GCE Modern Foreign Languages

Speaking Administrative Support Guide

Summer 2026

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Introduction

This guide provides support for centres entering candidates for A Level languages that include a speaking component and aims to help in preparing for and conducting speaking examinations.

This document should be read in conjunction with the subject specification found on the Pearson website.

Qualification with a speaking component	Teacher conducted, externally assessed unit
GCE Chinese (Mandarin or Cantonese)	9CN0_3M (Mandarin) or 9CN0_3C (Cantonese)
GCE French	9FR0_3A
GCE German	9GN0_3A
GCE Italian	9IN0_3A
GCE Russian	9RU0_3A
GCE Spanish	9SP0_3A

Speaking components general information

Speaking components are internally conducted assessments externally assessed by Pearson Edexcel. The assessment must be conducted within the prescribed speaking assessment period as set by Pearson Edexcel and must be in a face-to-face setting. The Head of Centre and administrator (usually the exams officer) is responsible for the internal conduct of the speaking exam.

Contact information

To contact our assessment or teaching support teams, please use the contact form on our website and select the relevant support categories.

You can also contact our subject advisor at teachinglanguages@pearson.com for any queries regarding the teaching of these qualifications.

For queries regarding the Remote Oral Examiner service specifically, please contact remoteoralexaminerservice@pearson.com.

February 2026

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DfE guidelines and Ofqual regulations

In line with DfE guidelines and Ofqual regulations, the qualifications listed are linear qualifications, and all candidate work must be externally marked at the end of the course. All papers are compulsory. Candidates re-sitting the qualification may carry over the marks from the previous examination for Paper 3 – Speaking.

All papers will be set and marked by Pearson Edexcel, including the speaking assessments and the writing examinations.

Candidate recordings will be submitted digitally to Pearson using the Learner Work Transfer portal. The security of the speaking assessment materials must be maintained at all times. The speaking assessment must be conducted by a suitable teacher in the centre.

Candidates will be awarded qualification grades on the A*-E grading system. No individual paper grades are formally awarded, although notional paper grade boundaries will be available.

This document should be read in conjunction with the subject specification found on the Pearson website and the Joint Council for Qualification (JCQ) Instructions for conducting exams.

The exam timetable for these exams can be found on the Pearson website 2026 GCE exam timetable.

Key Dates	
Entry deadline	21 February 2026
Secure speaking materials can be accessed (three working days before the speaking window)	13 April 2026
First day of speaking window	16 April 2026
Final day of speaking window	21 May 2026
Final submission deadline of speaking materials to LWT	26 May 2026* (*Amended to reflect the bank holiday Monday on 25 May.)

We recommend that speaking assessments for each language qualification are scheduled on consecutive days for the purposes of administration and security. However, if circumstances make this impossible, you may allow candidates to sit their oral exams when appropriate in the speaking window. The submission deadline for GCE MFL is **two working days** after the final A Level speaking exam for that language has taken place in the centre.

Speaking materials

A pack containing hard copies of the speaking materials will be dispatched to centres in March. Upon receipt, the materials must be kept securely locked and inaccessible. The pack may be opened **three working days** before the start of the prescribed speaking assessment period (from Monday 13 April 2026).

The assessment materials must **not** be removed from the centre premises. Exam papers must not be photocopied or scanned. If centres wish to have additional copies of the assessment materials to enable multiple teacher-examiners to conduct examinations simultaneously, an electronic version of the secure speaking assessment materials will also be made available on the Pearson website (under the "Exam materials" tab for each A Level language). Only the registered Examinations Officer will be able to access these gold-padlocked materials.

If required, the Examinations Officer at the centre may print additional copies of the secure assessment materials, but this must only take place up to three working days before the start of the prescribed speaking assessment period. Furthermore, the Examinations Officer must keep a record of the number of copies printed and made available to the teacher-examiner(s) responsible for the conduct of the speaking assessments.

The teacher-examiner responsible for the conduct of the speaking assessments is required to preserve absolutely the confidentiality of all the speaking assessment materials: these materials must be handed back to the Examinations Officer upon completion of the assessments and must be kept secure until **the end of October 2026.**

It is expected that a record will be kept in each centre of the planned speaking assessment dates along with the details of the teacher-examiner(s) conducting the assessments, and that this information will be available both prior to and during the speaking assessment period.

