

THE FOREST SCHOOL

POLICY TITLE	Vocational Courses Policy
PERSON(S) RESPONSIBLE FOR POLICY	Assistant Head Vocational Learning

WHO IS GOVERNED BY THIS POLICY

Staff, Pupils

POINT (S) OF CONTACT

Assistant Head for Vocational learning/Careers, Careers Administrator

LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:

Health and Safety, Safeguarding, Behaviour

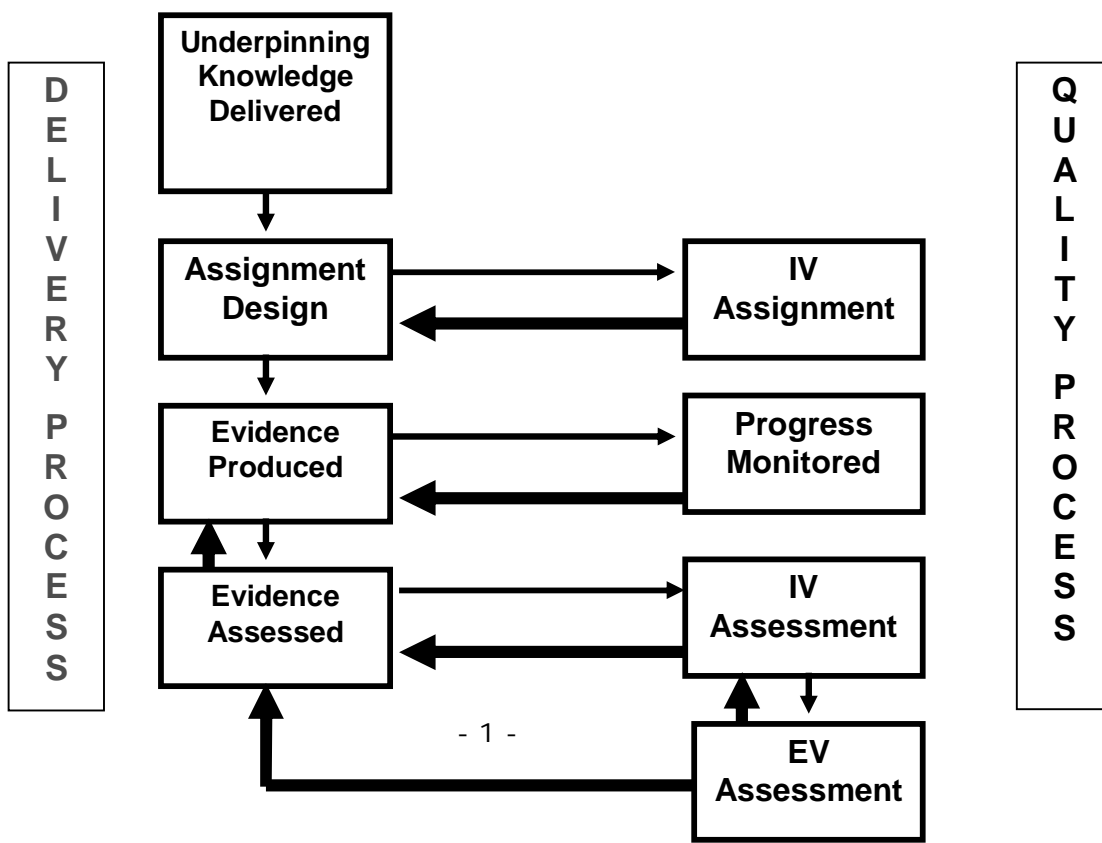
MAIN ECM OUTCOMES (EVERY CHILD MATTERS)

Stay Safe, Enjoy and achieve, Make a positive Contribution.

