

TheArtsXchange

Part of the T4 Trust

Vocational Qualification Policy

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Developed by	The ArtsXchange CLT
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Head of Centre	Gosia Klosek
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Vocational Qualification Registration & Certification Policy

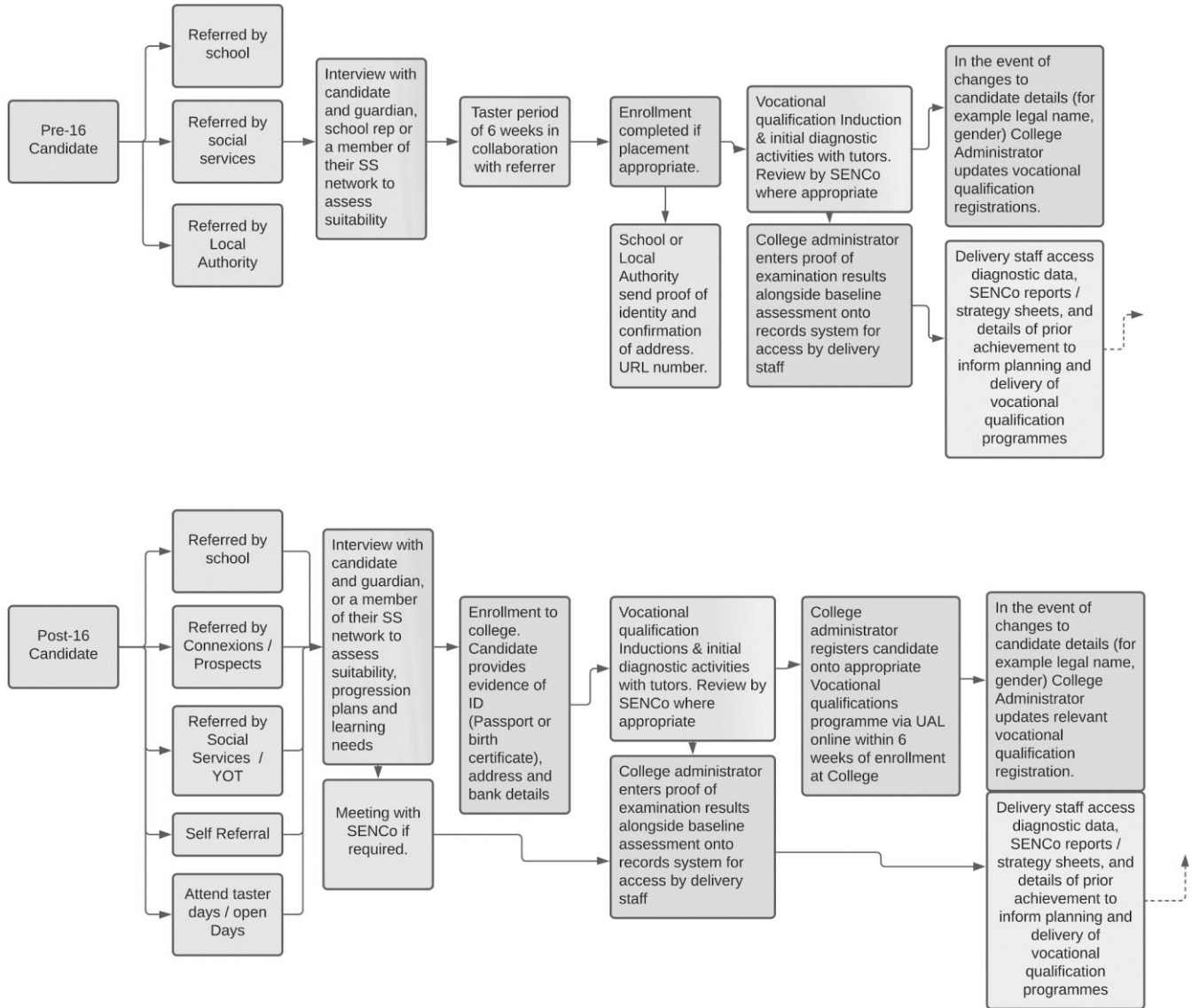
Aim:

- Register individual learners to the correct programme within the required timescales.
- Claim valid learner certificates within the required timescales.
- Maintain a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to records of achievement and the resulting certificate issued for each learner.

