome I have been given. I would like to take this opportunity to thank our schools, colleges, stakeholders and my WJEC colleagues for their invaluable support and hard work.

I hope you will enjoy reading our Annual Review and that you'll continue to follow and engage with our work over the coming year. Rest assured, you will continue to receive the very highest levels of support, advice, and guidance from us – as you have come to expect.



Joanna Moonan
Chair of the
Board of Directors, WJEC

Following another successful academic year, WJEC has continued to lead the way in providing exceptional support to schools and colleges across Wales, ensuring that every learner has access to the qualifications they need to achieve their aspirations. By working closely with the education community, WJEC has cemented its position as a trusted and reliable partner when it comes to delivering high-quality qualifications.

Our dedicated teams have already begun preparations to deliver a co-construct approach for the development of the new suite of GCSEs and related qualifications. As a Board of Directors, we have full confidence in WJEC's ability to collaborate closely with the teaching community and beyond to create these qualifications that are tailored for Wales and its learners.

This year's Annual Review is a testament to WJEC's willingness to listen and collaborate, as well as its unwavering dedication to delivering high-quality qualifications and support. On behalf of the Board of Directors, I would like to extend our heartfelt thanks to all the schools, colleges, and WJEC colleagues for their relentless hard work and dedication throughout the year. With WJEC leading the way, we have no doubt that the future of education in Wales is brighter than ever before.

Celebrating 75 years as the leaders of bilingual qualifications and assessments

This year marks our 75th anniversary, and as the leading awarding body in Wales, we are proud to continue our tradition of supporting schools and colleges, providing world class bilingual qualifications and reliable assessment to learners and educators across the country.

Our teams remain committed to working in close partnerships with stakeholders across our education communities, including schools, colleges, regional consortias, and Qualifications Wales, to support Welsh Government's ambition to deliver an innovative approach to learners that is fit for the future.



In Wales

We offer nearly **200** GCSE, AS, A Level and Vocational Qualifications



We awarded over
440,000
qualifications in 2022/23



40
Knowledge
Organisers

Over **240** Blended Learning Units - which contain approximately **1,400** lessons

Marked over
1,200,000
papers, NEA and oral examinations in 2022/23

Qualifications designed for Welsh learners

We are proud to offer internationally recognised qualifications, that have been designed to enable Welsh learners to show what they know, understand and can do. Each qualification has been carefully designed with learners in mind, to equip them with the skills and understanding they need to progress, in whatever path they choose to follow.

Direct support and guidance from day one

Supporting teachers and lecturers across Wales has been key to our success. Our team of over 350 skilled and knowledgeable individuals provides direct support, guidance, and advice to schools and colleges. Unlike other awarding bodies, we pride ourselves on providing direct access to subject experts and support teams who deliver practical advice and guidance to support the delivery of our qualifications.

Enhancing teaching with free resources

Our ever-growing package of resources have continuously evolved to meet the changing needs of learners. We engage and collaborate with teachers and lecturers to ensure that our FREE bilingual teaching and learning tools develop all the necessary skillsets and continue to engage and inspire learners.

As we celebrate our 75th anniversary, our commitment to supporting education in Wales remains at the centre of our mission. Together, with our education communities, we will ensure every learner in Wales achieves their full potential.



SECTION 02

Delivering leading qualifications, assessment and support





Written by
Richard Harry
Director of Qualifications
and Assessment, WJEC

Leading Wales into the future with diverse and engaging qualifications

Richard Harry, our Director of Qualifications and Assessment, is leading the charge on the development of a brand-new suite of GCSE and related qualifications, as part of Qualifications Wales' 'Qualified for the Future' project.

The past few months have been a very exciting time for us as we begin the work of creating a new suite of bilingual GCSEs and related qualifications as part of Qualifications Wales' 'Qualified for the Future' project.

We've been heavily involved and played an active part in the entire consultation process and now we are leading on the development of these new qualifications.