Sequence of stimulus cards for speaking examinations

To prevent duplicate stimuli, candidates must receive their cards according to the sequence and combination specified in the sequencing grid found in the teacher-examiner booklet (exam paper). Cards should only be given at the beginning of the preparation period, and candidates must not know which stimulus card numbers they will get beforehand.

If you conduct more than 12 speaking examinations in a day, you should start at the beginning of the sequence again after the 12th candidate. You must not deviate from this sequence even where there are similarities between the research project and the task card. The sequencing grid should continue throughout the day, irrespective of any breaks or lunchtimes, but should begin again at the start of the new day. If two teacher-examiners are conducting exams simultaneously, they both must start from the beginning of the sequencing grid and follow the prescribed order.

Candidates may take notes—limited to one side of A4 paper—during the 5-minute preparation after receiving the stimulus card. These notes may be used during Task 1, but candidates are not allowed to write on the stimulus cards themselves. Notes are for reference only; it's recommended that candidates avoid reading out full, pre-written sentences when answering questions. Candidates must not have access to a dictionary or any other resource during the preparation and assessment time.

Candidates must return their notes and stimulus cards to the teacher-examiner at the end of the examination. All notes made during preparation must be securely kept by the centre until the end of October following the assessment year, after which they should be properly destroyed.

Arranging Speaking Assessments

In most cases, the teacher-examiner will conduct the speaking exam for students in the centre. Should the regular teacher-examiner become unexpectedly unavailable for the duration of the prescribed speaking assessment window, it is the centre's responsibility to arrange for a suitable replacement teacher-examiner to conduct the assessments at the centre prior to the submission deadline date.

In centres where the language is not taught, or it is not possible to conduct oral assessments, one of the following arrangements can be made:

Consortium Arrangement

A nearby centre where the language is taught could accommodate the candidate for the speaking exam. Candidates from different centres may be taught and assessed together but entered through the centre at which they are enrolled.

In such cases, you will need to let us know that your centre wishes to be treated as a consortium by submitting the online form, accessed via the [Centre Admin Portal (CAP)](#) so that we can allocate the same examiner to all centres within the consortium. Students must be entered by their 'home' centre, but their work must be submitted by the host centre conducting the assessment.

If you have students entered at your centre but are unable to complete their speaking examination at the same centre, the consortia guidelines must still be followed – this is not a transferred candidate. For more information on consortia arrangements, please refer to [JCQ guidance](#) on their website.

Private Tutor

The candidate's private tutor could be asked to conduct the oral exam(s).

The exam must take place in the centre, and the centre is responsible for the administrative forms, speaking cards, invigilation and safeguarding the candidate, as well as storing the materials until October 2026.

The head of centre must ensure that the tutor is not related to the candidate and is suitably qualified/experienced to conduct the exam. They must maintain clear lines of communication and the centre remains responsible for this assessment.

Pearson cannot offer tutors or private examiners any financial remuneration.

Visiting Examiners

Our Visiting Examiner service can be provided for centres who have 10+ candidates entered on the following qualifications (subject to availability):

- French (9FR0_3B*)
- German (9GN0_3B*)
- Spanish (9SP0_3B*)

*Please make entries via Edexcel Online using Option B e.g. 9FR0 3B. This will request the Visiting Examiner who will contact you by 9th March to make arrangements.

A Pearson-appointed examiner will conduct the speaking component of the examination at the centre, conducting up to 10 exams per day. Dates depend on examiner availability, and they will liaise directly with centres to arrange those. The centre remains responsible for the administration of the exam, facilitation of the speaking cards and all documentation.

The centre is responsible for safeguarding at all times. The visiting examiner will **not** be able to conduct the speaking examination if an appropriate invigilator/chaperone is not present throughout and they will withdraw their services rather than find themselves in this situation.

> **Remote Oral Examiner Service (ROES)**
>
> The Remote Oral Examiner Service (ROES) formerly the London Centre Orals (LCOs) is a service that enables candidates to take their GCE Modern Foreign Languages speaking exams remotely* at their own exam centres, with the assessment conducted online by a Pearson-appointed examiner.
>
> Under ROES, each candidate sits their oral examination at their own centre, with a Pearson-appointed examiner assessing them remotely. For further information, please see our ROES Important Information.