To do this, The ArtsXchange will:

- Register each learner within the awarding body requirements
- Ensure that up to date information on learner registrations is available to programme teams. To do this, a summary of learner registrations will be available within the annual course planning documentation for each programme. This information will be entered by the exams officer at the time of registration, and proactively updated in the event of late registrations, transfers, or withdrawals throughout the year to ensure accuracy.
- Make each learner aware of their registration status as part of their induction process and during regular academic reviews.
- Inform the awarding body of withdrawals, transfers, or changes to learner details.
- Ensure that vocational qualification certificate claims are timely and based solely on accurate internally verified assessment records.
- Have a robust process for audit of certificate claims made to the awarding body.
- Have a robust process for audit of certificates received from the awarding body to ensure accuracy and completeness (see end of annual vocational qualification assessment cycle, page 12).
- Keep all records safely and securely for three years post certification as an electronic archive.

Registration Process



Vocational Qualification Assessment Policy

Aim:

- To ensure that assessment methodology is valid, dependable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair, and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

To do this The ArtsXchange will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Produce a clear and accurate assessment plan at the start of the programme/academic year.
- Provide clear, published dates for handout of assignments and deadlines for formative and summative assessment.
- Assess learners' evidence using the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid, and dependable.
- Not limit learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for standards verification as required by the awarding organisation.
- Monitor standards verification reports and undertake any remedial action required.
- Share good assessment practice between all vocational qualification programme teams.
- Ensure that vocational qualification assessment methodology and the role of the assessor are understood by all vocational qualification staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Maintain and store securely all assessment and internal verification records in accordance with the awarding body Centre Agreement.

Approach To Assessment

- All courses are assessed in line with the awarding body Centre Guide and The ArtsXchange assessment policy.
- Assessment methods may take a variety of forms and The ArtsXchange will ensure that methods relevant to the learning process and most suited to the learning outcomes will be used.
- Assessment practices will be inclusive and support equality of opportunity. They shall cater for both individual and group diversity. In addition, inclusive language shall be used, avoiding gender, racial, cultural, or other language bias.
- Recognising that course participants will have different learning styles; a variety of assessment methods will be used.
- Within assignment design opportunities will be provided for candidates to submit evidence in a variety of formats to meet the needs of individual candidates and those with SEN.
- Course participants will be given information on assessment methods prior to the course beginning and feedback on the process and results of assessment.
- All course participants have the right to appeal against assessment decisions, as set out in the appeals policy.
- Each tutor/assessor will be responsible for sharing the learning outcomes and assessment criteria with learners (through an appropriate assignment brief authorised for delivery via the Internal Verification process), recording assessment, giving feedback and for ensuring that all learners have equal opportunities for their achievement to be assessed.
- Each tutor will give guidance to the learner where there are choices regarding assessment.
- Evidence of having achieved all the learning outcomes that make up each vocational qualification will be generated by the course participant and assessed by the tutor.
- With guidance from the tutor and learning mentors it is the responsibility of the candidate to assemble evidence of having achieved all the learning outcomes and submit it in the required form by the deadline set for the assignment.
- The ArtsXchange will ensure that the process of assessment will be managed in accordance with the requirements of the awarding body.
- Tutor/assessors will take responsibility for proactively collating and providing assessment samples to the Lead IV for verification; and for maintaining accurate records of achievement at all stages of the All course participants will be registered and their learner certificates will be claimed within the agreed timescales, assessment and IV process within the shared electronic and hard copy programme files (for example ensuring that achievement is entered into the Unit Criteria Level Achievement tracker in a timely manner).
- The ArtsXchange will ensure that all achievement is accurately audited (Unit Criteria Level Achievement Tracker / cross checked against electronic / hard copy assessment records by programme team supported by Lead IV) before it is submitted to the awarding body.
- The ArtsXchange will ensure that records of learner achievement are logged and securely maintained (Electronic & Hard Copy). Assessment records will be retained at The ArtsXchange offices for five years and then disposed of securely.
- The QN & Lead IV will be responsible for managing the assessment strategy and ensuring that it matches the information given in the awarding body application to run a qualification or award.