As we embark on this transformative journey, we remain committed to active listening, continuous reflection, and responding to valuable feedback. It's our goal to develop qualifications that are inclusive, engaging, support the curriculum, and that are truly fit for the future.

Next steps

The development phase is well underway and we're currently working closely with our subject development advisory groups as part of a consultation on the qualification outlines, which is taking place this Autumn, before the qualification outlines themselves are published early next year.

What we're really passionate about is taking the co-construction ethos forward. The Curriculum for Wales was co-constructed, and so were the decisions around how the qualifications should look from a regulatory perspective. Now, we're co-constructing the qualifications themselves.

Collaboration really is the key word here, and we're working to create qualifications that the entire education sector can stand behind, learning from any lessons in the past and creating qualifications that embody the shared values and aspirations of the entire sector.

Working with stakeholders

From the moment Qualification Wales' consultation findings were published, we set out to engage with a cross section of stakeholders.

We've now recruited qualification writers, qualification reviewers and members for our subject level development advisory groups.

We are also engaging with unions through a separate reference group, taking into account the broader views of the workforce. In addition, we have established a Stakeholder Reference Group that includes key members from our education communities.

The views of our learners are incredibly important throughout this process, and we'll be listening to their views and feedback via our Learner Advisory Group too.

Supporting the ambitions of learners

As a learner-focused organisation, we're really pleased to see a broader range of GCSEs than we've had previously, and I'm confident that new subjects such as Social Studies, Dance and British Sign Language will empower learners with a more comprehensive and holistic education.

The intention of the new curriculum is to enhance the learning and experience of the learners, right through their schooling. It's the role of the qualification to support that, so by offering a wider range of subjects, we're enabling learners to follow their passions, interests and to progress.

In terms of assessment methods, and in line with Qualifications Wales' consultation findings, we'll be increasing the volume of non-exam assessment. The aim is to ensure that our assessments are more engaging for learners.

We're working closely with learners and teachers at this early stage to ensure that the increase in non-exam assessment is as manageable as possible, both in terms of learners' well-being and teacher workload. We value their input and feedback as it will be instrumental in shaping the qualification outlines and what we ultimately deliver.

Sustainability and diversity

Sustainability, diversity, inclusion and belonging are cross-cutting themes in Curriculum for Wales and are the core considerations that we'll be building into each and every qualification.

We're already actively engaging with diversity experts and programmes such as Diversity and Anti-Racist Professional Learning (DARPL), and are committed to ensuring that our qualifications are designed to be inclusive and representative of all learners.

With open minds and a collaborative spirit, we look forward to co-creating qualifications that will not only support learners in their individual ambitions but also contribute to the collective advancement of education as part of the [Welsh Government's National Mission policy](#).

By actively involving educators, learners, and stakeholders in the design process, we aim to ensure that these qualifications align with the ever-evolving needs of our diverse and dynamic society, and we are very much looking forward to continuing this journey.

Supporting teachers

In line with engaging with teachers on the increase in non-exam assessment, we're also very much focused on putting together a comprehensive programme of professional learning, to guide them through the new qualifications.

We're working with Welsh Government to determine exactly what that will entail, but our goal is to ensure that every teacher/lecturer has access to professional learning that enables them to feel confident in delivering these new qualifications.

We will also deliver a range of resources to support teachers and learners. Our Resources Team produces around 3000 bilingual lesson and revision aids annually, including Knowledge Organisers, Blended Learning resources and textbooks for learners, as well as standalone front of classroom resources to support teachers.

In support of this new suite of qualifications, we will be looking closely at what additional resources we can deliver to help provide the best possible support for teachers and learners.

Leading the way in digital assessment



Written by **Ben Newby**
Chief Digital Officer, WJEC

Ben Newby explores the development of digital assessment, particularly in relation to Qualifications Wales' 'Qualified for the Future' initiative, and how we can utilise digital tools to improve outcomes for our learners.

The world around us is changing rapidly and my team is looking closely at how we reflect those changes in the way we embrace technology in the assessment space.