*Please note that conducting speaking exams remotely is not permitted unless undertaken through the Remote Oral Examiner Service that Pearson provides.

Non-taught speakers and private candidates

Centres should only enter candidates for language assessments they teach, unless staff can provide adequate guidance for non-taught or private candidates. GCE A Level oral tests require candidate research and preparation as specified in the guidelines, and all candidates must be informed of these requirements before the exam.

Documentation

For GCE A level, two documents (available under Forms and Administration) **must** be submitted alongside the candidate recording within two working days of the assessment being completed:

- **CS4 Form**: the candidate speaking authentication sheet
- **RP3 Form**: Independent Research Project form (RP3 form)

These forms can be completed on-screen, with typed names in lieu of digital signatures.

Candidates **must** submit their completed Independent Research Project form (RP3) to the teacher-examiner **three weeks before the date of the assessment**. The purpose of submitting these forms in advance is to enable teacher-examiners to prepare for the Task 2 discussion.

(Centres using the Remote Oral Examiner Service **must** ensure that the CS4 and RP3 are uploaded on Learner Work Transfer (LWT) between **24th March 2026 and 2nd April 2026**. Pearson will then upload the recording following the ROES assessment.)

Conducting the speaking exam

Requirements

- **A quiet room**: free from interruption and where background noise is limited.
- **Individual assessments**: Only one candidate is to be examined at a time.
- **Privacy**: Only the teacher-examiner and the candidate should be present in the examination room unless there is an individual need in line with JCQ Guidance. An invigilator/chaperone is also required for Visiting Examiners or for the Remote Oral Examiner Service.

Teacher-examiners must arrange to meet with all candidates before the exam begins, explaining the procedure in English. Before the oral exam, teachers should help candidates feel comfortable and create an environment that allows them to perform at their best. Once the recording has started, please do not pause the recording at any point during the exam as this will affect the integrity of the assessment.

Gender-neutral language

If a candidate wishes to use gender-neutral language in their speaking assessment, this should be agreed with the teacher-examiner in advance. Please see our guidance on using gender-neutral language in assessments.

Reminders

Candidates should take a copy of their RP3 form into the exam (without any additional notes).

At the start of the recording, the teacher-examiner should begin by stating:

- The centre number
- The centre name
- The name of the teacher-examiner
- The candidate number
- The candidate name
- Qualification i.e., GCE French.

Aside from Part 1 of the Independent Research Project, candidates should **not** deliver rehearsed speeches. Instead, they are expected to speak naturally and without preparation. If a candidate's responses are entirely memorised or overly practised, they should be guided towards a more effective approach. Reciting a prepared script or giving a speech does not satisfy all the criteria outlined in the mark scheme and could lead to a reduction in marks or an investigation of malpractice.

Teacher-examiners should encourage candidates to produce their best performance but should be careful not to press on questions of a certain difficulty if it becomes clear a candidate is not performing at that level. Teacher-examiner interventions (questions, instructions, comments) must always build on and develop flexibly on what candidates have said. Teacher-examiners should ever use a rigid, pre-determined sequence of prepared questions. If candidates seek information or opinions from them, teacher-examiners' replies should be minimal.

During or after the speaking assessments, teacher-examiners **must not** make comments on the performance to the candidate or to anyone else. **Immediately** after completion of the assessment, the recording should be checked. If there has been an issue with the recording, the candidate can re-sit the assessment immediately, but with the next set of task cards.

Candidates' notes prepared during the 5 minutes immediately before the exam must be taken from them at the end of the exam and kept securely until October 2026. They do not need to be uploaded to LWT.

For further information on administering the assessments, please use the following videos Bitesize Videos for GCE Languages or contact our MFL subject advisor.

Recordings

Speaking assessments must be recorded digitally. Pearson Edexcel **only** accepts recordings in the following formats:

| .mp3 | .wav | .m4a | .wma | .aif | .aiff |
| .mpeg | .vlc | .ogg | .oga | .mid | .midi |

A full list of supported files can be found here.