MANAGEMENT

Management and Quality Assurance

The management and quality control of the vocational courses on offer at Forest is vital to the success of this type of course. Course Leaders, Assessors and Verifiers must adhere to both the both the delivery processes and quality processes to ensure the rigor of the courses is maintained. The success of these courses is based on development of underpinning knowledge, creative assignment design, continuous monitoring of pupils progress, timely feedback, verification of assessment decisions and feedback to continuously improve quality.



To ensure the quality of Vocational Courses at the college the responsibilities for management and quality control have been clearly defined.

1.1 Senior Assistant Head Teacher 14-19 Education

All requests to deliver new vocational courses at either KS4 or KS5 must have the approval of the Senior Assistant Head Teacher (14-19 Education) before an approval application is made to the examinations board. Delivery of a course must not commence before approval by the examination board. The college is committed to the development of vocational pathways for pupils and priority will be given to courses that support these pathways. The three pathways that have currently been identified are:

- Business & Enterprise
- Information Technology
- Modern Foreign Languages
- Physical Education

1.2 Directors of Learning (DOLs) & Subject Team Leaders (STLs)

The Vocational Course Co-ordinator has the responsibility for.

- *Planning and Development* – staff and curriculum development need for current and new courses and staff.
- *Implementation and Monitoring* – quality management, monitoring and action on quality.
- *Assuring Standards* – assessor and internal verifier roles, and co-ordination of their activities to ensure a consistent interpretation of standards.
- *Quality Review* – planning, co-ordinating and supporting course review and evaluation producing and monitoring quality development plans.
- *Completion Verification* - sampling of pupils prior to accreditation submission

1.3 Course leaders

A team approach is essential to an effective vocational course, for assessment planning, well-designed pupil activities, consistent standards and for review and improvement of course quality. Each team needs to have both collective and individual competence and expertise to deliver all aspects of the course effectively. It is the responsibility of the Course Leader to ensure that roles and responsibilities within the team are clearly defined. Specifically the Course Leader has responsibility for:

- Day by day management of course
- Developing an overall course and assessment plan.
- Co-ordinating design of pupils' assignments
- Allocation of responsibilities for delivering, assessing and internally verifying or moderation of each unit.
- Ensuring IV and EV feedback is actioned.
- Day to day issues and troubleshooting.
- Calling and chairing team meetings.
- Course & pupil reviews and quality development plans

1.4 Assessors

Within a course team, assessors will find themselves fulfilling a variety of roles. They will be required to teach a range of vocational units, prepare assessment plans, provide feedback on assessment plans to pupils, facilitate the provision of resources both internal and external and act as personal tutors providing support and guidance. It is therefore essential that these roles be clearly defined within the team.

The school recognises the importance of assessors regarding themselves as members of a teaching team, rather than individuals delivering discrete units of a course, particularly when they are drawn from a number of subject areas.

1.5 Internal Verifiers

The school recognises that internal verification plays a key part in assuring national standards and course quality. It will therefore ensure that the number and expertise of internal verifiers are appropriate to the needs of each course and that sufficient time is given to the activity.

The internal verification process is not just a monitoring or moderating role. It should also be a proactive, developmental role questioning practice that assessors see as acceptable, giving feedback and advice on issues that arise as a result of the IV process, developing plans for improvement rather than just highlighting weaknesses.

1.6 Team Meetings

Even where there is frequent informal contact within course teams, it is essential that these meet formal once per half term to review course, pupil progress and records and administration.

1.7 External links

External links with local organisations and the community are a vital resource for the school in general and for Vocational courses in particular and teachers are actively encouraged to develop links where appropriate.

Tutors must ensure that pupils are aware that when in contact with outside individuals or organisations that they are representing the school and should behave accordingly. Teachers must monitor correspondence sent by pupils and take adequate precautions to protect any confidential information supplied.

1.8 Externally Assessed Units

1.8.1 Entry for Externally Assessed Units

It is the responsibility of the DOLs and / or STLs in liaison with Course Leaders to ensure that pupils are entered for externally tested units at the appropriate stage in the course.

