

CENTRE DETERMINED GRADES POLICY

Southern Regional College

Adopted by Governing Body on 20.04.21

Issued to Staff on 23.04.21

Responsible: Director of Curriculum

Statement of Intent

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across Faculties.
- to ensure that all staff involved in producing Centre Determined Grades know, understand, and can complete their roles in the process as published by the Awarding Organisation(s).
- to ensure that Centre Determined Grades are produced in line with the process as published by the Awarding Organisation(s), using the professional judgement of Lecturers, with internal moderation, ensuring quality and accuracy of the grades submitted to the Awarding Organisation(s); and
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement this policy.

The Centre Determined Grades policy will be in line with other awarding organisation documentation, information, and guidance in relation to Summer 2021. All staff involved in Centre Determined Grades will support the implementation of alternative arrangements as set out by Awarding Organisation(s), including the Awarding Organisation's review stage. Staff will familiarise themselves with all relevant guidance provided by the Awarding Organisation(s), the JCQ requirements and the relevant centre policies.

References to the centre and Head of Centre used in this document are consistent with JCQ examination centre terminology.

Process Overview

The CCEA five step process outlined in the CCEA publication, Alternative Arrangements – Process for Head of Centre, March 2021 establishes a set of internal deadlines relating to the steps of the Awarding Organisation's process. These are provided in Appendix 1.

Roles and Responsibilities

Roles and responsibilities of Southern Regional College staff are outlined below:

Governing Body

The Education Committee of the Governing Body is responsible for approving the policy for producing Centre Determined Grades and must notify the Awarding Organisation(s) of arrangements, should the Head of Centre be unavailable to confirm the Centre Determined Grades.

Head of Centre

The Director of Curriculum as Head of Centre has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.

Senior Management Team

Additionally, in response to the arrangements stipulated by Ofqual in February 2021 for issuing results for Vocational and Technical qualifications and the formal direction from Minister Weir in March 2021 in respect of A level & GCSE it has been necessary to add a further temporary layer of quality assurance to SRC awarding of Centre Determined Grades. This has resulted in the creation of a Centre Awarding Panel.

The Awarding Panel comprises the Director of Curriculum Head of Centre and Chair of the Centre Awarding Panel, both Assistant Directors, Curriculum, and the respective Head of Faculty. Additionally, the Head of Quality & Pedagogy is a member of the Awarding Panel. The Awarding Panel will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by Lecturing staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by the Awarding Organisation(s)) uses the professional judgement of Lecturers, with internal moderation and participation in an external review process set out by the Awarding Organisation(s).

The Head of Centre will work collaboratively with the Awarding Organisation(s) in terms of engaging with professional dialogue and the provision of evidence as requested.

Head of Faculty

The Head of Faculty is responsible for ensuring that the Curriculum Area Manager has appropriate knowledge and resources to carry out their role as outlined below.

Curriculum Area Manager

The Curriculum Area Manager (CAM) with designated curriculum oversight for an area of curriculum will provide support to Lecturing staff involved in producing Centre Determined Grades. They will present the Head of Centre & Awarding Panel with the final Centre Determined Grades. The CAM has a role in achieving a consistent approach in the award of grades across and within Faculties involving the authentication of the preliminary outcomes in subjects where there is only one Lecturer. This will be agreed on a case-by-case basis but may include, for example, the Curriculum Area Manager or the Head of Centre as part of the Awarding Panel process validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Those who attended the Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all Lecturers involved in producing Centre Determined Grades.

Examinations Office

The Examination's Officer is responsible for ensuring accurate and timely entries are submitted to the Awarding Organisation(s). They must ensure that all information from Awarding Organisation(s) is shared promptly with all relevant staff. The Examination's Officer will ensure that they know, understand, and can use the Awarding Organisation(s) Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021.

The Examination's Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

The Curriculum Area Manager is responsible for supporting Lecturing staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Curriculum Area Manager Faculty Checklist is completed for each qualification that they are submitting.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified Lecturers.

Lecturers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid, and reliable reflection of the assessed evidence available for each candidate.

Assessment records such as the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted will be kept as stipulated by the Awarding Organisation requirements.