We've been offering on-screen exams for the past fifteen years and are very proud of this capability and experience. We're committed to continuing the provision of assessments that are more engaging, provide a richer experience for learners and overcome both social and physical challenges, of which digital assessments play a very large part.

Our current digital assessment offer

We offer two types of digital assessments: E-assessments, which are exams completed and marked electronically, on a screen, and e-submissions, where a learner's coursework is submitted electronically and assessed via a secure web-based platform. This summer, over 12,000 candidates sat e-assessments across general and vocational qualifications. In one subject alone, Digital Technology, there were over 5,000 simultaneous candidates. We also assess over 200,000 pieces of digital coursework each year.

Working within a consortium of technology providers, consultants and specialists in assessment design, we are proud to also offer personalised e-assessments. These help understand learners' reading and writing progress during their secondary school journey, and it's an area in which Wales is really leading the way.

As with any form of examination, accessibility for learners has and will continue to be a key consideration. Our e-assessments come with a number of adaptations, including a range of colour palettes, font sizes and audio options.

Developing the offer

Qualification Wales' 'Qualified for the Future' project is a massive opportunity for us to allow even more learners, schools and colleges to experience the many benefits of e-assessment, evolving at a pace which the system can support.

Learners are already used to an environment where teaching and learning comes in many digital formats, and so it makes absolute sense that as an exam board we reflect this changing world of education.

In terms of scale, currently, 80% of our vocational qualifications and 15% of our GCSEs have an e-assessment option. For our GCSEs, of those 15%, around 3% are currently sat online. With the introduction of these new qualifications, we expect that number to rise to around 25% in Wales.

The technology and capability are already there, so it's about how quickly we move through that change, ensuring integrity and robustness at each stage. In the background, we're redeveloping our systems to be more intuitive and will be scaling up our team to help support our learners, schools and colleges during this period of growth. We'll be consulting with our stakeholders at every step of the way.

As part of our work to develop a new suite of qualifications for 'Qualified for the Future', we'll be taking views on digital assessment from learners, teachers, lecturers and business leaders to subject specialists and diversity and inclusion experts.

Supporting our schools and colleges

We're mindful that each school and college has different capabilities in terms of technology and resources, and we're very much developing our solutions accordingly.

We have a dedicated bilingual support team that is solely focused on e-assessment and are there to help each school and college begin or expand their e-assessment journey, as well as supporting them with any queries along the way.

Teachers, lecturers and learners are given access to our on-screen platform well in advance, so that they can familiarise themselves with the software. We also provide extensive guidance documents and video toolkits to further assist with the installation and delivery of e-assessments. Our continual feedback from schools and colleges is that they are surprised by how simple the process is for administering e-assessments, and we're very proud of that but will continue to invest to make our systems easier to use.

Looking to the future

'Qualified for the Future' is a huge opportunity for us in Wales. The balance is just right in terms of moving the dial for digital assessment, but in a controlled, and risk-managed way. By the end of 2030, to have a quarter of all GCSE assessments completed digitally will be a huge achievement and a big step in the right direction towards the future of assessment.

There are so many benefits to learners, teachers, lecturers and administrators in terms of digital assessment, and I'm looking forward to those being realised as we continue on this journey.

SECTION 03

Shaping the Future of Education in Wales



Supporting your journey

Preparing to teach the new Advanced Skills Baccalaureate Wales



Sharon Giddy
Curriculum Leader for
ITC and the Welsh
Baccalaureate,
Chepstow School

From September, schools and colleges across Wales began delivering our Advanced Skills Baccalaureate qualification. This new qualification offers a unique and innovative approach to learning, emphasising key transferrable skills and preparing learners for the demands of a rapidly evolving job market. To gain insight into the training and resources we provided to support its implementation, we spoke with Sharon Giddy, Curriculum Leader for ITC and the Welsh Baccalaureate at Chepstow School.