Assessment Design

The ArtsXchange will gather evidence in the following formats:

- Digital project files from creative software.
- Finalised digital files in appropriate formats.
- Developmental sketchbooks (Physical) and/or Journals (Digital text or audio)
- Videos of workshop and discussions
- Videos of performances
- Documentation (photos/videos) of exhibition / installations
- Digital presentations & proposals
- Research case studies (Digital text or audio)
- Physical 3D props, costume, scenario
- Notes of peer or tutor observation
- Audience feedback questionnaires

The nature of creative production requires that course participants be encouraged to share ideas and provide mutual support when developing outcomes. However, candidates will be given clear guidance on issues of plagiarism and prompted to acknowledge all sources used through appropriate citation.

If a tutor or internal moderator suspects that a piece of work submitted is not entirely a course participant's own, the College malpractice procedure (Pages 16-19) will be followed.

Internal standardisation

The ArtsXchange will ensure standards are consistent between both individual tutors/assessors within The ArtsXchange and vocational qualification centres nationally through Standardisation activities using materials provided by the awarding body and termly meetings between the assessors and the Lead IV.

The standardisation meetings will allow The ArtsXchange to:

- Compare and confirm standards where different types of assessment are used to provide evidence of the achievement of a unit, e.g., written journal, oral presentation, e-portfolio, etc.
- Identify and share good practice.
- Identify issues to be addressed either by amendments to qualification assessment or to units within qualifications (where relevant)
- Compare and confirm standards over time/between different years.