1.8.2 Arrangements for Externally Assessed Units

It is the responsibility of the Senior Assistant Head (Examinations) to ensure the security of test papers, to make arrangements for pupils to sit the tests and for returning completed test papers to the Awarding Body.

1.8.3 Pupils with special requirements

It is the responsibility of the Senior Assistant Head (Examinations) to ensure that applications for special arrangements are made prior to the pupil's first unit test date. These would apply to candidates with known and long-standing learning problems and to candidates who are affected at, or near to, the time of a time-constrained assessment.

1.9 External Verification/Moderation

BTEC

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol. Edexcel External Verifiers will contact Course Leaders in the **autumn** to agree visits and which units will be sampled by verification in the NSS window normally in the spring term of each academic year. There will be four units identified from two-year programmes and two units from one-year programmes. Course Leaders are required to make available, in the NSS window, eight pieces of candidate work against two of the identified units (for two-year programmes) and four pieces of candidates work against one of the identified units (for one-year programmes). This candidate work **must** have been internally assessed and given an interim grade, additionally at least 50% of submitted work must have been internally verified.

When the external verification process identifies that National Standards have not been correctly interpreted, the Course Leader will be required to take appropriate action. In this instance a second sampling will take place in the summer term to confirm that centre assessment is correct before certification of candidate awards takes place.

1.10 Course Evaluation & Review

As part of the on-going review procedure, the DOLs and / or STLs will meet with the Course Leaders termly to evaluate the courses and draw up a plans of action to meet identified needs. These reviews should cover:

- An evaluation of pupil achievement on the course related to their entry qualifications/standards, pupil retention rates and progression.
- Feedback on the quality of the course from pupils, staff and awarding body.
- Priorities for development.

These reviews may raise school-wide, course development or staff development issues that require a short-term response or action from the SLT or issues that concern longer term developments that will need to be incorporated into the overall School Improvement Plans.

The DOLs and / or STLs will meet with the Senior Assistant Head Teacher (14-19 Education) every half term in order to agree and monitor action plans.

1.11 Security

Once a pupil has submitted evidence and this has been assessed, and where necessary internally verified, it must be stored in the pupil's portfolio. Portfolios must be kept in an appropriate, lockable storage cupboard and access limited to the pupil, assessors, internal verifiers and external verifiers. Under no circumstances should portfolios be removed from the School. All assessments must be kept secure for a period of 3 years.

Pupils must not be allowed access to other pupils portfolios or to the Master Record sheets, unless under the supervision of an assessor and then only for reference purposes.

COURSE POLICY

The School's policy is to develop a range of vocational pathways at KS3 and KS4 that satisfy the needs and aspirations of the pupils and that are responsive to the needs of the local community and local employment opportunities.

In developing new courses the School will ensure that pupils have access to appropriate courses and courses are designed to meet their needs and assure successful achievement.

2.1 Course Selection – Guidance and Advice KS4

Potential vocational pupils and their parents will be provided with full information about their KS4 choices and progression routes through the Option booklets and Option Evenings.

In addition every pupil (with parents if requested) will receive an individual interview with a senior member of staff where the selection of optional courses will be discussed and advice given to enable pupils make an informed choice

2.2 Course Selection – Guidance and Advice Post 16

As part of their Year 11 PSHE programme, all potential Post 16 pupils will have access to impartial counselling, advice and guidance via individual interviews conducted by Connexions. Potential pupils will also be encouraged to visit local colleges. This is designed to enable them to identify the course most suited to their needs and ability, wherever this may be offered.

2.3 Entry & Pupil Selection

It is recognised that vocational courses are demanding and, although they involve different approaches to learning, are equivalent in standard to their academic counterparts.

They should not be recommended for pupils who are unlikely to cope with their demands. Entry criteria for vocational courses will be geared primarily to the likelihood of success on a particular course.