Tailored communication: Direct, fluid and current

The Regional Support Team at WJEC has offered timely bespoke training, communication, and guidance to us, supporting the transition to delivering the new qualification. Having access to our own Regional Support Officer has been instrumental in the preparations for this new and exciting qualification.

As part of this ongoing support, all schools and colleges were invited to attend a series of forums run by WJEC. These provided opportunities to discuss the planning and delivery of the qualification with coordinators from centres across Wales, enabling us to share ideas and approaches.

Additionally, WJEC's Regional Support Officer attended regional network meetings for Education Achievement Service (EAS) schools, updating attendees on resources, training opportunities, and other support available.

Bespoke Professional Learning: Enhancing knowledge and collaboration

The Professional Learning event, led by WJEC's Subject Officer, provided key insight into the requirements of the new qualification, and allowed time to collaborate and share ideas with colleagues from other school and colleges.

It also gave an opportunity to ask questions and provided details of the structure of the course and materials that were being prepared to support the transition from the current to the new qualification. It was highly beneficial to communicate with other coordinators and see friendly faces from the team to give us the confidence that we were in safe hands.

In addition, there were further opportunities to participate in planning days with regional consortia across Wales. At Chepstow School, I led a session on behalf of the EAS. The sessions were an opportunity for schools and colleges to create resources that align with their models, build teacher confidence, and promote consistency across schools.



Find out more:
www.wjec.co.uk/AdvSBW



Supporting teaching and learning with tailored resources

The resources produced to support skills development and promote the qualification are excellent. To support in their use, the Regional Support Team delivered a series of 'Preparing to Teach' sessions. During these online sessions, the resources were showcased, and examples were given on how they can be utilised in the classroom and to facilitate independent learning.

In addition, the promotional video and options evening materials were positively welcomed, and the induction materials saved us from creating new resources over the summer. As a coordinator, I'm grateful for the team's support and confident in our preparedness.

Collaborating with teachers and lecturers from other schools and colleges and participating in the development of the new qualification resources were enjoyable and confidence-building experiences. Through the collaboration with WJEC, a new suite of useful support materials were developed that will aid in delivering the qualification and equip learners with the vital skills required by employers.

I'm grateful for the unique and unwavering support of the WJEC team, and their resources inspire me to engage and motivate my learners towards success.

“The support provided by the Regional Support Team at WJEC has been exceptional.

Their wealth of knowledge and experience has given me the confidence to deliver the qualification.”

Find out more: www.wjec.co.uk/AdvSBW

SECTION 04

Working together to make a difference



Investing in the Future

Announcing the recipients of the 2022 Gareth Pierce Bursary Scheme

The Gareth Pierce Bursary Scheme was launched in 2022 in memory of our late Chief Executive.



This prestigious initiative was designed to support up to three undergraduate students studying Mathematics through the medium of Welsh. The scheme seeks to promote academic excellence and provides £3,000 support to Welsh-speaking mathematicians who are studying at least 33% of their Mathematics degree course in Welsh.

In January of this year, the inaugural recipients of the prestigious Gareth Pierce Bursary Scheme were announced. Lowri Haf Davies and Taylor-James Daughton, both undergraduate students at Aberystwyth University, and Alys Ffion Chisholm, an undergraduate student at Cardiff University.

The bursary recognises the academic excellence and achievement of these students and marks an important milestone in the promotion of Welsh-language education in Mathematics. The recipients have proven themselves to be exceptional students in their fields and have demonstrated the drive and dedication necessary to excel in their studies.



I really appreciate the bursary, and am grateful to WJEC for the recognition and funding. I'm happy that I can study Mathematics, which is such a useful, current, and interesting subject through my mother tongue. I look forward to working as a teacher in the future to share my passion for Mathematics and inspire the next generation to choose to study the subject through the medium of Welsh.



