



Qualifications and Accreditations Policy

Author	Jennie Ferrett	Date: September 2025
Last reviewed on:	18 th September 2025	
Next review due by:	July 2026	

Contents

1. Introduction	2
2. Aims.....	3
3. Who is this policy for?	3
4. Roles and Responsibilities	3
5. Accreditation and Qualification Offer	4
6. Delivery Model	6
7. Assessment	7
8. Internal Verification and Moderation	8
9. External Quality Assurance	9
10. Appeals and Malpractice.....	9
11. Key Dates	9
12. Suitability and Equity of Qualification offer	9
13. Monitoring and Evaluation.....	10
14. Related Policies and Documents.....	10
Appendix 1 – Monitoring and Moderation Calendar 2025/26	11
Appendix 2 – Learner Evidence Record	12
Appendix 3 – Termly Moderation Sheet.....	13
Appendix 5 – IQA Feedback	15
Appendix 6 – Witness Statement Template	17



1. Introduction

At Cann Bridge School, we believe that every learner should be given the opportunity to celebrate their achievements, experience success, and be recognised for their progress in meaningful ways. Our *Qualifications and Accreditation Policy* sets out a clear and aspirational framework to ensure that all learners, regardless of their starting points or needs, can access appropriate, personalised accreditation pathways that reflect their strengths, support their future goals, and uphold the ambition at the heart of our school: *We Cann*.

This policy applies to all learners at Cann Bridge School and outlines our purpose and principles in delivering qualifications and accreditation, with a focus on the 14-19 provision. It ensures that we maintain high expectations for every learner, offering them the chance to develop confidence, independence, and readiness for life beyond school. These aims are supported by a clear and consistent framework that offers clarity for staff, reassurance for families, and - most importantly - a means for learners to gain recognition for their hard work and build positive self-esteem.

Relevant statutory and legal frameworks, including the *Children and Families Act 2014*, the *SEND Code of Practice (2015)*, and the *Equality Act 2010*, have been acknowledged and considered in the development of this policy. These documents set out clear duties and expectations regarding inclusive education and fair access to qualifications for learners with special educational needs and disabilities.

This policy is one of a number of policies the school has in place to ensure that Cann Bridge School is compliant and transparent with all qualification procedures. Other related policies, particularly those concerning curriculum, assessment, and adherence to examination board protocols, should be read in conjunction with this policy.

2. Aims

This policy aims to ensure that all learners at Cann Bridge School have access to an inclusive and personalised qualifications and accreditation framework that supports their individual needs and aspirations. The key aims of the policy are to:

- Provide clear guidance on the qualifications offered and how they support the diverse learning needs of our learners.
- Promote fair and equitable access to qualifications that recognise achievement and progress.
- Support effective assessment and tracking to inform teaching and learning.
- Prepare learners for positive post-school outcomes by linking qualifications to their future aspirations and transition plans.

3. Who is this policy for?

This policy is intended for all members of the Cann Bridge School community involved in the planning, delivery, assessment, and support of qualifications. This includes:

- Learners registered at Cann Bridge School
- Families and carers of learners
- Teachers/Tutors and Internal Quality Assurers (IQAs)
- Individuals involved in the delivery and assessment or administration of qualifications delivered at Cann Bridge School
- Any and all registered Awarding Organisations for the accreditations being delivered at Cann Bridge School

4. Roles and Responsibilities

Effective delivery of qualifications and accreditation at Cann Bridge School relies on a shared understanding of roles and strong collaboration across the whole school community. All stakeholders play a vital role in ensuring that the qualifications framework is meaningful, aspirational, and appropriate for the learners we support.

Senior Leadership Team: The Senior Leadership Team is responsible for the strategic oversight of the qualifications and accreditation offer. The Headteacher provides overall leadership and accountability. The Deputy Headteacher holds responsibility for whole school curriculum and assessment development. The Assistant Headteacher (Head of Centre) has overall responsibility for the 14–19 provision strategically reviewing intent, implementing and impact of the qualification and accreditation offer, ensuring it is fit for purpose and aligns with learners' individual needs and statutory expectations.