A range of evidence will need to be considered during the selection process. This would include the pupil's interests and motivation, relevant diagnostic assessments, reports from teachers, the amount of individual support pupils will receive on the course and above all the likelihood that the pupil will achieve success in the course.

2.4 Course Length

At The Forest School vocational qualifications are normally delivered over two years at Key Stage 4, but it is recognised that the shelf-life of these vocational qualifications are only restricted by the published information. In designing courses the school will, wherever practical, accommodate pupils who may need to complete the course over longer or shorter periods of time.

2.5 Optional Units

Generally the school policy is to offer pupils as wide a choice of optional units as possible. Where this is difficult because of relatively small numbers, the optional units offered should reflect the pupils' needs using appropriate specialist input from industry to meet these needs and extend choice.

2.6 Time Allocation

2.6.1 Teaching Time

The school policy is to allocate for the effective delivery of vocational qualifications each unit should consist of published guided learning hours (normally 30 or 60). The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study but excludes learner-initiated private study

2.6.2 Time for Sustained Activities

Vocational courses call for sustained pupil activities including group work, project work, organising events, investigations and work outside of school. In timetabling courses the school will endeavour to provide regular periods when such activities can be carried out by blocking periods of study.

2.6.3 Pupils Timetables and Course Schedules

Teachers/Course Leaders must ensure that pupils understand the structure of their course and weekly timetables. Within the course plans time must be allocated to the

- Delivery of vocational units
- Pupil Progress Reviews
- Assessment feedback
- Work Experience

Within individual pupils timetables course leaders must make it clear what time is allocated to input classes, tutor contact and formally supervised activities. In addition pupils must be made aware of the time they are expected to commit to the assignment work outside classes, in both private study time and homework.

COURSE TEAM RESOURCES

The school will ensure that the collective staff time and resources given to each course will be sufficient to provide vocational and key expertise, and the individual support needed to be given to each pupil who is accepted on the course.

3.1 Staff Development

The school recognises it is essential that all staff involved in the delivery of Vocational Courses are familiar with the structures of the courses and appreciate the requirements and demands of pupil centred learning. Those staff involved should have a clear and detailed knowledge of the requirements of all vocational units and must have the vocational expertise needed to deliver them.

This will be subject to continuous monitoring and where necessary a personal programme of further study or training will be developed for staff including teacher placements, work

shadowing to enhance vocational expertise. The use of external industrial contacts is encouraged as a useful method of enhancing vocational expertise. The school will ensure that appropriate INSET support is available for this purpose.

It is the school policy that all staff involved in the assessment of pupil's work must have adequate training and hold the appropriate assessors' qualifications.

3.2 Physical Resources

Physical resources for each vocational qualification will be part of the curriculum team area review process. Provisions will be made in the budgets to improve or update these resources in the light of specific requirements of units offered, identified pupils needs, pupil number and the need for access to equipment and materials.

Equipment will be maintained in line with Health and Safety requirements. Accommodation will be appropriate for the course and pupil numbers and will be timetabled to allow for flexible use by the pupils. ICT provisions will be sufficient for current pupil numbers. Pupils will have access to appropriate storage facilities, library and media resources and photocopying.

Detailed lists of required resources can be found at the back of each vocational unit specification and it is the responsibility of the Course Leader to ensure these are available.

COURSE DESIGN AND DELIVERY

4.1 Course Design

The design of course structure, assignments, activities and delivery of the course is the responsibility of the curriculum team and Course Leader. Vocational courses should be designed to provide learning and assessment opportunities that relate to the needs of the pupils accepted onto the course. They should

- develop the knowledge, skills and understanding needed to achieve the course
- provide opportunities to provide evidence that meets the requirements of the unit specifications.
- prepare pupils for any externally assessed units at the appropriate stages

Whilst assessment is an integral part of vocational courses pupils will often need to develop specific knowledge, skills and understanding before undertaking activities designed to provide assessment evidence.