Alys Chisholm
from Caernarfon

Empowering teachers and learners

Visiting schools and colleges to nurture relationships

As part of our commitment to engage with schools and colleges to seek opportunities to collaborate with headteachers, teachers/lecturers and learners first hand, we have continued visiting centres across Wales this academic year. These visits have provided valuable insight into areas where we can enhance teaching and learning and have helped us identify new opportunities to continue to support them.

This year we have visited several centres around Wales including: Ysgol Gyfun Plasmawr in Cardiff, Ysgol John Bright in Llandudno, Ysgol Gyfun Cwm Rhymni in Blackwood, Ysgol BroTeifi in Llandysul, and Ysgol Gyfun Llangynwyd in Bridgend.



The importance of these visits in our new qualifications development journey

These school visits have been extremely positive experiences. They have helped us identify areas where we can do more to support schools/colleges and learners in Wales. Collaboration and close working partnerships will also be key to the success of the part we play in 'Qualified for the Future'.

It's important that open dialogue, feedback, and discussion informs every step of the qualification development process, and going forward, we will continue to prioritise our engagement with schools and seek opportunities to collaborate with headteachers, teachers/lecturers and learners to ensure that our assessments and qualifications are fair, accessible, and meet the needs of Welsh learners.

We look forward to continuing to work with the education community across Wales to hear their thoughts and to find out more about their experiences.



“ I believe that working closely with the teaching community is essential to understanding the needs of our stakeholders.

Through ongoing collaboration and feedback, we gain invaluable insights that inform our work and enable us to deliver the highest standards in qualifications and assessments.

Moving forward, our strong partnership with educators is absolutely key to our continued success in creating impactful and meaningful teaching and learning experiences. ”

Ian Morgan
Chief Executive, WJEC



“ Ian Morgan’s visit was a valuable experience for learners, teachers and leaders, providing opportunities for constructive and open discussions. ”

Lloyd Mahoney
Assistant Head Teacher
Ysgol Gyfun Cwm Rhymni

Enhancing Learning Outcomes: Educational resources for today and tomorrow's learners



Written by
by Melanie Blount
Head of Content
Development, WJEC

Melanie Blount, our Head of Content Development, leads a team of 25 colleagues, creating educational resources for teachers, lecturers and learners that heavily support teaching and learning across the curriculum.

In this article, she discusses the process of developing our resources and our future plans to enrich the teaching and learning experience.

Every single resource begins with educational need. Through discussions with teachers, keeping abreast of educational news and new policies, right through to exam feedback and even scouring social media, our team is continually gauging the level of support needed for each subject.

Once we've established a need for a resource, we then focus on the best vehicle to deliver that resource, whether that be a textbook, a digital or an interactive resource. We might make this decision based on decades of own expertise, feedback from our centres, or sometimes it might be a direct request from our stakeholders, such as Welsh Government or Qualifications Wales.

For each resource we work with a Subject Officer and subject matter expert, one of whom will author the content, with the other reviewing. These relationships are incredibly important, and our Subject Officers are absolutely integral to the creation of our many resources.

Once drafted, each and every resource goes through a rigorous review process involving our Digital Learning Officers (DLOs), bilingual editors and quality assurance team. For a print resource, a technical edit will be completed, and for a digital resource, our DLOs will create a storyboard for our developers to transform into an interactive finished product.

For each piece of content produced, the author will follow a very specific brief which details exactly what needs to be covered from the specification, which age group it is to be aimed at and which elements must be included, such as a glossary of terms, keyword boxes, case studies etc.

Being a bilingual exam board, all our content is translated to Welsh by external experts, with this version going through the exact same edit process to ensure nothing is 'lost in translation' and both versions convey the same message.

Only once we're satisfied that the end result matches the original brief does a senior member of the team complete a final check and sign off. From commissioning to publication, a digital resource takes an average of nine months, with a textbook typically taking 18 months.

Working with our stakeholders

As an exam board, we work incredibly closely with our stakeholders, especially Welsh Government and Qualifications Wales, in all levels of our work, and that is no different when it comes to our resources.

