

# **SPECIALIST EDUCATION SERVICES**

## **Internal Procedures Relating to Qualifications and Examinations**

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## **1 REGISTRATION AND CERTIFICATION**

Each Awarding Body has their own Information Manual providing guidance and information regarding approval, registration and certification. Avocet House are currently an approved centre with AQA and Turnstone House with AQA and Pearson; all necessary documentation is available online for the Examinations Officer.

The Head of Education for each site acts as the Head of Centre for their respective sites with one appointed Exams Officer who works across both sites. The Head of Education must not be appointed as the Examinations Officer, in accordance with General Regulations for approved Centres which is updated annually. It is their role to complete an annual update of the centre structure in the autumn term for each Awarding Body.

Each year the Head of Centre will ensure that they are aware of and adhere to the latest JCQ regulations. The Head of Centre will confirm this in the NCNR Annual Update, a copy of this will be held in the exams file for inspection.

Students are recruited to appropriate programmes through ongoing assessment processes, taking full account of their ability and need. Prior to commencing any qualifications, annual baseline assessments are completed for students in both English and Mathematics. These indicate their level of learning prior to starting the course. The highly personalised learning received by all students ensures that there is integrity and clarity about the suitability for courses.

Student registration, assessments and certificate date records are maintained in Awarding Body exams file.

## **2 ADMINISTRATION OF TESTS, SECURITY AND VIGILANCE**

The Examinations Officer receives details about the appointment of a Standards Verifier from the Awarding Body (where required, e.g. Pearson) and will liaise with the appropriate programme managers and internal verifiers. The Examinations Officer ensures that the standards verification sampling progresses smoothly for each subject area.

The Head of Education and Deputy Head of Education act as Programme Managers for the subjects offered at Avocet House and Turnstone House. They, along with the Examinations Officer are responsible for adhering to the administration, security and vigilance guidelines set by each Awarding Body, and must ensure practice is in line with the Instructions for Conducting Examinations (ICE) produced by the JCQ (Joint Council for Qualifications) which is updated annually. All JCQ documentation is available on their external website and mandatory policies within the examinations file.

The Curriculum Manager (a responsibility shared by the Head and Deputy Head of Education) is also responsible for:

- the management of the qualification

- ensuring that all tutors are familiar with the appropriate guidance documentation and assessment information
- liaising with the Standards Verifier
- preparing all relevant assessments and where a visit takes place arranging for a suitable room for the Standards Verifier to use
- arranging the feedback to the teaching team following sampling
- providing appropriate documentation and evidence that explains the quality standards for safe certification and the internal verification processes that are in place.

The Programme Manager ensures that all tutors, assessors and those undertaking internal verification have access to:

- the full programme specification for the subject
- relevant information from the appropriate handbook, quality standards policies and centre procedures and other guides and policy documents issued by the Awarding Body

Timetabling for all examinations and controlled assessments are conducted by the Head of Education. A designated space in each Learning Centre is used for examinations, unless additional support such as a scribe or reader is required. On these occasions the whole building would be utilised and all other students are prevented from entering the Learning Centre until examinations are completed.

A log is maintained in the main office area to record the delivery of any question papers and other examination materials. All question papers and other examination materials are kept within the safe located in the roof space above the Registered Manager's office at Avocet House and within the safe located in the basement at Turnstone House. The only exception to this is for FS Entry Level Papers, which are downloaded using a username and password on a secure area of the Awarding Body Website, and copied on the day of testing. On completion they are kept in safe storage, with unsuccessful papers being shredded. If any other student needs to complete the same level of test within a two week period, a different set would be downloaded from the secure website.

Instructions for Conducting Examinations are described in detail in the JCQ ICE guide, which is updated annually and fully explained to all staff involved in assessments. A copy of this booklet is provided for all invigilators during examinations. Invigilators are provided with training from the Head of Centre prior to examinations, to ensure they fully understand the instructions on 'Invigilation Arrangements' within the JCQ ICE document. A record of training is kept in the examinations file and available for inspection. A telephone is always available for Invigilators during examinations to request support if required.

There is a comprehensive checklist for all adults in the lead up to examinations (located in the examinations file), and this summarises all the key actions and points from the JCQ Information. It is the responsibility of the Programme Manager to ensure all appropriate stationery and materials are provided. The JCQ Warning to Candidates, Unauthorised Items posters are displayed both inside and outside the examinations room. These are also explained to students prior to the day of the examination. Clear notices are displayed on all doors leading into the Learning

Centre on the day of an examination to alert both adults and students to the ongoing exams along with the JCQ Notice to Centres: The people present in an examination room. These state which areas are restricted to other students and adults.