4.2 Activities and Assignments.

Although guidance is often given in the vocational course specifications of generic assignments, teams are encouraged to develop their own and to exploit the learning opportunities in the local environment and reflect local industry. Course teams are encouraged to design assignments that cover at least one whole element to avoid fragmentation and duplication of evidence. Where possible teams should consider whole unit assignments with a number a tasks or assignments that provide evidence for a number of units. Pupil activities and assignments should

- Provide structured and varied learning experiences that motivates and develops pupils as well as providing evidence for assessment.
- Clearly show what is required of them.
- Include an assessment plan showing the vocational unit (or part units) for which they are intended to produce evidence.
- Provide learning experiences that require development and application of knowledge in relevant vocational contexts.

- Generate evidence of varied kinds from a variety of sources.
- Includes opportunities for independent action and decision-making that may contribute to evidence for merit and distinction grades.

4.3 Providing for Individual Needs

The amount of support needed will vary considerably from one pupil to another, it is therefore important that the course is designed to accommodate this. Some pupils may need considerable support with certain assignments and may need additional activities to provide further leaning and assessment opportunities.

Other pupils may be able to provide assessment evidence from activities outside of the course or may wish to negotiate assignments that they can carry out at a part-time job or work experience.

Some KS4 pupils may be receiving structured Inclusion in these cases the team should ensure that the Inclusion Department are involved in the design of suitable assignments.

4.4 Pupil Course and Assignment Reviews

All pupils should receive formal post-assignment feedback from the teacher at which clear information is given as to which units or elements have been achieved; clear advice on further evidence required where units or elements have not been achieved and targets agreed for the production of such evidence.

Pupil, as well as staff, feedback on the quality and effectiveness of the course, including learning and assessment activities and candidate support, should make a major contribution to course evaluation and review, and to the course development plans. Opportunities for pupils to express their views should be built into the course structure.

4.5 Induction

It has long been considered good practice to provide a clearly structured induction programme for vocational courses. The radical demand of these courses for pupils makes the design of an effective induction programme one of the most important tasks for the course team. They should provide the opportunity for staff and pupils to develop the working relationships and establish the processes that are crucial to a successful course.

The purpose of induction should be to introduce pupils to the main kinds of activities they will undertake on the course and providing a thorough understanding of vocational unit specifications. Initial guidance on how to work independently is important for all vocational pupils, without this many will be lost when faced with a vocational assignment for the first time.

ASSESSMENT

5.1 Overall Course Assessment Plan

For each vocational course, the Course Leader has the responsibility for devising an overall assessment plan. The plan should be devised in conjunction with the course team and should include:

- The period over which each vocational unit should be delivered and a target completion date.
- The main pupil assignments and the units and elements to which they relate.
- Responsibilities for delivering, assessing and internally verifying each assignment.
- Points at which assessment and internal verification will take place
- Points at which each externally assessed unit is to be taken.
- Provision for assessor meetings and for final assessment of grades.
- Arrangements for moderation/internal verification and review meetings with the Internal Verifier.

5.2 Evidence from Assignment/Activities

The course team should ensure that assignments are designed to produce different types of evidence and experience that best suit pupils learning styles. The specifications for each unit, as published by the Examination Boards, contain details of the evidence that is required to be produced. These specifications should only be regarded as a minimum and teams are encouraged to design their own assignments that are perhaps more relevant to pupils needs. Assignments should state the opportunities that pupils have to provide evidence and should be designed to give the pupil the opportunity to achieve the highest grade possible.

Types of evidence that should be considered include: written projects, oral presentations, visual presentations, observations, video evidence, audio evidence, photographic evidence, witness evidence reports, self assessment reports and peer reports.

Other evidence that could be considered may come from activities outside of college such as work placements, voluntary activities, evening or weekend jobs.

Teachers should agree assignments, deadlines and methods of assessment with the pupils before commencement.

It is the tutor's responsibility to ensure that the pupil is given or can obtain the underpinning knowledge that is required to complete the assignment.