If centres record the speaking assessment in a different digital format, they must convert the recording to one of the above listed accepted formats before submitting them to Pearson Edexcel.

Candidate recordings must be submitted digitally to Pearson using the Digital Learner Work Transfer portal (LWT). We no longer accept recordings via USB/CD.

Recording requirements

Speaking assessments must only be digitally recorded. Centres are responsible for providing and testing their own recording equipment. Pearson Edexcel does not recommend specific devices or offer technical support.

The controls of the recording equipment must be adjusted to a suitable level to ensure there is minimum background noise. The microphone and/or recording device must be placed as close to the **candidate** as possible. If required, please use an omnidirectional microphone or two microphones: one for the candidate and one for the teacher-examiner. We recommend that the speaking assessments take place where all background noise can be kept to a minimum.

Teachers are advised to record and play back a brief test recording before starting.

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel for external marking. Recording equipment must not be paused during a speaking assessment. The completed speaking assessment including all tasks must be recorded as a single separate track. These must be submitted via the digital Learner Work Transfer portal (LWT).

If a recording fails or is unsatisfactory in terms of audible quality, the candidate must be re-examined immediately using different stimulus material. In all situations where there is doubt over the adequacy of recordings Pearson Edexcel must be consulted immediately.

> All recordings must be clearly labelled using the following labelling convention:
>
> **[unit number]_[centre number]_[candidate number]_[surname]_[first letter of first name]**
>
> For example: ***9FR0_03_12345_0012_Bloggs_J***

Please note that candidate recordings must be submitted within two working days of the final speaking examination. They must be submitted by **Tuesday 26 May 2025** (due to bank holiday on Monday 25 May)**.** Keep a copy of the assessment recordings and paperwork. If an examiner discovers a recording has not been uploaded, Pearson will contact the centre for a replacement.

Access arrangements and reasonable adjustments

Before an examination or assessment, you can apply for access arrangements on behalf of a candidate with special needs. Access arrangements aim to meet the needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements are approved before an examination or assessment, and they allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Special needs could include:
- candidates with known and long-standing learning difficulties
- candidates with physical disabilities, permanent or temporary
- candidates with sensory impairment
- candidates whose first language is not English, Irish or Welsh
- candidates who have difficulties at, or near, the time of assessment may have affected their performance in the assessment.

Use the Pearson Access Arrangement Online tool (PAAO), accessible via Edexcel Online, to apply.

If your application is not approved, you may refer it electronically to Pearson Edexcel. This will go to the Special Requirements team in Pearson, with any additional information for review.

Reasonable adjustment
Reasonable adjustment can help reduce the effects of a disability or difficulty that puts the candidate at a substantial disadvantage in an assessment. Reasonable adjustments cannot affect the integrity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Each application will be considered individually considering the candidate's needs. The response will relate primarily to the effect the requested adjustment may have on the assessment objective being tested in the qualification.

For further support with access arrangements or reasonable adjustments, contact:
uk.special.requirements@pearson.com.

Additional Time
Candidates who are eligible will be allowed to add up to 25% of the maximum time permitted for assessment. This will consist of extra time during the preparation time. The allocation of time must be managed by the centre in response to the needs and usual ways of working of their individual candidates and should not exceed a total of 25% extra time of the assessment.

If extra time is needed during the recording (i.e., when the candidate is speaking) an application for 25% extra time must be processed using Access arrangements online.

Please ensure full details of the candidate's requirements, including their usual way of working and your observations on what has helped make the assessment suitably accessible (based on mock assessments of the speaking component) are included with any requests submitted for extra time for the speaking assessment.

Supervised breaks
The timing of the examination should be paused and re-started when the candidate is ready to continue. Please note that the recording itself should **not** be stopped or paused but the teacher-examiner should state on the recording that 'the candidate is now taking a supervised rest break'.

During the supervised rest break the candidate must not have access to the question paper/answer booklet. If the candidate needs to leave the examination room, an invigilator must accompany the candidate.

There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. The duration of the supervised rest break should ideally be determined by the SENCo before the start of the examination series.