Curriculum Area Leads: Curriculum leaders are responsible for subject-specific planning and delivery within their designated areas: *Communication, Language and Literacy; Health and Well-being; Creativity and the Arts; and Understanding the World*. These leaders are expected to have a clear understanding of how qualifications and accreditations are embedded and mapped within their own curriculum area and must ensure that planning teaching and learning is consistent, ensuring that learners develop the skills and knowledge to successfully achieve the accreditation or qualification.

Internal Quality Assurer (IQA): The school has a named Internal Quality Assurer (IQA) who is responsible for maintaining the integrity and standards of accredited courses. This role includes monitoring the consistency of assessment decisions, supporting staff in delivering qualifications, and ensuring compliance with the requirements of the awarding organisations. The IQA develops a yearly accreditation and qualification calendar outlining key deadlines including submission and moderation.

Teachers & Support Staff: Teachers/Tutors and support staff are the essential part of the accreditation process. They contribute to the effective delivery of qualifications by planning teaching and learning, supporting pupils to engage with these learning activities and opportunities, reinforcing key skills, and enabling access to differentiated resources. Ongoing formative and summative assessment is captured as evidence in a portfolio.

Parents and Carers: Parents and carers are key partners in supporting pupil achievement. The school works closely with families to ensure they are informed about their child's learning pathway and progress. Parental support in the home and across other environments helps reinforce the skills and knowledge required to achieve success in both accredited and non-accredited learning, transferring what they have learn home.

5. Accreditation and Qualification Offer

Cann Bridge School provides a structured yet flexible accreditation framework that recognises individual achievement and supports progression. Qualifications are carefully selected to meet the diverse needs of learners and are aligned with each pupil's stage of development, aspirations, and Education, Health and Care Plan (EHCP) outcomes.

The accreditation offer for Key Stage 4 and 5 is a comprehensive program designed to provide learners with diverse opportunities for personal and academic growth to prepare learners for life after school; this is outing in the 14 to 19 Curriculum Policy. Starting points are identified from the Bsquared Steps 4 Life assessment framework.

Informal Path	Semi-Formal Path	Formal Path
<ul style="list-style-type: none"> Internal Certificate of Achievement Informed by Internal Assessment Systems focus on pupils level of engagement in non-subject specific learning (Engagement Model) 	<ul style="list-style-type: none"> English and Maths is recognised with an internal certificate of achievement for those working below Stage 7 of the Steps for Life Assessment. Pupils work towards NOCN Independent Living – Key Stage 4 at Entry Level 1+ Students work towards NOCN Employability Skills – Key Stage 5 at Entry Level 1+ 	<ul style="list-style-type: none"> NOCN English Skills Entry Level 1+ NOCN Maths Skills Entry Level 1+ Pupils work towards NOCN Independent Living – Key Stage 4 at Entry Level 1+ Students work towards NOCN Employability Skills – Key Stage 5 at Entry Level 1+
	<ul style="list-style-type: none"> Duke of Edinburgh – Key Stage 5 Awards Award – Key Stage 4 	



The curriculum emphasises teaching and assessing Functional Skills, with accreditation through smaller units known as NOCN Awards in English and Mathematics. This approach enables learners to build their achievements incrementally, developing a comprehensive portfolio rather than focusing solely on end-point examinations. In Key Stage 4, we also offer the Arts Award, which allows learners to explore and develop their creative talents across various disciplines, enhancing their appreciation for the arts and building confidence and communication skills.