Vocational Qualification Internal Verification Policy

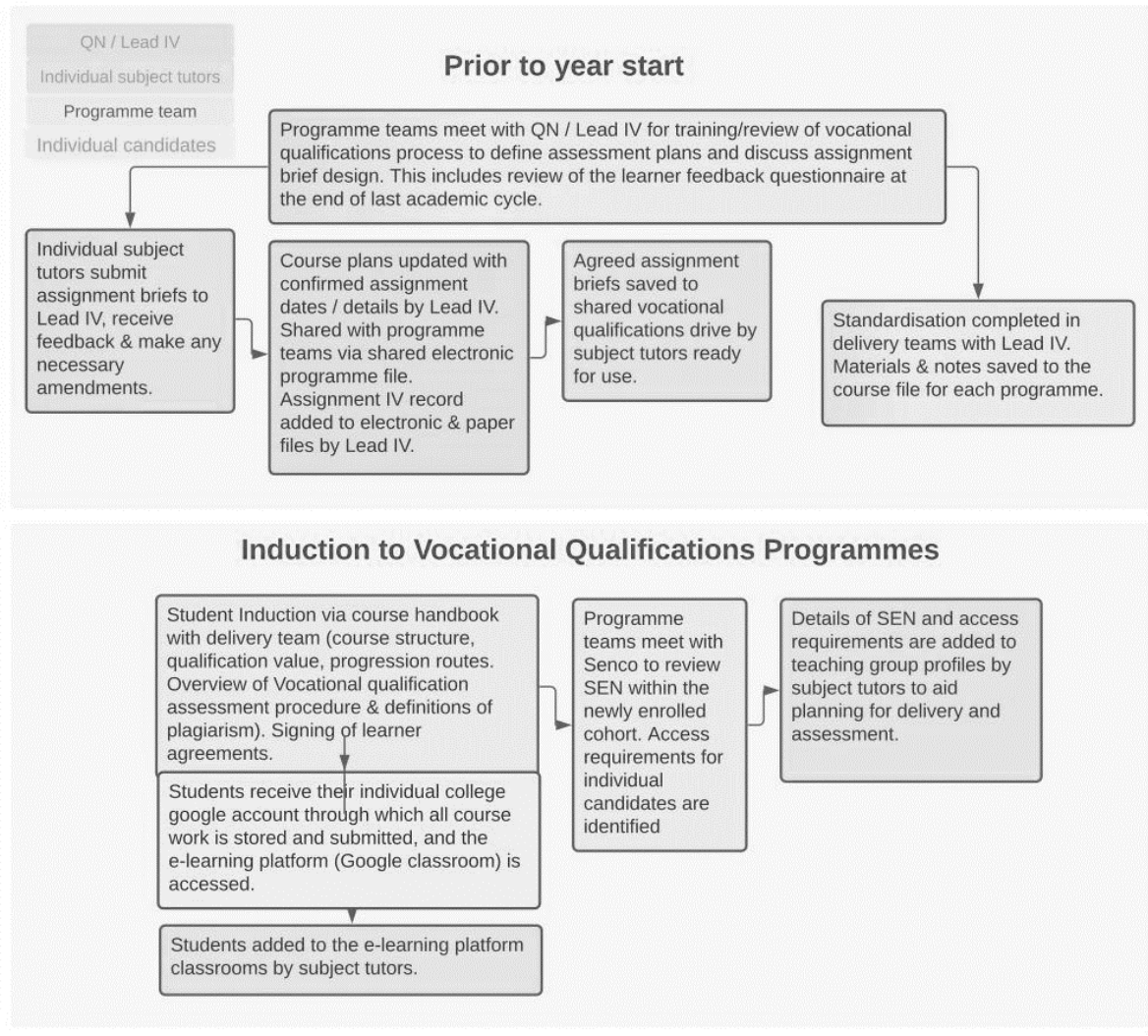
Aims

- To ensure there is an accredited Lead Internal Verifier in each principal subject area.
- To ensure that Internal Verification is