

# **SPECIALIST EDUCATION SERVICES**

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

Date created or revised: 1120

Date of next review: 0921

*SES Avocet Ltd (4926028) and SES Turnstone Ltd (7972485)  
are subsidiary companies of Specialist Education Services Holdings Ltd (7970185)*

## CONTENTS

1	Registration and Certification	2
2	Administration of Tests, Security and Vigilance	2
	2.1 Access Arrangements	
3	Internal Assessment (Including Controlled Assessment)	4
4	Internal Verification/Quality Assurance	5
	4.1 BTECs	5
5	Malpractice	7
6	Centre Emergency Evacuation Procedure	7
7	Appendices	
	• Examinations Attendance List	9
	• Outlining Staff responsibilities – GCSE Controlled Assessment	10
	• Risk Management Process	12
	• Malpractice Log/Unusual Incidents	17
	• Learner Declaration	18
	• BTEC Assessment Feedback Form	19
	• BTEC Assignment Brief	20
	• BTEC Assignment Cover Sheet	21
	• BTEC Flowchart: Plan-Deliver-Assess Process	22
	• Edexcel Internal Verification - Assessment Decisions	23
	• Edexcel Internal Verification - Assignment Briefs	24
	• Edexcel Observation Record	26
	• Edexcel Witness Statement	27

### 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 Edexcel, OCR, AQA and WJEC and Turnstone House with AQA and Edexcel; all necessary documentation is available online for the Examinations Officer.

The Head of Education supports the Deputy Head of Education who is the Exams Officer. The Head of Education must not be appointed as the Exams Officer, in accordance with General Regulations for approved Centres (JCQ 2020). 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 examination files.

## **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. Edexcel) and will liaise with the appropriate programme managers and internal verifiers. The Examination 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 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 produced by the JCQ (Joint Council for Qualifications). All JCQ documentation is available on their external website, and on a storage key sent annually.

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 Principal'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.

Procedures for Conducting Examinations are described in detail in the JCQ 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 Education prior to examinations, to ensure they fully understand the instructions on 'Invigilation Arrangements' within the JCQ Conducting Examinations Document. 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 Exams 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 stationary and materials are provided. The JCQ Warning to Candidates, Information for Candidates and Mobile Phone 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 assessments. 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 supervisor 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 Head of Education 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 Exams 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' (2020-2021): this may be supported current Statements of special educational need or 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 and sign this by hand. Access arrangements should be completed within the deadlines by the Awarding Body and JCQ.

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

## 3 **INTERNAL ASSESSMENT (INCLUDING CONTROLLED ASSESSMENT)**

As stated in the previous section, tests are conducted in line with the JCQ Conducting Examinations guidelines. 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 Education 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.

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 Edexcel 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 for Suspected Malpractice 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 Education. It is the responsibility of the Head of Education 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 Education, representation would be made to the Principal.

During examinations or when completing controlled assessments, students are supervised by an appropriate adult, and 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 resit 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.

## **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 APPENDICES**

These appendices are examples from Avocet 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
- Edexcel Learner declaration
- BTEC Assessment Feedback Form
- BTEC Assignment Brief and Cover Sheet
- BTEC Flowchart: Plan-Deliver-Assess Process

- Edexcel Internal Verification Assessment Decision Forms and Assignment Briefs
- Edexcel Observation Record
- Edexcel 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 (Deputy Head of Education)**

- 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>	

# Examinations Learner Declaration Form

Programme Title: \_\_\_\_\_

Unit No/Title: \_\_\_\_\_

Assignment Title: \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No \_\_\_\_\_

Learner Name \_\_\_\_\_ Learner Reg. No \_\_\_\_\_

<b>Learner's Declaration</b>		
I certify that the work submitted is my own.		
Signed:	Date:	
<b>Assessor's Declaration</b>		
I certify that the work submitted by the learner named above is original and has been completed independently.		
Name of Assessor:	Signed:	Date:

## 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:	
---------------------	--	--------------------	--	-------	--

Suggested student actions:

Resubmission – Assessors Feedback

Assessor signature:		Student signature:		Date:	
---------------------	--	--------------------	--	-------	--

## 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	
--------------	--

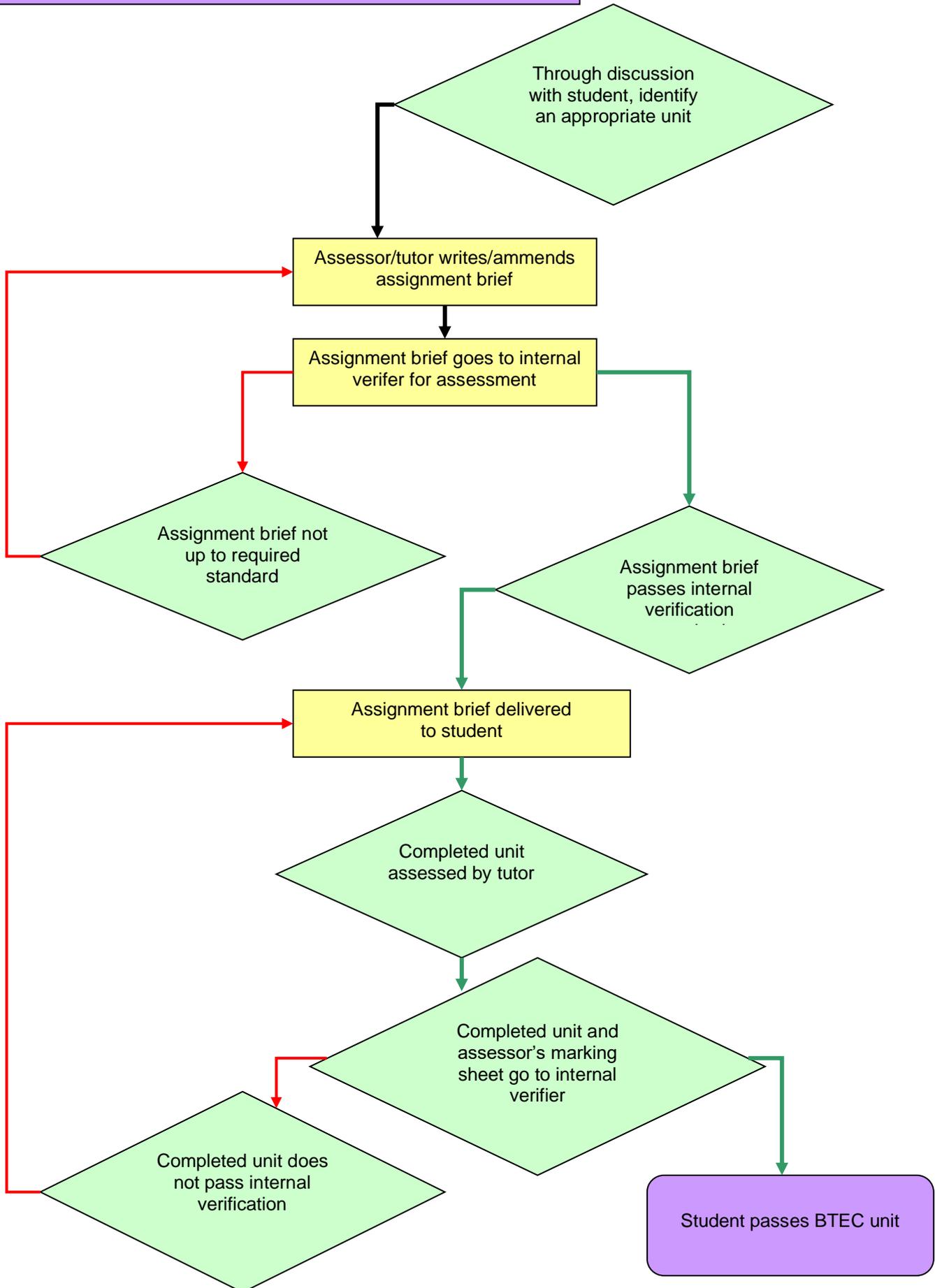
I certify that this is my own work: \_\_\_\_\_ (signature of learner)