NOCN Entry Level Award in English Skills Learners are entered in Years 11 and 13	
Entry Level 1	Entry Level 2
Planning for Progress in English Skills	Planning for Progress in English Skills
Ask and Respond to Questions and Make Requests	Ask and Respond to Questions and Make Requests
Read and Spell Words for Everyday Life	Read and Spell Words for Everyday Life
Read Texts for Meaning	Read Texts for Meaning
Take Part in a Discussion with Another Person	Take Part in Group Discussion
Use Writing Skills	Use Writing Skills
Write Using Correct Punctuation and Grammar	Write Using Correct Punctuation
Additional Units Available	Additional Units Available
Respond to Information and Instructions	Fill in Forms Use Illustrations, Images and Captions to Find Information

NOCN Entry Level Award in Mathematics Skills Learners are entered in Years 11 and 13	
Entry Level 1	Entry Level 2
Planning to Improve Performance in Mathematics	Planning to Improve Performance in Mathematics
Addition	Addition
Handling Data	Handling Data
Number	Number
Understanding Measure	Understanding Measures: Capacity Understanding Measures: Length Understanding Measures: Weight
Understanding Shape and Space	Understanding Shape and Space
Additional Units Available	Additional Units Available
Using Mathematics in Everyday Contexts Subtraction Using Money and Time	Division Fractions Multiplication Understanding Decimals Subtraction Money Time and Temperature

NOCN Independently Living Entry Level 1 to 3 Learners are entered in Year 11	
Year 1	Credit Value
Make a Simple Meal	3
Food Safety and Storage	3
Living in a Diverse World	2
Choosing Clothing and Footwear	2
Personal Awareness	2
Year 2	
Eating Out	3
Eating a Balanced Diet	3
Household Expenses	3
Understanding Relationships	2
Personal Safety	3
Personal Health	3
Year 3	
Everyday Food and Drink Preparation	3
Basic Cooking Techniques	3
Environmental Issues	2
Personal Care and Hygiene	3
Knowing Your Local Area	3
Looking after Yourself and Your Home	1 (M)
Living in the Community	1 (M)
To successfully achieve the NOCN Entry Level Certificate in Independent Living there is set rules of combination. If the above is achieved the learner will receive two qualifications:	
<ul style="list-style-type: none"> NOCN Entry Level Certificate in Independently Living – Looking After Yourself and Your Home NOCN Entry Level Certificate in Independent Living – Living in the Community 	

NOCN Using Employability Skills Entry Level 1 to 3 Learners are entered in Year 13	
Year 1	Credit Value
Make Career Choices	2 (A)
Building Confidence and Self Esteem	2 (A)
Using ICT Equipment in the Workplace	2 (B)
Year 2	
Looking and Acting the Part in the Workplace	2 (A)
Dealing with Problems at Work	2 (A)
Health and Safety Procedures in the Work Place	2 (A)
Using ICT Skills in the Work Place	2 (A)
Worked on in both years (Mandatory Unit)	
Action Planning to Improve Performance	2 (M)
Worked on in both years during Work Related Learning	
Working as a Cleaner	2 (B)
Follow Instructions in the Work Place	2 (A)
Carry Out a Practical Activity in the Work Place	2 (B)
Working in Hospitality	2 (B)
Working in Catering	2 (B)
Working as a Volunteer	2 (B)
To successfully achieve the NOCN Entry Level Certificate in Using Employability Skills the learner must complete 14 credits.	
Learners must achieve: <ul style="list-style-type: none"> 2 credits from the unit in the Mandatory Group 8 credits from Optional Group A 2 credits from Optional Group B 2 credits from any combination of units in Optional Groups A and B 	

In addition to the NOCN qualifications, Key Stage 4 learners are introduced to the Arts Award, creating a portfolio of evidence.

In Key Stage 5, all learners are encouraged to participate in the Bronze Duke of Edinburgh's Award.



The Arts Award is delivered in Key Stage 4 for learners on the semi-formal and formal pathway which offers learners an exciting opportunity to explore and develop their creative talents. At Key Stage 4, art and music become 'The Arts'. This program is designed to foster a deeper appreciation for the arts while encouraging personal expression and skill development. Learners engage in a variety of artistic disciplines, such as visual arts, music, and work towards achieving nationally recognised qualifications. Through the Arts Award, learners gain confidence, enhance their creative skills, and learn to collaborate and communicate effectively, all while enjoying a rich and inspiring arts education.