Lecturers have the responsibility for internal standardisation and the moderation of candidates' work in conjunction with Faculty colleagues. This process is overseen by the Curriculum Area Manager as required and presented to the Awarding Panel for the Head of Centre approval. Lecturers must securely store and be able to retrieve evidence to support their decisions. The Awarding Organisation's Candidate Assessment Records will be required for the candidates sampled by the Awarding Organisation(s).

The knowledge, expertise, and professionalism of the staff of Southern Regional College is central to determining Centre Determined Grades.

Training, Support and Guidance

Lecturers involved in determining grades must attend any centre-based training provided.

Southern Regional College will engage fully with all training and support that the Awarding Organisation(s) has provided, including web-based support and training. Further general and

subject-specific support and guidance can be found on the Awarding Organisation(s) website(s), webinars, guidance documentation and Technical Q&A.

The centre policy will be supported through training provided by Awarding Organisation(s) to Curriculum Areas Managers through the CIEA. Curriculum Area Managers will disseminate this training to all Lecturers involved in producing Centre Determined Grades.

Appropriate Evidence

Southern Regional College will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

- Awarding Organisation assessment resources for 2021;
- Awarding Organisation(s) past papers.
- Mock examinations, which relate to the Awarding Organisation(s) specification.
- coursework or controlled assessments, even where not completed – if applicable to the subject over the duration of the programme .
- Class tests.
- Portfolio
- homework*;

Southern Regional College will base all evidence on the relevant Awarding Organisation(s) qualification specifications as set out in the Awarding Organisation(s) Alternative Arrangements documentation.

Southern Regional College has considered the information provided by the Awarding Organisation(s) about unit omissions before the cancellation of examinations. These are detailed on the summer 2021 Information Pre-Examination Cancellation section of the Awarding Organisation(s) website.

The College has taken an account of any special considerations that candidates have faced to their learning as a result of Covid -19 by adapting assessments as necessary. All decisions regarding Centre Determined Grades will be presented to the Awarding Panel and agreed by the Head of Centre.

Any adaptations that have been made will be recorded in the checklists provided by the Awarding Organisation (S) and will be based on the **AWARDING ORGANISATION(S) Alternative Arrangements – Process for Heads of Centre.**

Candidates will be made aware of the evidence that will be used in determining their grades via communication with all candidates and, as appropriate, their parents.

In the case of SPP this information will be communicated from the School which the pupil attends.

Candidates will not be given the Centre Determined Grade in advance of the Awarding Organisation publication of results.

Centre Determined Grades

Southern Regional College will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, Lecturers must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification.
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the Awarding Organisation(s) specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports.

All Lecturers will complete the Candidate Assessment Record and will forward to their Curriculum Area Manager. All Lecturers are responsible for ensuring that all evidence has been stored safely and is accessible to support the Awarding Organisation(s) Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Internal Standardisation

In subjects where there is more than one Lecturer and/or class in the Faculty it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide Lecturers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any Lecturers' differences to be resolved.

The Southern Regional College assessment policy outlines emphasises
How the College adheres 'to the regulations specified in the relevant Code of Practice publications to ensure that standards are maintained across all qualifications and all Awarding Bodies'

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class.

The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a Lecturer or the Head of Centre to adjust the original decision:

- to match the standards as established and understood in the guidance provided; and
- to bring judgements into line with those of other Lecturers in the Faculty.

In the context of internal standardisation, any necessary decisions will be made by the Head of Centre as a result of the findings presented to the Awarding Panel. The minutes of the Awarding Panel will reflect all decision making. This will be available on the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Southern Regional College undertakes to have a consistent approach across Faculties /areas of study. The designated member of the Faculty Management Team such as the Head of Faculty or a designated Curriculum Area Manager will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Head of Centre during the Awarding Panel meeting to agree on all Centre Determined Grades. The Awarding Panel will consider both the subject area and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Southern Regional College will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document [Adjustments for candidates with disabilities and learning difficulties](#), which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Southern Regional College will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records.

Southern Regional College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document [A guide to the special consideration process, with effect from 1 September 2020](#).