Regulations stipulate that exams boards need to provide a specification, sample assessment material and an exam guide as a minimum, but we're immensely proud that what we provide goes far beyond that.

The future of resources

The future of educational resources will no doubt be heavily influenced by technology and digital advancements. As a team, we're focused on the ways in which we can embrace evolving technology and how we can use that to enhance learning.

Well-designed educational resources enhance the learning experience by offering alternative explanations, examples, and visual aids that cater to different learning styles, making complex topics easier to comprehend.



Our resources

In a normal academic year, we produce around 3000 bilingual lessons and revision aids.

These come in the form of:

Blended Learning Resources

Typically in the form of an online learning pack that allows learners to learn at their own pace.

Knowledge Organisers

These give an overview of the key facts, concepts and vocabulary related to a particular subject, unit, or lesson.

Stand-alone front of classroom resources for teachers

Such as PDF notes, lesson plans and schemes of learning.

Textbooks

Of which around five are published each year.

As well as learning resources, our team is also responsible for:

Online Exam Review

Interactive units that bring together elements including general data, exam questions, their marking schemes and examiner comments.

Question Bank

A free tool that allows students and teachers to create bespoke practice question papers from thousands of WJEC past paper questions.



SECTION 05

Celebrating the next generation of innovators



The Innovation Awards

A showcase of Welsh talent

The Innovation Awards were established in 1997, in partnership with the Welsh Government, with the aim of recognising and celebrating the very best in creativity and design amongst the many talented students we have in Wales.

The awards provide a platform for young Welsh designers to showcase their innovative ideas and projects, and to gain exposure with key industry figures.

Inspiring the future of invention

Over the years, the awards have become an important avenue for nurturing and developing the next generation of innovators, and continue to inspire young people to pursue their passion for design and technology.

Previous award winners include, Q Misell from Ysgol Bro Edern for their ingenious recycling bin design, Lucy Clarke from Howells School for her aid for refilling large water bottles, and Amy Owen from Ysgol Uwchradd Caergybi for her interactive activity book encouraging young people to grow sunflowers.

The awards encourage young people in Wales to be technologically innovative by inventing new products and solutions, using the skills they've developed in their Design and Technology GCSE, AS and A level classes.



2023 Overall Winner
Benjamin Morris
King Henry VIII School, Abergavenny



2023 Winners

23rd Innovations Awards Ceremony

The 23rd Awards Ceremony returned in December 2022 following a 2-year absence due to the pandemic, whereby students, teachers, and parents from schools and colleges from across Wales gathered at the Pierhead, Cardiff Bay.

Despite the undeniable challenges brought about by the pandemic, the judges were impressed by the innovation, creativity, and perseverance demonstrated by the students. The high standard of entrants was a testament to the breadth of ambition and innovation held by our young students, which has been a cause for great celebration.

Benjamin Morris from King Henry VIII Comprehensive, Abergavenny, won both the A level and Overall Winner categories with his creation, a toe protection device for cricketers. The judges were extremely impressed with his testing and development and saw much commercial viability in his product.

We look forward to seeing what the future holds for these bright minds, as they continue to push the boundaries of innovation and solve problems in exciting new ways. We are grateful for the support of our stakeholders, in providing opportunities to recognise and motivate the next generation of innovators in Wales.



Jeremy Miles
Minister for Education
and Welsh Language

“The high standards of entries are fine examples of what Wales can achieve through science, technology and innovation. The awards showcase the talent, the enthusiasm and the commitment of our young people across Wales.”

Find out more: www.wjec.co.uk/Innovation

SECTION 06

Investing in our planet



Making changes to drive a more sustainable future

We are acutely aware of the impact our activities have on the environment. As part of our continuous effort to reduce this impact, we are actively working to make positive changes in key areas.

One of these areas is the printing and packaging of our exam papers, which has a significant environmental impact.