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

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

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

# BTEC Plan-Deliver-Assess Process



## INTERNAL VERIFICATION – ASSESSMENT DECISIONS

<b>Award</b>		<b>Assessor</b>	
<b>Unit(s)</b>			
Assignment title			
Learner's name			
List which assessment and grading criteria the assessor has awarded			
Do the assessment and grading criteria awarded match those targeted by the assignment brief?	Y/N	Details:	
Has the work been assessed accurately?	Y/N	Details:	
Is the feedback to the learner: <ul style="list-style-type: none"> <li>• Constructive?</li> <li>• Linked to relevant grading criteria?</li> <li>• Identifying opportunities for improved performance?</li> <li>• Agreeing actions?</li> </ul>	Y/N	Details:	
Does the grading decision need amending?	Y/N	Details:	
Remedial action taken	Details:		
<b>Internal Verifier</b>		<b>Date</b>	
<b>Lead Internal Verifier</b> (if required)		<b>Date</b>	
<b>Confirm Action completed</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>Internal Verifier signature</b>		<b>Date</b>	

## INTERNAL VERIFICATION – ASSIGNMENT BRIEFS

<b>Award</b>			
<b>Unit</b>			
<b>Assessor</b>			
<b>INTERNAL VERIFIER CHECKLIST</b>		<b>Comments</b>	
Are accurate programme details shown?	Y/N*		
Are accurate unit details shown?	Y/N*		
Are clear deadlines for assessment given?	Y/N*		
Is this assignment for whole or part of a unit?	W/P		
Are the Assessment and Grading Criteria to be addressed listed?	Y/N*		
Does each task show which criteria are being addressed?	Y/N*		
Are these criteria actually addressed by the tasks?	Y/N*		
Is it clear what evidence the learner needs to generate?	Y/N*		
Are the activities appropriate?	Y/N*		
Is there a scenario or vocational context?	Y/N*		
Is the language and presentation appropriate?	Y/N*		
Is the timescale for the assignment appropriate?	Y/N*		
<b>Overall, is the assignment fit for purpose? (Feedback/Comments)</b>	Y/N*		
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken			
<b>Internal Verifier</b>		<b>Date</b>	
<b>Lead Internal Verifier (if required)</b>		<b>Date</b>	

**Action required:**

--

**Action taken:**

--

<b>Assessor</b>			
<b>Signature</b>		<b>Date</b>	
<b>Internal Verifier</b>			
<b>Signature</b>		<b>Date</b>	

# OBSERVATION RECORD (by tutor)



<b>Learner Name:</b>	
----------------------	--

<b>Programme:</b>	
-------------------	--

<b>Unit Number and title:</b>	
-------------------------------	--

<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>	
---------------------------	--	--------------	--

<b>Assessor Signature:</b>		<b>Date:</b>	
----------------------------	--	--------------	--

<b>Assessor Name:</b>
-----------------------

## Witness Statement (by external observer)



<b>Learner name:</b>	
----------------------	--

<b>Programme:</b>	
-------------------	--

<b>Unit number &amp; title:</b>	
---------------------------------	--

<b>Description of activity undertaken (please be as specific as possible)</b>

<b>Assessment criteria (to which the activity provides evidence)</b>

<b>How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place (checklist attached to provide further evidence)</b>

<b>Witness name:</b>		<b>Job role:</b>	
----------------------	--	------------------	--

<b>Witness signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--

<b>Learner name:</b>	
----------------------	--

<b>Learner signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--

<b>Assessor name:</b>	
-----------------------	--

<b>Assessor signature:</b>		<b>Date:</b>	
----------------------------	--	--------------	--