Bias and Discrimination

Southern Regional College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

Recording Decisions and Retention of Evidence and Data

It is fundamental that Lecturers and Curriculum Area Managers maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence records used to support the grade determined for each candidate will be retained electronically on the College's IT Systems.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the Awarding Organisation(s) Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the Awarding Organisation(s) application used to submit the Centre Determined Grades.

The following documentation must be fully and accurately completed and retained securely:

- Awarding Organisation(s) Candidate Assessment Records, or similar records;

- Awarding Organisation(s) Curriculum Area Manager Checklists and Assessment Evidence Grid; and
- Awarding Organisation(s) Head of Centre Declaration.

Note:

SPP update guidance issued by CCEA on 26.04.21.

Evidence samples:

CCEA will request **one** sample from each FE college for vocational entries submitted for summer 2021. This may, or may not, be for Occupational Studies qualifications. The requested sample will be selected randomly and consist of the work of 7 candidates (in the case of OS), which is essentially one candidate on each grade within the qualification grade set.

CCEA will introduce a quality assurance and checking process to ensure that only one sample request is received by each FE.

The request for the sample will be sent to both the administrative centre at which the candidate is registered, and to the FE college which has been delivering the teaching of the selected qualification.

It has been agreed that a period of 72 hours, rather than the stated 48 hours, will be allowed for samples to be forwarded to CCEA. This concession is in recognition of the complexities within consortium arrangements. The evidence for candidates from Schools Partnership Provision (SPP) will be uploaded to the Awarding organisation by the school entering the student for the examination.

Confidentiality

Southern Regional College will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and Awarding Organisation(s) requirements.

Malpractice/Maladministration

Southern Regional College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to the Awarding Organisation(s) for investigation. There may be instances where the centre or individual Lecturers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to the Awarding Organisation(s), who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception;
- improper assistance to a candidate;
- failure to appropriately authenticate a candidate's work;
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate.
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
- failure to engage as requested with the Awarding Organisation(s) during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance [Suspected Malpractice: Policies and Procedures](#), which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Private Candidates

Southern Regional College does not have any Private Candidates for the award of a Centre Determined Grade in summer 2021.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components.

The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out by the Awarding Organisation Guidance issued in relation to awarding in 2021.

Southern Regional College will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Southern Regional College's internal appeals procedure is available for staff, candidates, and parents on the centre website. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound and in line with Awarding Organisation(s) requirements. Candidates will be updated at each

stage and will be informed in writing of the outcomes and recourse procedures. **NB SRC will update and publish the Appeals process for A level when confirmation is received from the Awarding organisations in respect of CDGs awarded in 2021.**

Requirements as a JCQ Registered Centre

Southern Regional College has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#) to ensure appropriateness for the unique context of Summer 2021 qualifications.

Associated/Related Centre Documents

APPENDIX 1

FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	Guidance, Information and Readiness (March, April)	AWARDING ORGANISATION(S) guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by AWARDING ORGANISATION(S) and other partner bodies, such as EA and CCMS.	Centre Management Team comprising Curriculum Area Manager, Heads of Faculty (HoF) and Lecturing Team	30/03/2021
		Centres agree their quality assurance process to ensure consistency across Lecturers, subjects, and departments.	Centre Management Team comprising Curriculum Area Manager, Heads of Faculty (HoF) and Lecturing Team	30/03/2021
		Centre policy for awarding Centre Determined Grades developed, documented, and shared with all staff. Policies to be sent to AWARDING ORGANISATION(S) by 23 April so they are available for review at grade submission stage.	Centre Management Team with oversight from Head of Centre	23/04/2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoC	30/03/2021
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise AWARDING ORGANISATION(S) assessment resources which will be available from April 2021.	Centre Management Team comprising Curriculum Area Manager, Heads of Faculty (HoF) and Lecturing Team	12/05/2021 – AS/A2 24/05/2021 – GCSE/SPP
		All other available evidence collated and documented	Centre Management Team comprising Curriculum Area Manager, Heads of Faculty (HoF) and Lecturing Team	19/05/2021 – AS/A2 2/06/2021 – GCSE/SPP
3	Centre Professional Judgement and Moderation	All available evidence moderated in line with centre policy	Centre Management Team comprising Awarding Panel, Curriculum Area Manager, Heads of	12/05/2021 – AS/A2 24/05/2021 – GCSE/SPP