The Duke of Edinburgh Award program offered in Key Stage 5 provides students on the semi-formal and formal path with an enriching opportunity to develop essential life skills and gain valuable experiences. This prestigious program encourages personal growth, teamwork, and leadership through a variety of challenging activities, including volunteering, physical activities, and expeditions. By participating in the Duke of Edinburgh Award, students at Cann Bridge School build confidence, resilience, independence and teamwork skills, preparing them for their future endeavours and helping them to make meaningful contributions to their communities.

6. Delivery Model

The use of NOCN modules supports the delivery of a broad and balanced curriculum for all learners, including those with SEND. Modules are fully mapped across the rolling programmes, with Key Stage 4 units mapped on a three-year rolling programme and Key Stage 5 on a two-year rolling programme. Separate units are delivered at KS4 and KS5 to ensure comprehensive coverage, and to provide and support links with other subject areas. Typically, learners study two to three units per term across key areas such as English, maths, PSHE, and food & nutrition. Middle leaders with curriculum responsibility are consulted on the units and made aware of the learning criteria as outlined by the accrediting body and support planning appropriately. This makes sure that the accreditation units are fully integrated into the curriculum, ensuring a progressive curriculum across the school.

At KS5, some units are delivered alongside practical and work-related learning, providing real-life context and enhancing skill development, such as the units *Working in Hospitality* or *Working as a Cleaner*.

Learners also benefit from planned experiences in the local community that support their understanding of real environments and support the development of independence. Engagement with local employers and community partners is utilised whenever possible, particularly at KS5, where work-related learning and

accredited units are delivered through practical placements and enterprise activities, helping to prepare learners for adulthood and the world of work.

Qualifications should be delivered in a functional and practical way, embedded in real-life contexts that promote the development of life skills, independence, and transferrable employability skills. This approach enables learners to apply their knowledge meaningfully and gain confidence in a range of everyday and workplace situations.

7. Assessment

Progress is monitored using the *B Squared Connecting Steps* assessment tool, which allows for detailed tracking of learner development. A baseline assessment is carried out at the start of Key Stage 4 or upon joining the school, using both previous data and teacher assessments to determine the most suitable pathway: informal, semi-formal, formal.

Learners assessed at Step 7 or below typically follow a semi-formal curriculum with access to pre-entry level qualifications. The *Steps 4 Life Assessment Framework* is used to determine readiness for English and Maths accreditation at Entry Level 1.

For learners who join the school at any stage, a baseline assessment is carried out within the first six weeks of entry. This process incorporates data from previous educational settings alongside current teacher assessments and professional judgements, ensuring a well-informed and accurate understanding of the learner's starting point.

Key Stage 4 (Years 9-11): From Year 9, learners begin working towards unitised Entry Level qualifications through the awarding body *National Open College Network (NOCN)*. Those working at entry level within the school's assessment tool will be supported to complete NOCN units in *English Skills* and *Maths Skills*, and may be entered for accreditation at the end of Year 11. All learners, with the exception of those identified as following an informal pathway, will access a programme of NOCN entry level units in Independent Living, focused on developing functional and life skills essential for adulthood.

Key Stage 5 (Years 12-13): Learners who continue into the Post-16 (Key Stage 5) provision build on the qualifications achieved in Key Stage 4, continuing to work on *English Skills* and *Maths Skills* units. Learners also undertake *Using Employability Skills* units, with accreditation submitted at the end of Year 13. As in KS4, learners are assessed using the school's *B Squared Connecting Steps* tool. Entry for accreditation in *English Skills* and *Maths Skills* is determined based on this assessment data, ensuring that qualifications are appropriate and meaningful for each individual.

Learners leaving mid-Key Stage: If a learner leaves the school before completing a key stage (e.g., in Years 9, 10 or 12), all completed units will be recognised and formally certificated.

Personalised Learning Pathways: All accreditation routes at Cann Bridge School are designed to be highly personalised, ensuring that each learner accesses content and qualifications that are appropriate, meaningful, and supportive of their individual development. This personalised approach is informed by ongoing assessment, curriculum planning, and a holistic understanding of each pupil's needs.