More support

For more information about access arrangements and reasonable adjustments please visit the Pearson access arrangements webpage, and see the JCQ access arrangement page, in particular the JCQ guidance document on access arrangements and reasonable adjustments.

For further support with access arrangements or reasonable adjustments, contact: uk.special.requirements@pearson.com.

Submitting work to Pearson via LWT

All oral assessments must be recorded digitally and uploaded via our **Learner Work Transfer** (LWT) portal.

What is Learner Work Transfer?

Learner Work Transfer (LWT) is a digital portal that enables centres to submit their candidate speaking recordings to Pearson online. Audio files for GCE MFL must be submitted via this portal, which is available to access through Edexcel Online (EOL).

## How to use LWT to submit oral assessments

Accessing the LWT portal

Access the portal through your Edexcel Online account under 'Learner Work Transfer'. Instructions on how to access LWT can be found here. Make sure that you have enabled pop-ups in your browser to access the LWT portal.

Viewing candidates in the portal

An example of the Learner Work Transfer dashboard is shown below. Depending on the state of the process (To Do', 'In Progress' or 'Completed'), the default view will start on a particular tab.
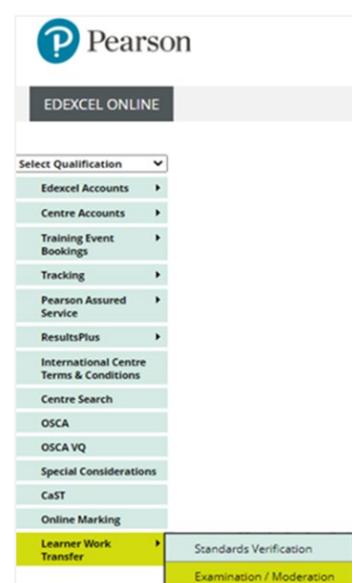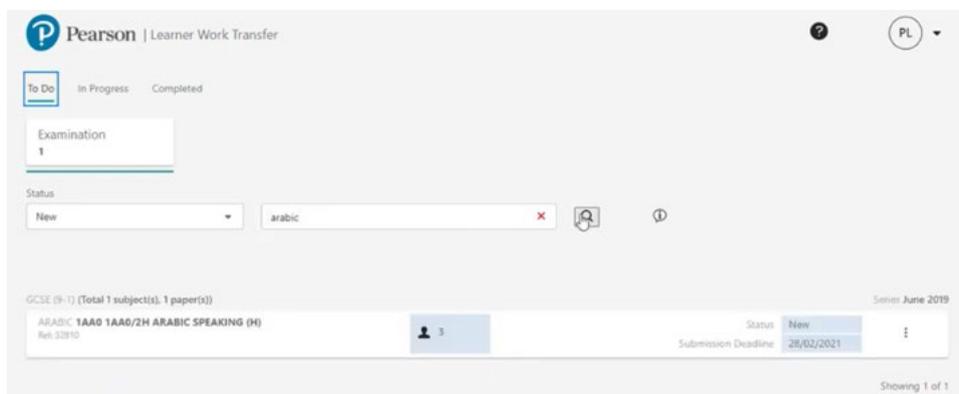
The search box can be used to narrow down the results as required. Click the three vertical dots on the right then 'View' learners to open the unit.


You will be presented with a list of all learners entered for the unit. If you have additional learners who have not yet been entered, please make entries for them through the usual process. This should be updated within 24 hours. If you have uploaded evidence for some learners, when the new entries have been added, the request will show a status on 'In Progress (C)' to represent a change.

If you are uploading one CS4 for multiple candidates, please use the following naming convention: [centre number]_CS4, i.e. 12345_CS4 - see instructions on linking a file to multiple learners below.