Student attendance is completed on the day of testing and these records are maintained in the examinations file. This ensures all details are checked on the day, including student name, date, signature, test, code of test and Invigilator signature. A basic seating plan is also completed to allocate a space for each student.

Leaving an examination is conducted as per JCQ guidelines. Due to the high staff ratios, students will be assigned an adult and will normally stay within the Children's Home until the necessary time has elapsed if they leave the examination for any reason. On rare occasions, they may be allowed to go for an accompanied walk within the local countryside.

For GCSE examinations the Head of Education or Deputy Head of Education must produce written evidence confirming the need for rest breaks is well-established and represent the candidates normal way of working.

All completed examination papers are collected and passed to the Examinations Officer who ensures they are packed appropriately with the attendance register and are put into safe storage. Parcel Force will collect the papers as arranged prior to the examinations being conducted.

## 2.1 ACCESS ARRANGEMENTS

The Examinations Officer, Head of Education and Deputy Head of Education will ensure that access arrangements for examinations are supported by relevant evidence as described in the JCQ documentation 'Adjustments for candidates with disabilities and learning difficulties' which is updated annually, this may be supported by current EHC plans. However, these documents must be supported by additional centre-based evidence. Evidence should be produced by a Level 7 or equivalent specialist assessor. The specialist assessor should complete JCQ Form 8 (Profile of learning difficulties) and sign this by hand. Access arrangements should be completed within the deadlines by the Awarding Body and JCQ.

The Head of Centre/ Examinations Officer will work alongside the specialist assessor and teaching staff to identify the most appropriate format of modified papers.

## 2.2 USE OF WORD PROCESSORS IN EXAMINATIONS

Use of a word processor (computer, laptop or tablet) will only be permitted for those candidates that have a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates. Access arrangements will be applied for by the Head of Centre to the Awarding Body following the JCQ AARA guidelines. The use of a word processor in an examination or assessment will strictly adhere to the JCQ guidelines (ICE and AARA) to ensure that the candidate does not have an

unfair advantage. This will be achieved by disabling spelling and grammar checkers, connectivity to the internet and removing any stored material from the device.

### **3 INTERNAL ASSESSMENT (INCLUDING CONTROLLED ASSESSMENT AND NON EXAM ASSESSMENT)**

As stated in the previous section, tests and assessments are conducted in line with the JCQ Instructions for Conducting Examinations document. In the event of an unusual incident occurring, these would be noted in a log kept within the examinations file. Any access arrangements or special considerations for students are completed by the Head of Centre at the start of the academic year using Access Arrangements Online. Where appropriate, assessments relating to access arrangements will be completed by the Consultant (qualified psychologist). When granted, access arrangement documentation for the current year is located within the examinations file.

Subject Leaders prepare candidates for examinations by using supplied past or specimen papers located on Awarding Body online facilities. These are accessed by the Head of Education or Deputy Head of Education using a secure username and password; these vary according to the awarding body. Once marked a decision is taken as to whether students are ready for live material.

Controlled assessment is conducted in line with the JCQ document 'Instructions for Conducting Controlled Assessment'. Additionally, the Examinations Officer and subject leader(s) will adhere to the regulations set by awarding bodies. Further details on managing controlled assessment can be found in the Outlining Staff Responsibilities and Risk Management Process, located in the appendices.

Non-exam assessment is conducted in line with the JCQ document 'Instructions for conducting non-examination assessments. Additionally, the Examinations Officer and subject leader(s) will adhere to the regulations set by awarding bodies

Appeals against assessment decisions are conducted in line with the SES 'Internal Academic Qualifications Appeals Procedure Policy and Practice'.

### **4 INTERNAL VERIFICATION/QUALITY ASSURANCE**

Due to the small size of the teaching staff, the lead internal verifier for a subject area is often in the dual role of programme leader. In most cases, a single member of the teaching team will deliver assignments and assessments. To ensure quality and standards are maintained, the Head of Education oversees the verification of test marking and/or assignment briefs. In the case of the Head of Education setting an assignment, or verifying their own assessment decisions, the Deputy Head of Education will check the decisions and provide feedback.

The Head of Education and Deputy Head of Education set an annual timetable for internal verification of all subjects. This is completed in consultation with teaching staff. In BTECs, the Head of Education and Deputy Head of Education both act as

Lead Internal Verifiers for at least one principal subject area. Regular half-termly meetings ensure a level of competency in the assessment of qualifications offered.