Learners following the informal pathway are fully included within class groups but follow a bespoke timetable, carefully tailored to their specific learning profile. Assessment is based on levels of engagement (Engagement Model) and teachers work in close partnership with parents and carers to agree on a curriculum offer that remains purposeful, relevant, and aligned with the learner's broader developmental goals as outlined within their EHCP.

All learning programmes—regardless of pathway—incorporate personalised learning goals to ensure the curriculum is fully responsive to the individual needs of each learner. Teachers ensure that qualifications reflect and reinforce the key areas of development outlined in each pupil’s Education, Health and Care Plan (EHCP), including communication, independence, and preparation for adulthood. Accreditation serves as a formal mechanism for recognising progress in these areas and supports smooth transition to future placements and opportunities.

Learners have Personalised Learning Goals (PLGs), which are aligned with their EHCP outcomes. Staff teams review the termly goals and incorporate them into weekly planning to ensure the targets remain suitable, and that they support and enhance the education for each learner.

Accreditation is just one part of the broad and balanced curriculum available for learners aged 14 to 19 at Cann Bridge School.

Assessment methods used are varied and inclusive, ensuring that all learners have the opportunity to succeed. These methods may include coursework, portfolios, and practical tasks, which allow learners to demonstrate their knowledge and skills in different ways. Staff are encouraged to adapt approaches where necessary, ensuring that assessments are accessible and achievable for all learners, regardless of their individual needs.

A wide range of evidence types is accepted. Evidence may include photographs, witness statements, video recordings and annotated work. These forms of evidence help capture the full breadth of learner engagement and progress, particularly where traditional written assessments may not fully reflect a learner’s capabilities. All evidence is gathered and presented in line with awarding body requirements and internal verification procedures.

Learners are supported to take an active role in their own assessment journey. They are encouraged to reflect on their progress, identify areas of strength, and set personal goals. Self-assessment and reflection of achievement is encouraged, promoting understanding of achievement and meaningful engagement in progress.

8. Internal Verification and Moderation

Internal verification is carried out in line with the awarding body’s guidance to ensure consistency and accuracy in assessment practices. Regular team meetings are held to review assessment decisions and monitor the quality of delivery. Termly sampling of learner work is conducted, alongside checks of recorded assessments, to ensure that standards are being met and that assessment decisions are valid and reliable.

Teacher standardisation meetings take place each term and are attended by the Internal Quality Assurer (IQA). These sessions provide an opportunity to review the quality and consistency of learner work across different classes or cohorts. The meetings also support professional dialogue around assessment expectations and help ensure parity in the way assessment criteria are applied.

Teachers are expected to ensure that all learners have had sufficient time, opportunity, and appropriate support to produce evidence for all assessment criteria within the units they are studying. This includes providing differentiated resources where needed and ensuring that learners understand the expectations for each task. Teachers play a key role in enabling learners to succeed and demonstrate their achievements effectively.

Teachers are responsible for planning and adapting learning and assessment activities to meet the needs of their learners. They are also a central part of the internal moderation process, which takes place termly. Teachers are expected to engage fully with moderation activities, respond to IQA feedback, and make any necessary adjustments to ensure assessment decisions are fair and consistent.

All internal verification and moderation activities must be documented using the school’s standard templates, which are aligned with awarding body requirements. These include sampling plans, feedback

forms, and standardisation records. Templates are provided in the appendices of this policy and must be used consistently to support transparency and accountability.

If any concerns or inconsistencies arise in assessment decisions, these will be addressed through a clear and supportive process. The Internal Quality Assurer (IQA) is available as the first point of contact to help clarify expectations and support fair outcomes. Where further input is needed, the IQA will work with line managers and follow school procedures to ensure a consistent and transparent approach, in line with both internal protocols and awarding body requirements. Please see

9. External Quality Assurance

The school will follow the registration process for learners as required by the awarding body. This includes meeting all published deadlines and ensuring accurate learner data is submitted in accordance with the awarding body's specifications. A tracking system will be used internally to monitor registration progress and ensure that all learners are registered correctly and on time.