Uploading files
To upload learner evidence, click 'Browse' under the learner.
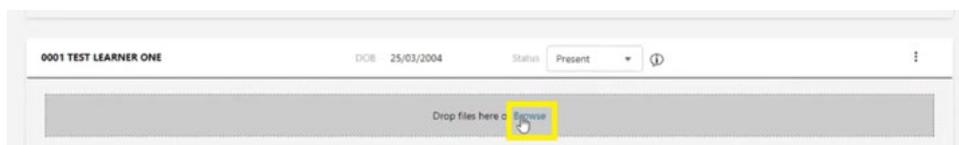
This will open a file explorer. Click on a file to upload or hold down the 'Ctrl' key to select multiple files then click 'Open'. Alternatively, drag the files from your computer onto the grey area of the page, where it states 'Drop files here'.
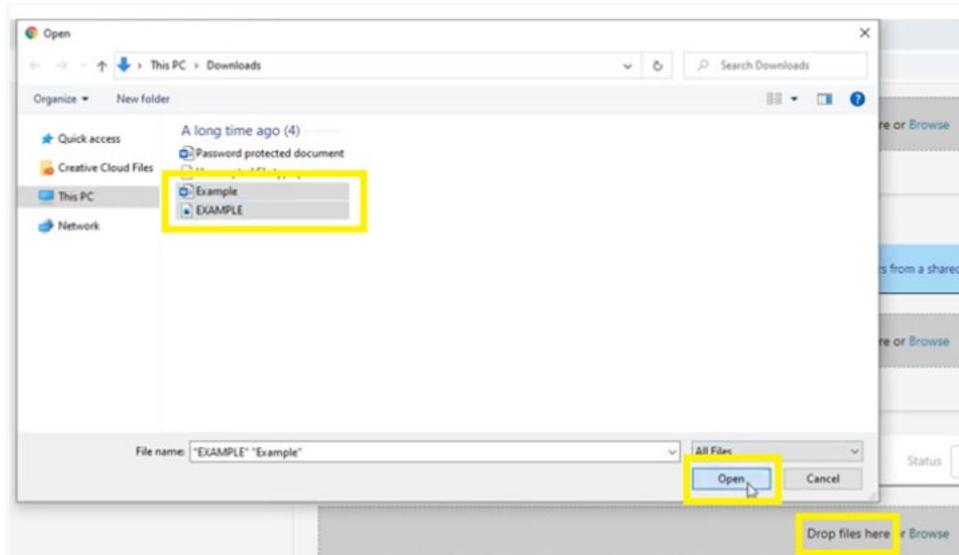
Files uploaded will then move to 'Scanning' state. Once the checks are successful it is updated to 'Accepted' or 'Rejected'. If you have uploaded the incorrect document, you can remove it by clicking the 'X' next to the file name.
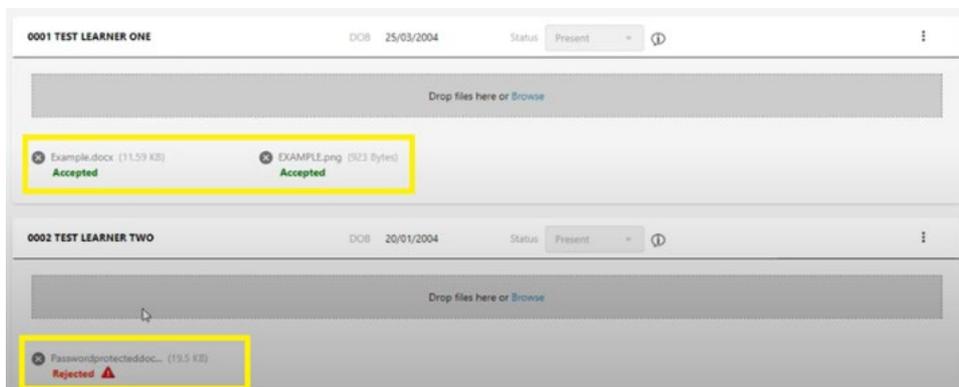
Please do not zip files. You can hold CTRL down whilst selecting multiple files in the file explorer if you wish to upload multiple files for a single student in one go. LWT is a secure platform, so there is no need to encrypt files.

The portal accepts most of the popular file types including mp3, mp4, jpeg. A full list of accepted file types can be found here.

For any learners who were absent for the assessment, the centre should change their status to 'Absent' using the 'Status' dropdown. This will take the place of completing the attendance register, which is no longer required.

If the learner's work is not available, for example where special consideration is being applied, the status should be changed to 'No Evidence'. Special consideration should be completed via an application following the usual process. Please check with your exams officer for more information.

The 'Administration Material' section should only be used for documents that apply to all candidates at cohort level.