valid, dependable and covers all assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair, and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

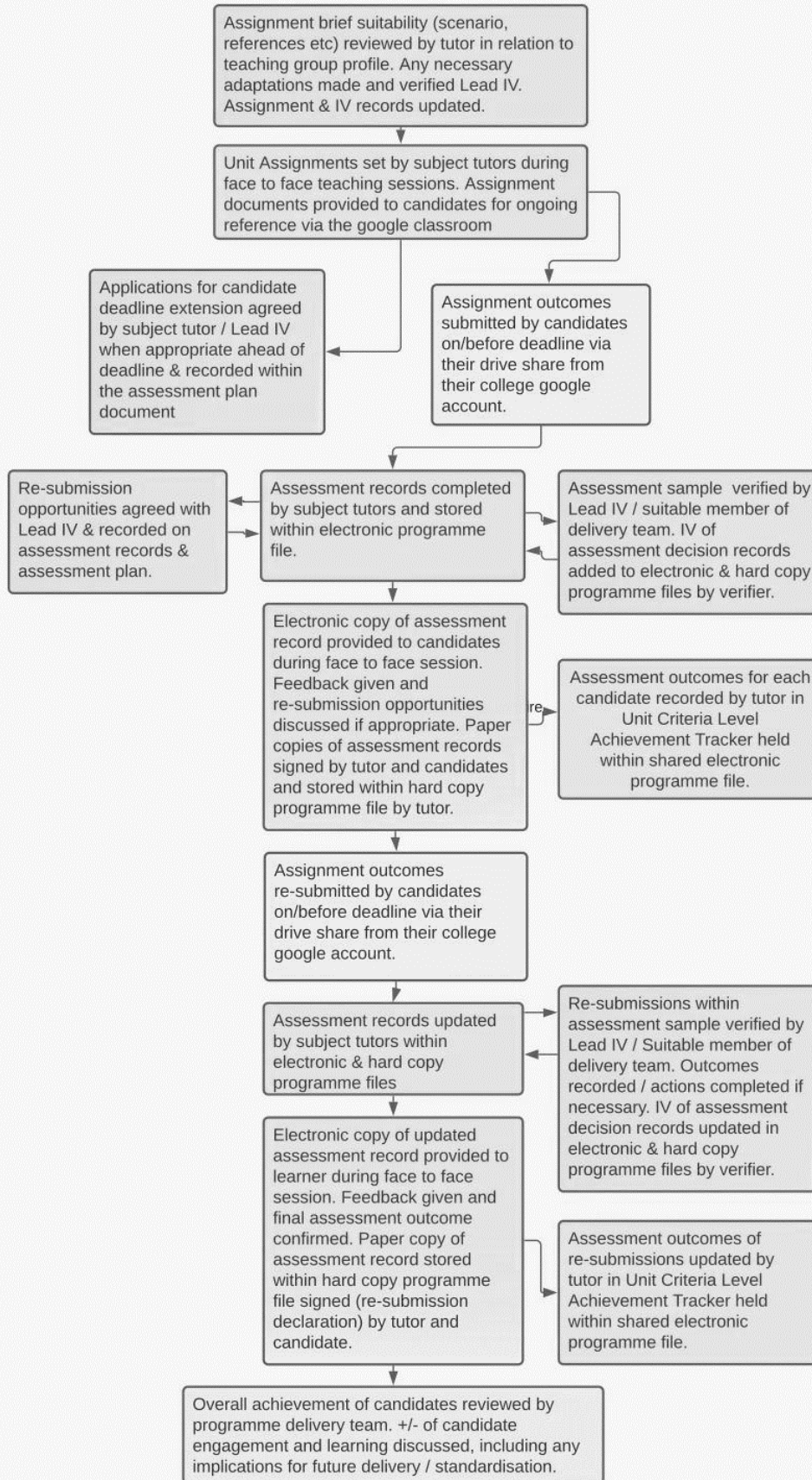
To do this, the centre will ensure that:

- A Lead Internal Verifier is appropriately appointed for each subject area, is registered with the awarding body, and has undergone the necessary standardisation processes.
- The Lead Internal Verifier oversees effective Internal Verification systems in their subject area.
- Staff are briefed and trained in the requirements for current Internal Verification procedures.
- Effective Internal Verification roles are defined, maintained, and supported.
- Internal Verification is promoted as a developmental process between staff.
- Standardised Internal Verification documentation is provided and used.
- All centre assessment instruments are verified as fit for purpose.
- An annual Internal Verification schedule, linked to assessment plans, is in place.
- An appropriately structured sample of assessment from all programmes, units and Assessors is Internally Verified, to ensure centre programmes conform to national standards.
- Secure records of all Internal Verification activities are maintained.
- The outcome of Internal Verification is used to enhance future assessment practice.

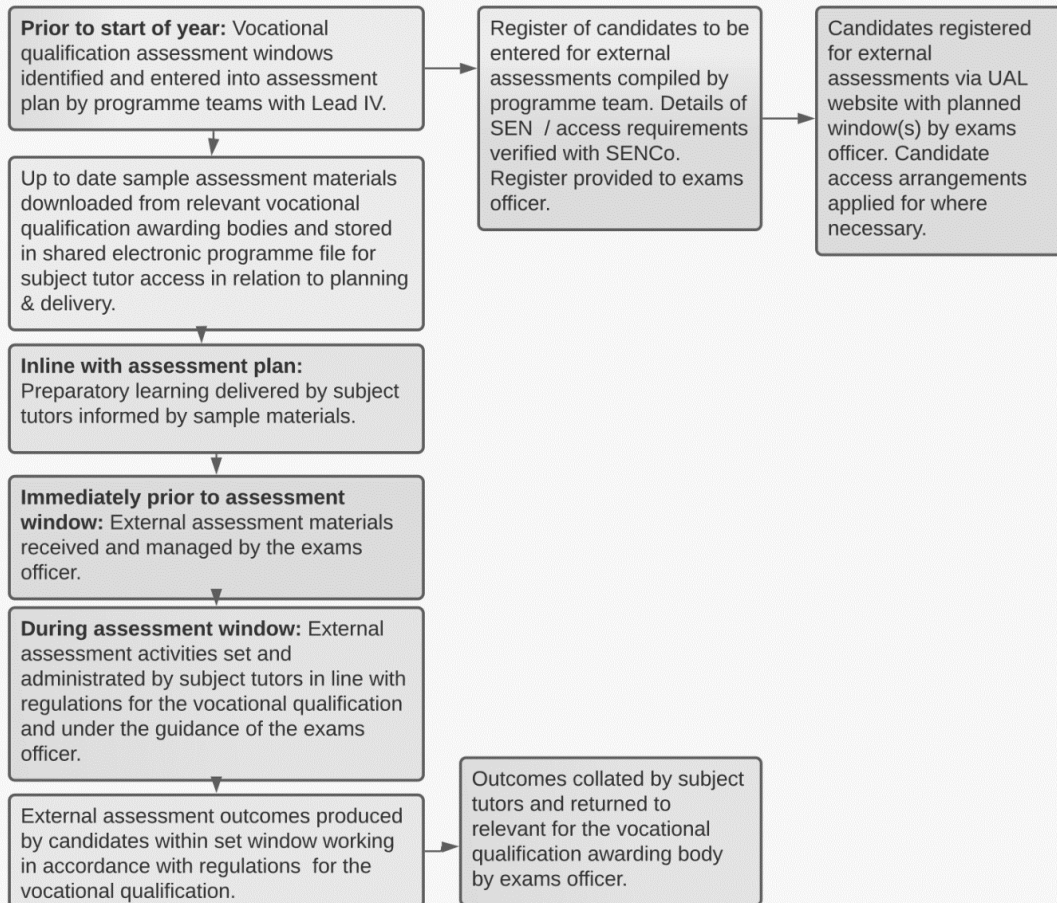
Assessment & Verification Process



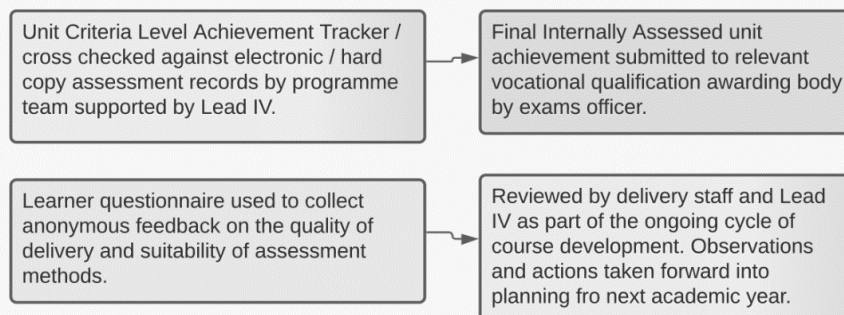
Termly Vocational Qualification Internal Assessment Cycle



External Assessment Cycle



End of Annual Assessment Cycle



Role of the Internal Quality Assurer

The Quality Nominee will have overall responsibility for ensuring the quality and consistency of assessments within the centre. The appointed person will hold appropriate internal verification qualifications where specified by the awarding body, meet any requirements for occupational expertise as specified by the awarding body before commencing their role and understand the content, structure, and assessment requirements for the vocational qualification programmes which they are verifying.

The ArtsXchange will ensure that the authority of the IQA is clearly recognised within our organisational structure and that relevant staff are given sufficient time to complete IQA related activities.

Within the Assessment Process described above the internal quality assurer will also ensure that:

- All methods of assessment are sampled.
- All candidates are included within the sampling plan (as the college cohort is small all candidates will be sampled over the course of the year)
- The level of sampling is sufficient to ensure consistency of assessors' judgements.
- Assessment outcomes sampled reflect national standards.
- Candidate achievement records within the electronic & hard copy programme files are up to date, monitored and action taken where necessary.
- Records of candidate achievement provide a clear audit trail of assessment and internal verification for all vocational qualification programmes delivered.
- Constructive feedback is provided to the assessment team in evaluating and further developing its assessment practices.
- Feedback collected from candidates regarding the delivery and assessment process, and in particular the assessment methods is considered within the planning and development of assessment practices.
- Awarding body procedures are effectively complied with and assessment grading decisions are valid, dependable, and consistent.
- The centre is prepared for external verification visits and ready to liaise with the EV where necessary.