The school will adhere to the awarding body's procedures for claiming certificates. This involves submitting requests for certificate printing and dispatch in line with the awarding body's timelines and requirements. The school will ensure that certificates are claimed promptly and that any issues are resolved through direct communication with the awarding body to avoid delays in learners receiving their awards.

Learner achievements will be recorded using the school's internal tracking system. This data will be used to report to the relevant stakeholders, including parents, staff, and governors. Achievement information will be shared to ensure transparency, inform strategic planning, and contribute to whole-school evaluation and improvement processes.

10. Appeals and Malpractice

The centre has clear procedures for managing learner appeals regarding assessment outcomes, alongside robust policies for preventing, identifying and responding to malpractice and maladministration involving both staff and learners. All learners are informed of these procedures during induction, including the consequences of malpractice.

Centre staff are responsible for understanding and implementing the policy, and for reporting any suspected incidents promptly. Any concerns must be escalated to the internal quality assurer or lead teacher, who will report to the awarding organisation within one working day. Investigations are carried out either by the centre or the awarding organisation, depending on guidance received, and all findings are fully documented. The centre complies with all awarding body requirements throughout the process.

11. Key Dates

Each year the Lead Teacher in 14-19 produces a calendar of key dates which includes:

- Identify working levels of current learners in order to register for the correct qualifications
- Planning due dates
- Termly monitoring and standardisation meetings
- Meetings with Awarding Body EQA
- Registration dates and deadlines set by awarding body

12. Suitability and Equity of Qualification offer

To ensure qualifications remain suitable and accessible for all learners, the school follows clear procedures for applying Reasonable Adjustments and Special Considerations. These allow learners to access assessments in ways that meet their individual needs, without compromising the integrity of the qualification.

Reasonable Adjustments are planned changes, such as additional time or assistive technology, based on how a learner usually works. Special Considerations may be used if a learner is temporarily affected by illness or other circumstances beyond their control.

All decisions are made through an evidence-based process that involves staff, learners, and internal quality assurance. These adjustments ensure that every learner can access accreditation fairly, without compromising the integrity of the qualification.

For more detail, please refer to the school's Reasonable Adjustments and Special Considerations Policy.

The school fully involves parents in understanding the pathway their young person is pursuing and the qualifications they are working toward.

13. Monitoring and Evaluation

This policy is monitored by the Assistant Headteacher for 14 to 19. Evaluation focuses on the effectiveness and impact of the qualifications framework and includes:

- monitoring of planning
- monitoring of session delivery
- moderation of learner work
- feedback from teachers, session leads and support staff
- qualification achievement
- surveys to learners and parents & carers

The results of these evaluations are used to inform continuous improvements and are reported regularly to the Governing Body.

This policy will be reviewed in line with the school's review schedule and in consultation with the relevant staff members.

14. Related Policies and Documents

- Pathways to Independence Curriculum Policy
- 14 to 19 Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- Appeals and Complaints Procedure
- SEND Policy
- Access to Fair Assessment Policy
- Conflicts of Interest Policy and Procedure
- Declaration of Interest
- Documentation Retention and Secure Storage Policy
- Enquiries and Appeals Policy and Procedure
- Examination and Invigilation Policy and Procedure
- Internal Quality Assurance Strategy
- Learner Identification Policy
- Malpractice and Maladministration Policy and Procedure
- Reasonable Adjustment and Special Consideration
- Recognition of Prior Learning (RPL) Policy and Procedure