The Head and Deputy Head of Education are dually responsible for planning and leading standardisation training for teaching colleagues. This will utilise materials published by Awarding Bodies on their websites, and as referred to in their quality assurance handbooks. This is likely to be combined with internal verification training due to the small size of the team.

The Head of Education meets with individual subject leaders on a systematic schedule to support their work in assessing their areas. Records of these discussions are kept within the examinations file located in the Head of Education office. Colleagues are released for appropriate training through Awarding Bodies where appropriate.

An Internal Verification schedule is set for all subjects at the start of the academic year by the Head of Education in consultation with other internal verifiers. This identifies the dates for standardisation exercises, prior to regular monitoring of test delivery. These discussions are recorded with feedback provided to assessors by the Head of Education. Due to the small cohort sizes, all students' performance is sampled.

Prior to commencing a new academic year, all assessors must become familiar with copies of test papers, instructions and mark schemes, the identified resources/equipment/facilities, as specified on the test papers, and, a copy of the Guidance and instructions for conducting the tests.

#### 4.1 BTECs

A defined quality assurance process is in place for the delivery of BTECs. As most subject areas are led and taught by one adult, assignment briefs are therefore verified by an adult who is an internal verifier in another BTEC area prior to use. This is overseen by the Head of Education. Once completed, they are submitted for assessment with a student declaration form. Feedback is provided for both the assessor and student, with records maintained for this in the BTEC file. Start and completion dates are clearly defined for all BTEC assignment briefs; if the student misses the date, they are required to meet with the Head of Education to discuss possible extensions due to a range of circumstances. If following discussion further deadlines are not met, the student's work may be withdrawn, with a new unit chosen, or a repeat offered after a six month period.

Due to the personalised education offered at, a clearly defined procedure is followed to develop appropriate assignment briefs. This can be summarized in six key steps:

- |        |  |
|--------|--|
| Step 1 | Teacher/student identify a unit they would like to work on (if not mandatory)  |
| Step 2 | With an adult, the suggested activities are checked as well as additional ideas, along with assessment criteria. Decisions upon the nature of activities they would like to cover are taken. |



- Step 3        The adult completes the assignment brief, with clearly marked assessment criteria and evidence.
- Step 4        The completed assignment brief is then verified by the internal verifier for that BTEC area.
- Step 5        Student completes the unit.
- Step 6        Assessment decision of learner's work made by assessor.
- Step 7        Assignment is passed to IV for verification once it is completed.

Lead internal verifiers are required to complete the online OSCA training through the Pearson website. If successful they are registered for three years, although they must complete an annual update at the start of each academic year to confirm details.

A log is maintained of the qualifications and units completed by students. Records of completed assignment briefs and assessment decisions are kept for seven years in the BTEC file.

## **5        MALPRACTICE**

The JCQ document 'Suspected Malpractice Policies and Procedures' is referred to whenever there is any concern around malpractice or conduct. All adults involved in conducting examinations are responsible for reporting suspected malpractice to the Head of Centre. It is the responsibility of the Head of Centre to liaise with the Awarding Body to inform them of suspected malpractice and ongoing investigation. This would be completed in line with SES policies and procedures. If the suspected malpractice implicated the Head of Centre, representation would be made to the Principal. Copies of the JCQ Forms M1, M2 and M3 for reporting malpractice are kept in the examinations file.

During examinations or when completing controlled assessments, students are supervised by an appropriate adult who will ensure they have a full understanding of all aspects of malpractice. This will be by following the JCQ ICE appendix 5 and 6 'Information for Candidates' documents. If they contravene the guidelines in any manner that can be construed as gaining an advantage or disrupting others, they are withdrawn from the test following one warning. The only exception to this would be if the breach was deemed at such a level to immediately withdraw the candidate. This is logged and records maintained in the examinations log.

In the case of a GCSE qualification, the student would be offered one re-sit for the appropriate terminal paper. If any further malpractice was encountered they would be withdrawn from the course.

For BTEC and vocational qualifications, the malpractice procedures are as follows: On the first occasion of malpractice, for example, plagiarism, the student is warned and all work for the unit is discounted. They are able to complete the work for the unit on one further occasion; however, any further malpractice would result in the

unit being withdrawn. If there is any subsequent malpractice within the BTEC subject area, the student would be withdrawn from the whole qualification. Prior to commencing the qualification, students are briefed on these requirements and consequences.