Once you have at least one file uploaded per learner and indicated their status (absent/no evidence) the 'Submit Request' option will become available at the top of the screen and also from the 'In Progress' dashboard.
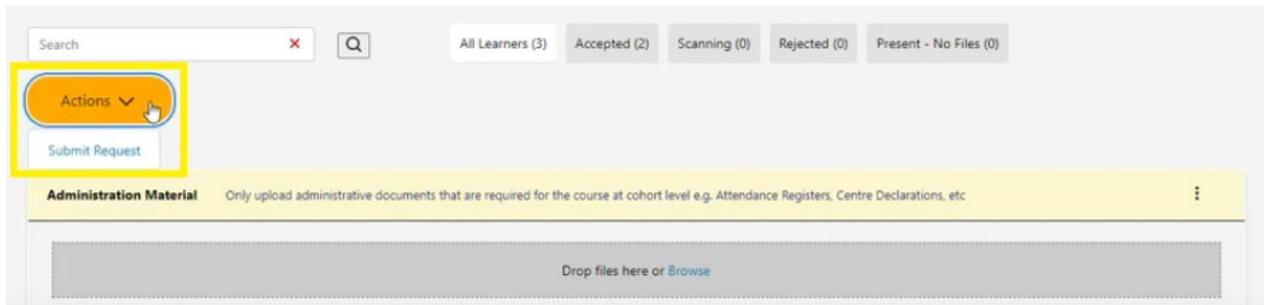
Once your assessments have been submitted, you will receive a confirmation message, click 'Ok' to proceed. This will send the request to the examiner, and you will no longer be able to add, edit or remove anything. The completed tab shows units which have been submitted for assessment.


If the assessor finds that the wrong material has been uploaded, they can return the unit to the centre. Your exams officer should receive an email from the assessor or Pearson. The returned submissions will show in the 'In Progress' tab with a status 'Returned'. You can then add or remove files before resubmitting the files.

If you realise that incorrect documents have been uploaded and submitted, please contact us immediately to request the submission to be returned for amendment.

Linking a file to multiple learners

Use the 'Shared Files' feature to upload a file that must be shared between multiple learners. You can drag and drop files into the grey space or browse to the required file within your system.
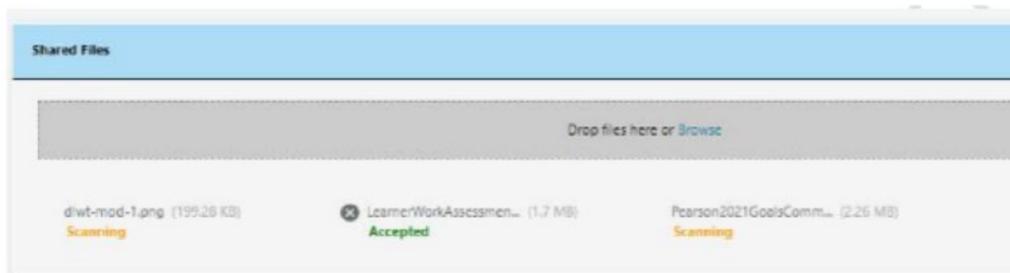
A file cannot be uploaded directly to a learner or via the shared files functionality if another file with the same name and format has already been uploaded to that card. For example, you cannot upload multiple pdfs called 'speaking form' to the same learner, or within the shared file section. If this occurs, an error message is shown.

However, each learner can have a file called 'speaking form' uploaded to their card or associated to them via the shared files functionality.

Please see this video guide (from 5 mins 55 seconds) for step-by-step instructions on how to upload a CS4 file and link it to multiple candidates. If uploading one CS4 form for multiple candidates, please name it with your centre number i.e. 12345_CS4. There is no need to name the CS4 form with multiple candidate numbers if it is linked to them on LWT in this way. If you have any issues with the LWT system, please contact us for support.

Frequently Asked Questions (FAQs)

General Queries

Can dictionaries be used?
Dictionaries in the target language **must not** be used.

Who should sign the 'teacher signature' part of the RP3, if I did not supervise the research?
If you are conducting the oral examination for A Level, you should sign form RP3, as you are allowing the assessment to go ahead.