	(April and May)		Faculty (HoF) and Lecturing Team. Ratified by HOC	
		Any potential bias in Centre Determined Grades and outcomes considered	Centre Management Team comprising Awarding Panel, Curriculum Area Manager, Heads of Faculty (HoF) and Lecturing Team. Ratified by HOC	12/05/2021 – AS/A2 24/05/2021 – GCSE/SPP
		Centre Determined Grade outcomes reviewed by senior leadership teams	Awarding Panel chaired by HOC	13/05/2021 – AS/A2 26/05/2021 – GCSE/SPP
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre SPP: Post Primary School Head of Centre will submit CDGSs	21/05/2021 – AS/A2 04.06.21 – GCSE 4/06/2021 – GCSE/SPP
Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	AWARDING ORGANISATION(S) personnel	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	AWARDING ORGANISATION(S) personnel	
		Where AWARDING ORGANISATION(S) still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and AWARDING ORGANISATION(S) personnel	
5	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to AWARDING ORGANISATION(S).	Head of Centre and AWARDING ORGANISATION(S) personnel	

APPENDIX 2 DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other AWARDING ORGANISATION(S) qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all students are within direct sight of the teacher/supervisor throughout the session(s);• display materials which might provide assistance are removed or covered;• there is no access to email, the internet or mobile phones;• students complete their work independently;• interaction with other students does not occur; and• no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none">• there is sufficient evidence to ensure that the individual work can be authenticated; and• the work an individual student submits for assessment is their own. <p>If work has been completed in groups, Lecturers must ensure that they can determine and assess the individual student's contribution to the work. If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

For more information, see the [Summer 2021 Assessment Arrangements](#) page on the AWARDING ORGANISATION(S) website.

APPENDIX 3 CENTRE CHECKLISTS

Curriculum Area Manager Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

Centre Name:	
Centre Number:	
Specification Title/Code:	
Level:	

The Curriculum Area Manager must complete the following checklist before submitting subject outcomes for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using the evidence identified. If requested by AWARDING ORGANISATION(S), the Candidate Assessment Record and evidence will be completed and provided for review.	
2. The evidence has been authenticated as the candidates' own work.	
3. Internal standardisation has been completed in line with the College Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Curriculum Area Manager and one other tutor within the subject. (The Head of Centre may provide the second signature where there is a one-tutor curriculum area)	
Provide detail and justification where you have indicated 'N' to any of the above:	
Curriculum Area Manager	Date:

Departmental Assessment Evidence Grid

This must be completed by the Curriculum Area Manager for the overall cohort, one for each subject at each qualification level.

Please detail the assessments used for the subject cohort (for example AWARDING ORGANISATION(S) assessment resource, mock examination, controlled assessment and/or homework).

This document must be completed for subjects requested for review by AWARDING ORGANISATION(S). Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			

If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:

Curriculum Area Manager			
Signature:		Date:	

Sample Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The AWARDING ORGANISATION(S) assessment record provided below must be submitted for candidates selected for AWARDING ORGANISATION(S) sampling.

Candidate Name:	
Candidate Number:	
Centre Name:	
Centre Number:	

Select Level:	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context	Y/N
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?	
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?	
If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):	

Section 2: Access Arrangements and Special Consideration	Y/N
Is the candidate entitled to access arrangements?	
Were the approved access arrangements in place during the assessments used in candidate evidence?	
Please provide details:	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .	Tariff

Reason for Special Consideration tariff:

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of Assessment	Mark %	Grade
Assessment 1			
Assessment 2			
Assessment 3			

Overall Grade Awarded	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the **Faculty Assessment Evidence Grid** (maximum 50 words):

Section 4: Lecturer Checklist

Please indicate that you have complied with the conditions outlined below (Y/N).
For Conditions 3 and 4, indicate Y, N or N/A.

Compliance conditions

1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	
2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy.	
3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented.	
5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work.	

Lecturer Signature:**Date:**