5.3 Assessing Evidence

When assessing evidence from pupils it is important relevant evidence is not overlooked.

- Work carried out for one unit may provide evidence towards another.
- Additional evidence may have been generated from the way in which the pupil carried out the assignment.
- Relevant evidence may be drawn from extra curriculum or cross curriculum activities.

Before considering whether the requirements have been covered, the assessor must first be satisfied that the evidence is valid, authentic, current and sufficient. Where there is uncertainty the assessor should

- Question the pupil in order to clarify the uncertainties.
- Ask the pupil to provide additional evidence for the assignment.
- Set further major or minor activities that provide the pupil with the opportunity of providing evidence.

It is an important aspect of vocational courses that pupils are given individual and timely feedback on every assignments. Tutors should ensure that assignments are assessed and feedback given within 2 weeks of completion.

Immediately upon completion of all vocational qualifications units the Assessor must pass all assignments to the relevant Internal Verifier with a completed Assessment Form (See APPENDIX E)

5.4 Group Work

Only evidence that has been produced by individual pupil can be attributed to them. Group assignments are desirable but care needs to be taken when designing this type of assignment. It would be better to consider the gathering of research information as the group activity and allow the pupils to share and use this for production of final individual evidence.

In some instances the group produces one final shared outcome e.g. a group presentation. In this situation the assessor must build in additional activities to produce the required evidence.

5.5 Accreditation for Prior Learning (APL)

It may be possible to use evidence that has been generated by a pupil in the past or from another course if there are still documents and records. This process is called Accreditation of Prior Learning or APL.

As with evidence generated during the course, evidence submitted for the APL procedure must still satisfy the four basic requirements:

- It must be valid - directly related to the elements being assessed.
- It must be authentic - produced by the candidate
- It must be current - still truly reflect the candidates ability
- It must be sufficient - must cover the performance criteria/range specified in the evidence indicators

Evidence can be evaluated from past learning (GCSEs, A Levels), past vocational experience, Duke of Edinburgh Awards, Young Enterprise Projects, voluntary work etc., but is likely to have been within the last two years to satisfy the criteria of still being current.

Evidence to be subjected to the APL procedure can be in a variety of forms- certificates, witness statements, letters, logs, photographs etc. but the candidate must be able to prove ownership of the evidence.

5.5.1 APL Procedure

Candidates should be referred to the Course Leader, who is responsible for the APL procedure, prior to starting the unit. They will conduct an initial interview at which the candidate will be encouraged to detail their past experiences. From this interview the candidate's experiences will be mapped against the requirements of the National Standards.

The candidate will be advised as to the evidence they need to gather and an action plan agreed for this process including provision for any shortfalls in the evidence.

It is unlikely that the APL process will proceed if possible evidence from their past experiences covers less than one whole unit.

5.5.2 APL Appeals Procedure

Should a candidate disagree with the outcome of the APL procedure they should, in the first instance, discuss this matter with the APL assessor.

If they are still unhappy with the decision they can appeal the decision using the Assessment Appeals Procedure (Section 5.9).

5.6 Internal Verification

Internal verifiers have to decide how much sampling is required. In general terms they must sample, over the course, all assignments, all pupils and all assessors and within each unit, work of all grade levels (PMD). Internal Verifiers must prepare a Verification Plan prior to the start of a course. All completed work will be passed to the designated Internal Verifier after feedback to pupils but prior to inclusion in their portfolios.

With BTECs they should also be internally verifying assignments before being issued to pupils as well as completed work using form **BTEC IV 1** (see appendix A)

All completed assignments will be submitted for Internal Verification. The Internal Verifier will carry out verification on those pupils, assessors and assignments as indicated on their Verification Plan. All verifications should be completed within 2 weeks of submission using **form BTEC IV 2** (see appendix B). Where possible Internal Verifiers are encouraged to verify work with the Assessor where this is not practical verbal and written feedback should be given on return of the assignments. Written feedback should be retained for inspection by the External Verifier for a period of 3 years

Internal Verifiers who are also involved in assessment of pupil's evidence can not Internally Verify their own work.