What language should I fill out the RP3 form in?
Please fill out this form in English but the title can be in either English or the target language. The source titles **must** remain in the target language.

If I am conducting the oral assessment over two days, where should I start the sequencing grid?
You should always start the sequencing grid from the beginning at the start of every day.

What if I cannot conduct exams over two consecutive days?
Whenever possible, please aim to conduct oral exams on consecutive days. If this is not possible, please run them as far together as possible.

Recording problems

What must I do if the recording equipment malfunctions during the recording? The candidate's assessment has not been recorded and cannot be heard.
If a candidate's speaking assessment is only partially recorded or fails to record successfully due to a technical issue or equipment malfunction, the candidate must repeat the examination as soon as possible. If the candidate's speaking assessment cannot be heard, no marks can be awarded. Candidates must be provided with a different stimulus card for Task 1. In the event where they are unable to re-sit the assessment immediately, contact your Exams Officer in the first instance or the Pearson Helpdesk.

What do I do if the candidate becomes distressed during the assessment and is unable to continue?
The candidate should be encouraged to continue. If they are unable to, the recording must be stopped and all assessment material collected in from the candidate at this time.
The candidate may be allowed suitable time to recover, with supervision, if the assessment can be restarted after a suitable period of time on the same day of the scheduled assessment.
 It is at the centre's discretion as to how to proceed in these circumstances. If the majority of the assessment had been completed prior to the candidate's distress (minimum 14 minutes) the centre may consider submitting the recording for marking and applying for special consideration for the candidate - if it is clear they had a justifiable reason for the distress.
If only a partial recording of the assessment had been undertaken at the time of the candidate's distress, the candidate must be encouraged to re-sit the assessment. Please discuss this with your exams officer or head of centre. If the candidate decides to retake, they must be provided with a different stimulus card for Task 1. *NB: only in cases where the distress occurred at the very start of the assessment, or within 2 minutes of the recording, would we allow for the candidate to continue with the same stimulus cards.

What happens if the candidate details have not been recorded?
If discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test. The recording must not be stopped or paused.

What if I need to pause the recording?
If the teacher-examiner needs to pause the test due to an emergency, the languages assessment team must be notified of the specific circumstances using the [contact form](). A

formal statement on centre-headed paper providing details of the specific circumstances should also be submitted with the recording on LWT.

If the test is interrupted by noise or unauthorised personnel, the teacher-examiner must continue with the assessment unless the noise is sufficient to disrupt the candidate and the recording. If the noise is not sufficient to cause disruption, then the teacher-examiner should continue with the recording but should not continue the test until the noise has stopped.

Learner Work Transfer

How do I access Learner Work Transfer (LWT)?
Access is via Edexcel Online (EOL) - our short video guide gives step-by-step instructions on accessing the Learner Work Transfer portal.

I am trying to log in, but get an 'Access Denied' message.
You need the 'Basic Access' profile on your EOL account to access Learner Work Transfer – please check with your administrator (usually the exams officer in the centre) that you have this profile ticked.

I am not sure how to upload work to Learner Work Transfer.
Please follow the step-by-step guidance in this guide. Training slides and a support video are also available on our website. Additional information and guidance is available on our dedicated LWT support page.

What files are accepted?
We support a range of common file types, which are listed **here**. Files up to 8GB in size are accepted. Files must not be password protected – the system is secure, so password protection is not required.

I can't see all the learners for a subject on Learner Work Transfer.
Any late entries will show on Learner Work Transfer within 24 hours of being entered. Where late changes to entries were made, you may see both entries appear on your dashboard for the same candidate. You should upload the assessment files to the correct entry and mark the legacy entry as 'No evidence' in the 'Status' dropdown.

A learner I have withdrawn is still showing on Learner Work Transfer.
Please use the 'Status' dropdown to select 'No evidence' for this learner.

I cannot submit the learner work I have uploaded.
Check that all learners either have at least one file uploaded or are marked as absent. Check that all files uploaded have been accepted – any that show as rejected will need to be removed and replaced.

I realised I had uploaded the wrong file after pressing submit.
Please contact us and we will ensure that the allocated examiner returns the entry to your centre for amendments to be made.