## 5.1 AI USE IN ASSESSMENTS

The potential use of AI (artificial intelligence) in assessments will be managed in accordance with the JCQ 'AI Use in Assessments: Protecting the Integrity of Qualifications' Revision one February 2024. All teachers, assessors and other staff will discuss the use of AI in qualification assessments with candidates to ensure JCQ guidelines are followed. It will be clearly defined when and where AI can and cannot be used and how to correctly acknowledge the use of AI in their work. All candidates will be made aware of how the use of AI generated content could impact their marks and final grades even when acknowledged correctly. The misuse of AI will be treated as malpractice.

If the use of AI is suspected by the teacher marking the assessment they will take steps to confirm this by comparing the assessment work to previous work of the student looking at spelling and punctuation, grammar, writing style and tone and vocabulary. If the use of AI is confirmed and the candidate has not signed the declaration of authenticity it does not need to be reported to the Awarding Body but if the declaration has been signed by the candidate, a formal malpractice declaration must be submitted using the JCQ form M1.

## 6 **CENTRE EMERGENCY EVACUATION PROCEDURE**

In the event of an emergency event during an examination please refer to the JCQ "Centre Emergency Evacuation Procedure for Examinations". This should also be displayed in an appropriate location in examination rooms during examinations.

## 7 **CONFLICTS OF INTEREST**

All reasonable steps are taken to ensure that any conflicts of interest in relation to the delivery and awarding of examinations/assessments are identified, recorded and managed effectively.

Where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to students with whom they have a relationship with, appropriate action will be taken by the Head of Centre. This action will be in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2024 to 31 August 2025 using the appropriate reporting forms published by the JCQ.

We will also carefully consider the need if necessary to separate duties and personnel to ensure fairness in later process reviews and appeals.

## **8 CONTINGENCY PLAN**

In the event of unforeseen circumstances that could impact all aspects of the exam cycle, SES will implement a contingency plan to ensure candidates are not disadvantaged in any way. The two SES sites (Avocet House and Turnstone House) are only a few miles away from each other and in most instances can be used as a backup to each other.

### **8.1 EXTENDED ABSENCE OF KEY STAFF**

In the event of a member of the exams team being absent for an extended period of time, their duties can be fulfilled by either the Head of Centre, Deputy Head of Education or in their absence the Principal. There is also scope for support between sites.

### **8.2 FAILURE OF IT SYSTEMS**

Due to the small size of each site in terms of students, SES does not use an MIS to enter candidates for exams, therefore exam entries can be completed at an alternative location through a web browser should the need arise. For internet related issues for online assessments, the awarding body would be notified and a request made to use SES's other site for the candidate to sit the online assessment.

### **8.3 EXAM ROOMS AND CENTRE CLOSURE**

If the centre had to close due to unforeseen circumstances out of its control such as flooding or fire, the awarding body would be notified and a request made to use SES's other site. This would also be the case if there was a lack of suitable exam rooms.

### **8.4 INVIGILATORS**

The Learning Centre teams on both sites complete annual invigilator training with records kept in accordance with the JCQ ICE guidance. Due to the small size of each site and the limited number of exams on any given day, it should always be possible to ensure there is a suitably qualified invigilator. If all Learning Centre staff have at some point acted as a teacher for the candidate in the exam subject, then an invigilator can be used from our other site.

### **8.5 EMERGENCY EVACUATION OF EXAM ROOM**

Any emergency evacuation will be dealt with in accordance to the JCQ Emergency Evacuation Procedure with the awarding body being notified.

### **8.6 DISRUPTION IN THE DISTRIBUTION OF EXAMINATION PAPERS**

In the event of any disruption, arrangements will be made with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier.

## **9 CENTRE POLICY FOR DETERMINING TEACHER ASSESSED GRADES – SUMMER 2021**

As a result of the coronavirus pandemic, all schools must have a policy in place for how the centre will determine teacher assessed grades in the absence of formal examinations.

### **9.1 STATEMENT OF INTENT**

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

### **9.2 ROLES AND RESPONSIBILITIES**

#### **Head of Centre**

- Our Head of Centre (Head of Education) will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Avocet House / Turnstone House as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### **Senior Leadership Team and Curriculum Managers**

Our Senior Leadership Team and Curriculum Managers will:

- Provide training and support to our other staff.

- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- Ensure teachers have the information required to make accurate and fair judgments.
- Ensure that a Curriculum Managers Checklist is completed for each qualification that they are submitting.

### **Teachers/ SEN Specialist Teachers**

Our teachers and SEN specialist teachers will:

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- Produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

### **Examinations Officer**

Our Examinations Officer will:

- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

## 9.3 TRAINING, SUPPORT AND GUIDANCE

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.

- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

#### 9.4 USE OF APPROPRIATE EVIDENCE

Our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers.*

##### **Use of Evidence**

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

##### **Use of Additional Assessment Materials (AAM)**

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.  
We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

### **Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways**

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

#### 9.5 AWARDING TEACHER ASSESSED GRADES BASED ON EVIDENCE

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Curriculum Manager. Any necessary variations for individual students will also be shared.

#### 9.6 INTERNAL QUALITY ASSURANCE

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).

- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
  - This will be the Head of Education.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

#### 9.7 COMPARISON OF TEACHER ASSESSED GRADES TO RESULTS FOR PREVIOUS COHORTS

- We will endeavour to compare our results with the national picture. SES are a bespoke provision and therefore it will not be possible to compare with a previous cohort.

#### 9.8 REASONABLE ADJUSTMENTS AND MITIGATING CIRCUMSTANCES (SPECIAL CONSIDERATION)

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

#### 9.9 ADDRESSING DISRUPTION/DIFFERENTIAL LOST LEARNING

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

#### 9.10 OBJECTIVITY

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

#### **Senior Leaders, Heads of Department and Centre will consider:**

- Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).
- How to minimise bias in questions and marking and hidden forms of bias).
- Bias in teacher assessed grades.



**To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:**

- Unconscious bias can skew judgements.
- The evidence presented should be valued for its own merit as an indication of performance and attainment.
- Teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- Unconscious bias is more likely to occur when quick opinions are formed.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

#### 9.11 RECORDING DECISIONS AND RETENTION OF EVIDENCE AND DATA

- We will ensure that teachers and Curriculum Managers maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

#### 9.12 AUTHENTICATING EVIDENCE

- Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

#### 9.13 CONFIDENTIALITY AND MALPRACTICE

##### **Confidentiality**

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.

- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

### **Malpractice**

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in 2024-2025 academic year and adhere to the JCQ Suspected Malpractice Policies and Procedures
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the 2024-2025 series including:
  - breaches of internal security;
  - deception;
  - improper assistance to students;
  - failure to appropriately authenticate a student's work and where applicable use AI detection software;
  - over direction of students in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter students who were not originally intending to certificate a grade in the 2024-2025 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

## 9.14 EXTERNAL QUALITY ASSURANCE

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.

- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

#### 9.15 RESULTS

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2025, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

#### 9.16 APPEALS

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2025, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/care

## 10 **APPENDICES**

These appendices are examples from Avocet House and Turnstone House for illustration purposes. Turnstone House has identical ones with the appropriate changes.

- Examinations Attendance List
- Outlining Staff responsibilities – GCSE Controlled Assessment
- Risk Management Process
- Malpractice Log/Unusual Incidents
- BTEC Learner Declaration
- BTEC Assessment Feedback Form
- BTEC Assignment Brief
- BTEC Assignment Cover Sheet
- BTEC Flowchart: Plan-Deliver-Assess Process
- Pearson Internal Verification - Assignment Briefs
- Pearson Observation Record
- Pearson Internal Verification - Assessment Decisions
- Pearson Witness Statement

**Avocet/Turnstone House Examinations Attendance List**

**Name of Examination:** \_\_\_\_\_

<b>Candidate Name</b>	<b>Candidate Signature</b>	<b>Date of Birth</b>	<b>Date of Test</b>	<b>Time of Test</b>	<b>Location</b>	<b>Test Version</b>

**Supervisor Name:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

## OUTLINING STAFF RESPONSIBILITIES – GCSE CONTROLLED ASSESSMENT

### 1 Head of Education

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with subject teachers to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

### 2 Head of Education/Deputy Head of Education

- Decide on the awarding body and specification for a particular GCSE, in consultation with teaching staff where appropriate.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

### 3 Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the examinations officer details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Deputy Head of Education or Consultant for any assistance required for the administration and management of access arrangements.

#### **4 Examinations Officer**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the administrator, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the Learning Centre arrange suitable accommodation where controlled assessment can be carried out.