5.6.1 Internal Verification Criteria

In verifying completed portfolio work the internal verifier should be satisfied that

- The assessors' judgements match the unit specifications
- Grading criteria has been correctly applied
- The records that have been updated are accurate
- The evidence in the portfolio is clearly organised
- Pupils have been provided with the feedback needed.

5.7 External Verification

The purpose of the External Verification process is to ensure that assessors decisions are correct. When the external verification process in spring identifies that National Standards

have not been correctly interpreted, the Internal Verifier will be required to take appropriate action. In this instance a second sampling will take place in the summer term to confirm that centre assessment is correct before certification of candidate awards takes place.

5.8 End of Course Verification

On completion of the course, Course Leaders will complete the certification returns and submit these to the Directors of Learning (DOLs) and / or Subject Team Leaders (STLs). The DOLs and / or STLs will select 20% (but no less than 2) pupils from this list and request to see **all** of their units of work. The DOLs and / or STLs will verify that the work is complete, that **all** work has been assessed and there is evidence that some of the pupils work has been subject to internal verification. Once the DOL and / or STL is satisfied with the completeness of the course they will sign and submit the certification returns to the Senior Assistant Head (Examinations) for processing.

5.9 Assessment Appeals Procedure

There is an appeals procedure against assessment decisions that the pupil can access if they feel that the national criteria have not been awarded fairly. (See appendix C & D)

- All appeals must be in writing
- Pupils must be informed about the appeals procedure and have access to a copy of the written procedure
- A member of the Senior Leadership Team should be responsible for the management of internal appeals
- The Head of the Centre must be provided with any appeals and their outcome
- Appeals should be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)
- It is recommended that there is a clear timescale in terms of the pupil getting a response to the appeal
- Pupils should be allowed representation by a parent/guardian/friend if requested
- Written records of all appeals must be kept by the centre including the outcome of the appeal and reasons for the outcome
- A copy of the appeals record must be given to the pupil
- The Exam Board must be informed by the centre if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the centre
- Full details of any appeal must be made available to the Exam Board on request

MALPRACTICE

The centre fully complies with, and supports, the JCO policy on malpractice in examinations and its appeals procedure. The following is a guidance for those involved in the delivery of course requiring evidenced based assessments.

For BTEC internally assessed units, assessors are responsible for checking the validity of the learner's work. Assessors are required to ask learners to declare that their work is their own

Course Leaders should take positive steps to prevent or reduce the occurrence of Pupil malpractice. These steps could include:

- using the induction period the policy on malpractice and the penalties for attempted and actual incidents
- showing pupils the appropriate formats to record cited texts and other materials or information sources including websites.

Pupils should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the

submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.

- Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
- periods of supervised sessions during which evidence for assignments is produced
- altering assessment assignments on a regular basis
- the assessor assessing work for a single assignment or task in a single session for the complete cohort of pupils
- using oral questions with pupils to ascertain their understanding of the concepts, application, etc within their work
- assessors getting to know their pupils' styles and abilities, etc.
- ensuring access controls are installed to prevent pupils from accessing and using other people's work when using networked computers.

6.1 Pupil Malpractice

Attempting to or actually carrying out any malpractice activity is not permitted. The following are examples of malpractice by pupils; this list is not exhaustive:

- plagiarism by copying and passing off, the whole or part(s) of another person's work, without appropriately acknowledging the source
- collusion by working collaboratively with others to produce work that is submitted as their own individual work.

Pupils should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear.