Developing and supporting assessors

Staff Development & Induction

The ArtsXchange is committed to developing our staff to facilitate the highest quality of delivery for the vocational qualification programmes that we offer.

We ensure tutors have both relevant qualifications and a level of industry and teaching experience commensurate with the needs of the course and the learners. All tutors are provided with in-house training to facilitate an understanding of assessment and internal moderation processes required by the awarding body and the relevant vocational qualification(s).

Where appropriate, staff will be sent on external training to receive training accredited by the awarding body.

Standardising Assessment Practice

Standardisation meetings will be held both with the full vocational qualification team and individual tutors/assessors and the IQA. The meetings will help to develop a supportive, non-threatening environment where assessors are able to share issues and concerns to ensure each assessor makes valid assessment decisions. The meetings will focus on areas such as revisions to standards where appropriate, problems with generating evidence, the validity and sufficiency of evidence, the different approaches by assessors and candidate progress. The minutes from all meetings will be distributed to attendees and all action points monitored to ensure implementation. Meetings will be held at the start of the academic year and towards the end of each term thereafter. In addition to these, regular supervision, provision meetings and observations will ensure the quality of delivery and adherence to vocational qualification regulations.

Managing Procedures and Documentation

Evidence through the assessment and IV cycle will be recorded on appropriate stationary as provided by the exam board.

Guidance on authorised forms and templates will be reviewed prior to the start of the academic year and resources updated within the shared electronic programme file as appropriate (e.g., assignment briefs, assessment records, IV records etc).

Staff Member	Role within IQA Process	Vocational Qualification Programmes Assessed
Gosia Klosek	Head of College / Quality Nominee	N/a
Jane Maxwell	Lead IV / Curriculum Coordinator / Tutor-assessor in Digital Arts	L2 & L3 Creative Digital Media Production
Hector Miles	Tutor-assessor in Music Technology	L2 & L3 Creative Digital Media Production
Luana Di Pasquale	Tutor-assessor in Film	L2 & L3 Creative Digital Media Production
Reece Grace	Tutor-assessor in Dance	L2 & L3 Performing Arts
Emma Hadley	Tutor-assessor in Vocals	L2 & L3 Creative Digital Media Production L2 & L3 Performing Arts
Glenn Dallas	Tutor-assessor in Drama	L2 & L3 Performing Arts
Justin Boreland	Tutor-assessor in Music Production & Performance	L2 & L3 Creative Digital Media Production L2 & L3 Performing Arts
Etienne Johnson	Tutor-assessor in Music Production & Performance	L2 & L3 Creative Digital Media Production L2 & L3 Performing Arts

Vocational Qualification Assessment Malpractice

Aim

- To identify and minimise the risk of malpractice by staff or learners.
- That The ArtsXchange provides appropriate deterrents and sanctions to minimise the risk of malpractice.
- To respond to any incident of alleged malpractice promptly and objectively
- To ensure that issues are dealt with in an open, fair, and effective manner.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To protect the integrity of this centre and vocational qualifications.

Definitions/Terminology

- **Learner malpractice:** any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work (plagiarism, collusion, un-declared conflicts of interest etc.)
- **Assessor malpractice:** any deliberate action by an assessor which has the potential to undermine the integrity of vocational qualifications (collusion, un-declared conflicts of interest etc.)
- **Conflict of Interest:** a conflict of interest occurs where the professional responsibilities and position of trust held by an individual or an organisation is compromised by the potential for personal gain or organisational benefit from a situation. [See also The ArtsXchange Conflicts of Interest Policy]
- **Plagiarism:** taking and using another's thoughts, writings, inventions, etc. as one's own
- **Minor acts of learner malpractice:** handled by the assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question.
- **Major acts of learner malpractice:** extensive copying/plagiarism, second or subsequent offence, inappropriate for the assessor to deal with.