## Risk Management Process – Avocet/Turnstone House

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school/home calendar – negotiate with other parties	Head of Education Deputy Head of Ed (consult all teaching staff)
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Head of Education Deputy Head of Ed
<b>Accommodation</b>			
Insufficient space in Learning Centre for candidates	Identify times when availability of Learning Centre space is required solely for controlled assessment	Use more than one classroom area or multiple sittings where necessary; relocate other students to different working areas	Head of Education Inform Principal/RM
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Education
<b>Downloading awarding body set tasks</b>			
Avocet/Turnstone Network IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Download tasks before scheduled date of assessment	Subject leader-consult with Head of Education
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Head of Education to liaise with all teaching adults
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Head of Education



## Risk Management Process – Avocet/Turnstone House

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Education to facilitate; consultation with teaching staff
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	Head of Education, Deputy Head of Ed
<b>Control levels for task taking</b>			
Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body; thorough knowledge of specification and criteria.	Regular training sessions on controlled assessment	Head of Education
<b>Supervision</b>			
Student study diary/plan not provided or completed	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session (IF REQUIRED)	Subject leaders/Head of Education
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Regular training sessions on controlled assessment	All teaching staff responsibility, Head of Education checks
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	Likely to involve member of care team – fully briefed in advance of their responsibilities	Head of Education

## Risk Management Process – Avocet/Turnstone House

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Head of Education internal monitoring
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Education to insure internal verification processes are in place; teaching staff to understand requirements of specifications
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security  Log maintained in main office to record delivery of qualification materials	Request/obtain different assessment tasks	Head of Education to ensure materials secure, teaching staff accountable for security of materials whilst assessment in process
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	All staff responsible, Head of Education to monitor security
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Head of Education

## Risk Management Process – Avocet/Turnstone House

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Subject leaders to ensure effective communication, Head of Education monitor integrity of staff
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so they can be processed by examinations officer and send off marks ahead of AB deadlines	Seek guidance from awarding body	Head of Education/Deputy Head of Ed to meet with colleagues not meeting professional deadlines
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject leaders, assessors for each subject
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Head of Education to check paperwork

## Risk Management Process – Avocet/Turnstone House

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	Head of Education to implement internal verification process
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Head of Education to organise systematic standardisation training

## AVOCET/TURNSTONE HOUSE: MALPRACTICE LOG/UNUSUAL INCIDENTS

<b>Date of Incident:</b>	<b>Student (s) Involved:</b>	<b>Supervisor:</b>
<b>Description of Incident</b>		
<b>Action Required</b>		
<b>Action Completed</b>		
<b>Student(s) Signature (if applicable)</b>		
<b>Adult Signature:</b>	<b>Date</b>	

## LEARNER CONSENT DECLARATION

<b>Centre No. &amp; Name</b>	
<b>Subject &amp; Level</b>	
<b>Unit No. and Title</b>	
<b>Learner No. &amp; Name</b>	

I agree to the learner work identified above, after having been made anonymous, being used to support any of the following activities, which may involve the display of work online through the BTEC website or through publications:

- Professional Development and Training
- Centre Assessment Example Material
- Standardisation Support
- Publication Materials

<b>Assessor Signature</b>	
<b>Name</b> (block capitals please)	
<b>Job Title</b>	
<b>Date:</b>	

<b>Learner Signature</b>	
<b>Name</b> (block capitals please)	
<b>Parent/Guardian consent if under 16 years of age</b>	
<b>Date</b>	

Please return the completed form and copies of the sample material to your Standards Verifier

## AVOCET/TURNSTONE HOUSE BTEC ASSESSMENT FEEDBACK

Student Name	
Qualification Title	
Unit Title	
Unit Code	

Assessor Name	
---------------	--

Start Date	
Completion Date	

Unit	Assessment Criteria	Number (e.g. 1.1)	Achieved (Y or N)	Assessors Initials	Date

Assessors Feedback (Include constructive comments, relevant to grading criteria and identifying opportunities for improvement)

Assessor signature:		Student signature:		Date:	
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Suggested student actions:

Resubmission – Assessors Feedback

Assessor signature:		Student signature:		Date:	
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## AVOCET/TURNSTONE HOUSE BTEC ASSIGNMENT BRIEF

Qualification Title	
Unit Title	
Unit Code	
Credit Value	

Student Name	
Assessor Name	
Internal Verifier	

Start Date	
Completion Date	

Assignment Overview (to include vocational scenario and/or context)

Learning Outcome	Assessment Criteria

Tasks (target assessment criteria identified)	Required Assessment Evidence (with timescales where appropriate)
Task 1	
Task 2	
Task 3	
Task 4	
Task 5	
Task 6	
Task 7	



## AVOCET/TURNSTONE HOUSE ASSIGNMENT COVER SHEET

Qualification Title	
Unit Title	
Unit Code	
Credit Value	

Start Date	
Completion Date	
Submission Date	

Assignment Writer	
Assessor	
Internal Verifier	
Brief Internal Verification	
Date	