- impersonation by pretending to be someone else in order to produce
- the work for another

- fabrication of results and/or evidence
- failing to abide by the instructions or advice of an assessor in relation to the assessment rules, regulations and security
- the alteration of any results document, including certificates
- cheating to gain an unfair advantage

6.2 Staff Malpractice

The following are examples of malpractice by staff. The list is not exhaustive and other instances may be considered

- alteration of examination boards assessment and grading criteria
- assisting pupils in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves staff producing work for the pupil
- producing falsified witness statements.
- allowing evidence, which is known by the staff member not to be the pupil's own work
- misusing the conditions for special learner requirements
- failing to keep learner computer files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Verification of Assignment (form VQ IV 1)

Course/Qualification	
Title of Assignment/Task	
Assessor	

Assessment Methods Used

Project report		Observation		Written questioning	
Personal account		Witness testimony		Role play	
Presentation		Oral questioning		Assessment of prior achievement	

Verification Checklist

	Yes	No		Yes	No
Do the activities allow the pupil to meet all the unit grading criteria			Have the assessment and grading criteria been clearly defined		
Are the activities set at the appropriate level			Is the assignment set in a relevant context		
Are the activities clear and explicit			Does it stated how the evidence is to be presented		
Can the pupil easily understand the language used			Does it involve a variety of activities		
Does it contain clearly defined tasks			Is it free from bias and supportive of equal opportunities		
Can the pupil easily access any necessary resources			Is the timescale for completing the assignment realistic		
If you have answered 'no' to any of the above questions, give a clear explanation and recommendations					

Internal Verifier name

Signature

Date

Assessor name

Signature

Date

Verification of Assessment (form VQ IV 2)

Course/Qualification	
Title of Assignment/Task	
Unit No/Assignment Ref	
Assessor Name	
Pupil Name	

Assessment Decisions		
Do you agree with the assessment awarded	Yes	No
If you have answered no to above, please comment here		
Is Assessor feedback accurate, positive and helpful	Yes	No
If you have answered no to above, please comment here		
Any comments or issues arising from the verification process		
Suggested Actions	Target Date	

Internal Verifier name

Signature

Date

Assessor name

- 16 -
Signature

Date

INTERNAL APPEAL RECORD FORM

Qualification:

Unit Number:

Pupil:

Assessor:

Internal Verifier:

Senior Manager:

Reason for Appeal (please give full details)	Outcome (Response within 5 working days)
Date:	Date: Pupil Signature: Assessor Signature: IV Signature: Senior Manager Signature:

I confirm that I have received and read a copy of this internal appeal record form.

Name of Head of Centre:

Date

Signature:

INTERNAL APPEAL RECORD FORM

Qualification:

Unit Number:

Pupil:

Assessor:

Internal Verifier:

Senior Manager:

Stage One (Unit Assessor)	Response within 5 working days
Reason for Appeal (please give full details): Date:	Outcome: Date: Assessor Signature: IV Signature: Senior Manager Signature:

I agree/disagree with the outcome of Stage One of the appeal.

Pupil Signature:

Stage Two (Internal Verifier)	Response within 5 working days
Please enter here the reason for disagreement with outcome of first stage of appeal: Date:	Outcome: Date: Assessor Signature: IV Signature: Senior Manager Signature:

I agree/disagree with the outcome of Stage Two of the Appeal:

Stage Three (Senior Manager)	Response within 5 working days
Please enter here the reason for disagreement with outcome of second stage of appeal: Date:	Outcome: Date: Pupil Signature: Assessor Signature: IV Signature: Senior Manager Signature:

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Signature of Head of Centre:

Date:

**THE FOREST SCHOOL
ASSIGNMENT REPORT**

APPENDIX E

Course Title						Pupil					
Unit						Tutor					
P1		P2		P3		P4		P5		P6	
M1		M2		M3		M4		M5		M6	
D1		D2		D3		D4		D5		D6	
Tutor Comment/Witness Statement											
Signed Tutor						Signed Pupil					
						<p style="text-align: center;">This is my own work. I have not copied any of this work without referencing the source.</p>					