Making our printing more sustainable

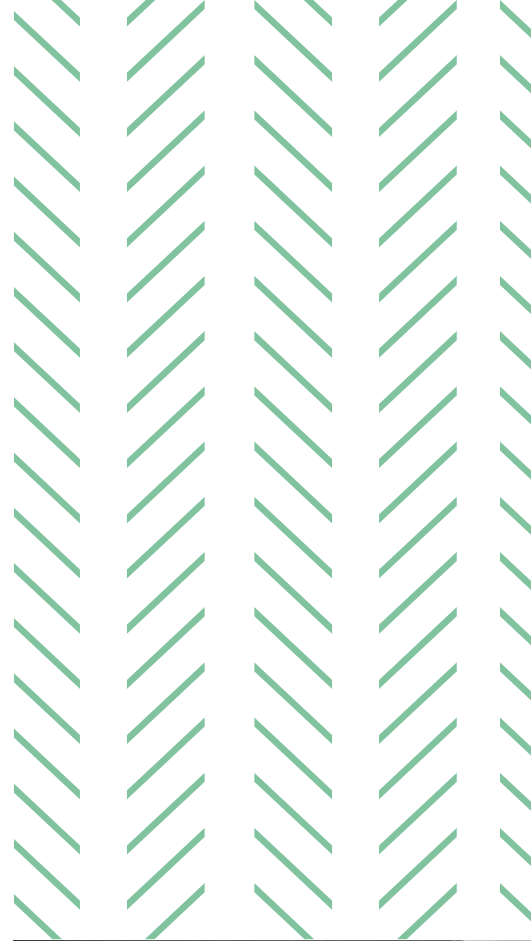
To minimise our ecological footprint and support sustainable practices, we have implemented several measures to make our printing more sustainable.

For example, we purchase all paper products, as well as any additional items, from approved Forest Stewardship Council suppliers. This ensures that the paper used in our products comes from sustainable sources and has been responsibly sourced, manufactured, and distributed.

Additionally, the certified materials we purchase contain recycled paper, which further reduces the amount of new material needed in the production process. This helps conserve natural resources and reduces the environmental impact of our products.

And to go even further in our commitment to sustainability, we pay a little extra for our purchases so that suppliers plant trees to offset some of the carbon generated during the production process.

By investing in reforestation efforts, we are helping to remove carbon from the atmosphere, promoting biodiversity, and supporting local communities.



Packaging

To reduce the environmental impact of the packaging used to transport exam papers we examine the raw materials used, and the energy consumed during manufacturing of plastic, paper, and cardboard.

To explore alternatives to plastic, we researched different materials, considering factors such as quality, security, and overall environmental impact.

While compostable materials were offered, they did not meet our security requirements and some schools and colleges are not set up to compost packaging, and there were additional emissions associated with sourcing compostable packaging outside of the UK.

After extensive research, we identified a more suitable solution: increasing the recycled content of our plastic packaging.

We are currently sourcing packaging made from Low Density Polyethylene (LDPE) that contains up to 86% recycled material. This recycled LDPE packaging is used for external mailers as well as the sealed bags that exams papers are sent and returned in for marking.

In addition to increasing the use of recycled LDPE, we've also replaced some plastic packaging with cardboard alternatives whenever possible, as these are typically easier for schools, colleges, and local authorities to recycle. Our cardboard packaging is now made up of 70% recycled material. We've also reduced the size of our cardboard boxes and made our tape fully recyclable.

Reducing waste and focusing on sustainable packaging has been a key area of focus for our organisation. By changing the size and shape of our packaging, we were able to significantly reduce the amount of packaging material used, ultimately helping us avoid registering as a 'waste producer'.

Additionally, by reducing the extraction and production of virgin materials, we've been able to limit the emissions associated with our supply chain, contributing to a more sustainable future.



We believe that every small step counts when it comes to creating a more sustainable world, and these initiatives are only a small part of our broader sustainability efforts.

Ian Edwards
Operations Director, WJEC



Leaders of trusted qualifications

All information correct at the time of publication: October 2023

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