Student Name	
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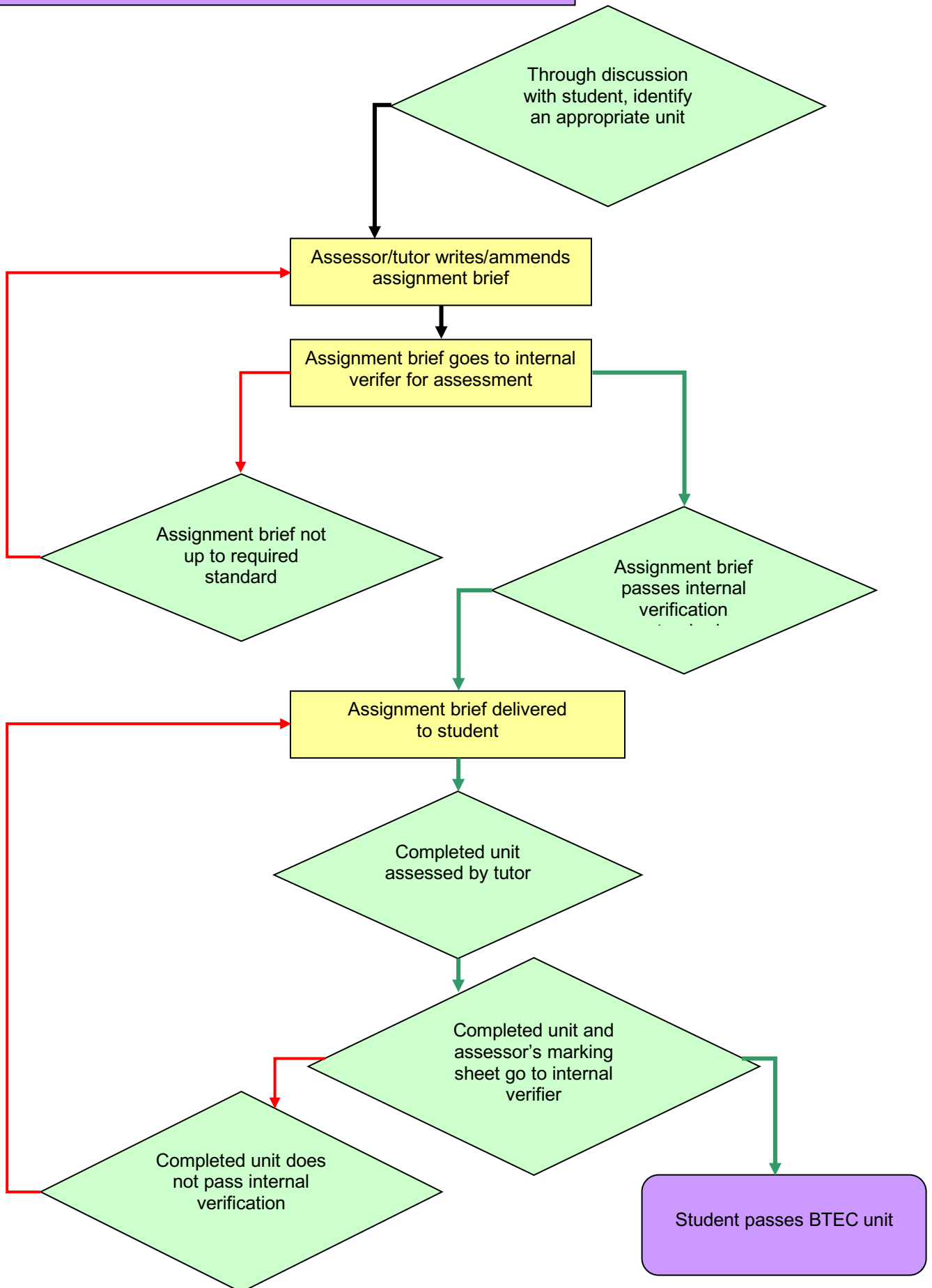
I certify that this is my own work: \_\_\_\_\_ (signature of learner)

\_\_\_\_\_ (date)

Assessor: \_\_\_\_\_ (signature)

\_\_\_\_\_ (date)