Appendix 1 – Monitoring and Moderation Calendar 2025/26

Task	Completion date	Actual calendar date for academic year	Person(s) responsible
Identify which level of qualification learners in Years 11 & 13 are to be entered for	Mid-September		Teachers
Register learners with awarding body	End of Sept		14-19 Lead Teacher
Planning in place for units of work being taught	End of Sept		Teachers
Submit completed units for term 1 moderation meeting	End of term 1		Teachers and IQA
Complete omissions or issues identified at moderation	2 weeks into term 2		Teachers
Submit completed units for term 2 moderation meeting	End of term 2		Teachers and IQA
Awarding body EQA meet	January		14-19 Lead Teacher
Complete omissions or issues identified at moderation	2 weeks into term 3		Teachers
Submit completed units for term 3 moderation meeting	End of term 3		Teachers and IQA
Complete omissions or issues identified at moderation	2 weeks into term 4		Teachers
Submit completed units for term 4 moderation meeting	End of term 4		Teachers and IQA
Complete omissions or issues identified at moderation	2 weeks into term 5		Teachers
Submit completed units for term 5 moderation meeting	End of term 5		Teachers and IQA
Complete omissions or issues identified at moderation	2 weeks into term 6		Teachers
Awarding body EQA meet	June		14-19 Lead Teacher
Confirm units complete with awarding body	June		14-19 Lead Teacher
Request certificates	June		14-19 Lead Teacher
Teacher meeting to consider units taught this year and forthcoming units	June		Teachers and Assistant Headteacher
Report on achievement to Governing body and update website	July		14-19 Lead Teacher

Learner Evidence Record

Learner Name:			
Qualification:		Level:	EL
Unit/Assessment Title:		Credit Value	
Reference number:		Guided hours	
Tutor/Assessor Name:			
Learning outcomes:			

Assessment Criteria	Date	Evidence Detail	Evidence location F = Folder E = Evisense

Tutor/Assessor Signature:		Date:	
IQA Signature (if sampled):		Date:	

Declaration of Authenticity

I confirm that the work I have submitted is all my own work.

Learner Signature:		Date:	
---------------------------	--	--------------	--

Internal Feedback Form for Teacher

Learner Name:	
Qualification:	
Teacher Name:	
Units Completed:	

Internal Feedback	
Person giving feedback:	

Response and Comments from Teacher

Have all units been achieved? <i>If no, please detail action required and target dates for completion. Please initial and date once these have been completed.</i>	Yes		No	
--	------------	--	-----------	--

Any further actions?	By when?	Completed?
Teacher Signature:		Date:
IQA Signature (if sampled):		Date:

Portfolio submission

Learner Name:	
Qualification:	
Level:	
Teacher Name:	
Units Completed:	

Overall comments on whole portfolio	
--	--

Have all units been achieved? <i>If no, please detail action required and target dates for completion. Please initial and date once these have been completed.</i>	Yes		No	
--	------------	--	-----------	--

Tutor/Assessor Signature:		Date:	
IQA Signature (if sampled):		Date:	

Internal Quality Assurance Feedback Form

Name of teacher or assessor:			
Learner Name:			
Qualification:			
Unit/Assessment Title:		Unit Reference:	
Interim/Summative Sample:			
IQA Name:		Date:	

Criteria	Yes	No	Comments
Have appropriate assessment methods been used?			
Are assessment decisions fair, valid and accurate?			
Is the evidence authentic, current, sufficient, reliable and valid?			
Have all assessment criteria been met?			
Is feedback to the learner clear, fair, valid and constructive?			
Do you agree with the assessment decision?			
Is the evidence clearly mapped to the assessment criteria and easy to locate?			

Summary of Feedback to Teacher or Assessor

If **no** to any of the above, please details the action required below. Actions must be completed before use.

Action Points		Target Date	Date Completed
IQA Signature:		Date:	

Teacher or Assessor Comments	

Teacher or Assessor Signature:		Date:	
IQA Signature:		Date:	

To be completed if any further action was required:

We confirm that action points have been completed and that all the assessment criteria/evidence requirements have been met.

Teacher or Assessor Signature:		Date:	
IQA Signature:		Date:	



Learner name:	
Teacher/Tutor name	
Qualification:	
Unit/Assessment Title:	
Assessment Criteria:	
Date:	

Witness statement of evidence:	
---------------------------------------	--

Witness name:	
Signed:	