# BTEC Plan-Deliver-Assess Process



# Internal Verification Assignment Brief

<b>Programme Title:</b>							
<b>Assessor Name:</b>							
<b>Internal Verifier Name:</b>							
<b>Unit or Component Number and Title:</b>							
<b>Assignment title:</b>							
<b>Assessment criteria targeted by this assignment brief:</b>							
<p><b>Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details.</b></p> <p><i>(If using the Authorised Assignment Brief 'off the shelf' with no amendments, please answer the question marked * in the checklist only)</i></p>							
<b>INTERNAL VERIFIER CHECKLIST</b>	<b>Y/N</b>						
Are the programme and unit details accurate?							
*Are clear deadlines for assessment given?							
Is the time frame of an appropriate duration?							
Is there a suitable vocational scenario or context?							
Are the assessment criteria to be addressed stated accurately?							
Does each task show which criteria are being addressed?							
Do the tasks meet the assessment requirements of the unit/s?							
Is it clear what evidence the learner needs to generate?							
Is it likely to generate evidence that is valid and sufficient?							
<b>Overall, is the Assignment fit for purpose?</b>	<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No**</b></td> </tr> </table>	<b>Yes</b>	<b>No**</b>				
<b>Yes</b>	<b>No**</b>						
<p>**If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken and that the Assignment Brief is authorised for use before being issued to learners.</p>							
<b>Action required:</b> <i>(If none then please state n/a)</i>	<table border="1"> <tr> <td><b>Target Date for Completion</b></td> <td><b>Date Action Completed</b></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>Target Date for Completion</b>	<b>Date Action Completed</b>				
<b>Target Date for Completion</b>	<b>Date Action Completed</b>						

**General Comments** (if appropriate)

**Assignment Brief Authorised for Use:**

**Internal Verifier signature**

**Date**

**Assessor signature**

**Date**

**Lead Internal Verifier signature**

(If appropriate)

**Date**

Electronic signatures are acceptable on all assessment and internal verification documentation if there is an audit trail to support its authenticity. This includes a scanned signature or the individual's centre based email address. A font style is not accepted. Please see the Centre Guide to Internal Verification for further details.

<b>Learner Name:</b>	
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<b>Programme:</b>	
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<b>Unit Number and title:</b>	
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<b>Description of activity undertaken</b>	

<b>Assessment criteria</b>	

<b>How the activity meets the requirements of the assessment criteria (checklist attached to support evidence required)</b>	

<b>Learner Signature:</b>		<b>Date:</b>	
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<b>Assessor Signature:</b>		<b>Date:</b>	
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<b>Assessor Name:</b>
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# Internal Verification – Assessment Decisions

<b>Programme Title:</b>					
<b>Unit/Component Number and Title:</b>					
<b>Assessor Name:</b>		<b>Internal Verifier Name:</b>			
<b>Assignment title:</b>					
<b>Name of Learner</b> (If a larger sample is required, please add rows or use additional sheets)	<b>Submission Type</b> (First, Resubmission, Retake)	<b>List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade</b>	<b>Assessment Decision Accurate</b> (Y/N)	<b>List the assessment and grading criteria where inaccurate decisions have been made</b>	<b>State why the assessment decision is inaccurate.</b> <i>If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to learners.</i>
<b>INTERNAL VERIFIER CHECKLIST</b>					<b>Y/N</b>
<b>Has every learner and the Assessor confirmed the authenticity of the evidence? *</b>					
<b>Is there evidence of collusion or plagiarism?</b>					
<b>Does the assessment feedback to each learner:</b>					
<ul style="list-style-type: none"> <li>• Link to relevant assessment criteria?</li> <li>• Justify each assessment criterion awarded?</li> <li>• Provide appropriate guidance to the learner without giving specific actions for improvement?</li> </ul>					
<b>GENERAL COMMENTS</b> (if appropriate)					
<b>Any actions required must be reviewed across the whole cohort.</b>					

Action Required	Target Date for Completion	Date Action Completed
<b>I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.</b>		
<b>Internal Verifier signature</b>		<b>Date</b>
<b>Assessor signature</b>		<b>Date</b>
<b>Lead Internal Verifier signature</b> (if appropriate)		<b>Date</b>
* Electronic signatures are acceptable on all assessment and internal verification documentation if there is an audit trail to support its authenticity. This includes a scanned signature or the individual's centre based email address. A font style is not accepted. Please see the Centre Guide to Internal Verification for further details.		

# Witness Statement

Student name:			
Qualification:			
Unit number & title:			
Date activity undertaken:			
Description of activity undertaken (please be specific as possible)			
Assessment & grading criteria for which the activity provides evidence			
How the activity meets the requirements of the assessment criteria, including how and where the activity took place			
Witness name:			
Witness job role:			
Witness signature:		Date:	
Student name:			
Student signature:		Date:	
Assessor name:			
Assessor signature:		Date:	