Responsibilities

- The ArtsXchange will seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Assessors will be responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Assessors must declare any potential conflicts of interest to the examination officer (for example upon enrolment of a student who is a relative) so that appropriate mitigating measures can be put in place for teaching, assessing, internally verifying or invigilating exams.
- The Curriculum Coordinator and/or Examination Officer are responsible for recording any potential conflicts of interest, notifying the relevant awarding body, and managing mitigation procedures.
- Internal Verifiers/The Lead Internal Verifier are responsible for malpractice checks when internally verifying work.

- The Quality Nominee is required to inform the relevant awarding body of any acts of malpractice.
- The Head of Centre or their nominee is responsible for any investigation into allegations of malpractice.

Definition of Malpractice by Learners:

(This list to be considered as guidance; other instances of malpractice may be considered at The ArtsXchange 's discretion)

- Failure to declare potential conflicts of interest.
- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted by a candidate as their own.
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff:

(This list to be considered as guidance; other instances of malpractice may be considered at The ArtsXchange discretion)

- Failure to declare potential conflicts of interest.
- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting candidates 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 candidate.
- Producing falsified witness statements, for example for evidence the learner has not generated. Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as a scribe this is permissible up to the point where support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, which is claiming for a certificate prior to the learner completing all the requirements of assessment.

Procedures for addressing malpractice.

To address learner malpractice, The ArtsXchange will:

- Seek to avoid potential malpractice by using the induction period (via the course handbook and discussions with tutors) to inform learners of The ArtsXchange policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Promote positive and honest study practices. Such as directing candidates in the appropriate formats to record cited texts and other materials or information sources.
- Design assessment processes which maximise the opportunities for learners to demonstrate/tutors to verify the authenticity of work (such as the production of assessment outcomes during face-to-face sessions, forms of evidence that show the process of have interpreting and synthesising appropriate information, and the submission of work via individual student accounts)
- Include a process through which candidates must formally declare that work is their own and check the validity of their work when submitting work for assessment.

To address staff malpractice, The ArtsXchange will:

- Ensure all vocational qualification delivery staff receive proper induction, training and standardisation activities covering vocational qualification requirements relating to malpractice.
- Ensure robust Internal Verification and audited record keeping procedures are designed and implemented to minimise the risk of malpractice.
- Ensure through training and assessment procedures that staff involved in the delivery of vocational qualification programmes take a proactive approach to the authentication of evidence submitted by candidates.
- Ensure assessment records and achievement tracking records are audited prior to certification claims.

When dealing with malpractice The ArtsXchange will:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- Ensure that such investigations are conducted in a fair and equitable manner.
- Inform exam board of any malpractice or attempted acts of malpractice, which have compromised assessment.
- Refer to learner and staff disciplinary procedures in the case of gross misconduct.

Procedure for investigation:

Any investigation into vocational qualification malpractice will be supported by the Head of College (Gosia Klosek) and all personnel linked to the allegation; and will follow the stages set out below. At

each stage, statements given and/or information supplied by all parties must be clearly and accurately documented, dated, and securely stored by the QN (Mihaela Chowdhury - SENCO).

Stage 1: Inform the QN (Mihaela Chowdhury - SENCO) for discussion with the CLT (This must be accurately documented and dated).

Stage 2: QN (Mihaela Chowdhury - SENCO / Gosia Klosek - Head of College) takes statements from all parties and collates work sample from suspected parties.

Stage 3: QN (Mihaela Chowdhury - SENCO / Gosia Klosek - Head of College) informs awarding body if formal action is deemed necessary.

Stage 4: QN (Mihaela Chowdhury - SENCO / Gosia Klosek - Head of College) Makes the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. They are informed of the investigation process and avenues for appealing against any judgement made.

Stage 5: The individual is given the opportunity to respond to allegations made within a set timeframe.

Stage 6: Evidence received is reviewed by QN (Mihaela Chowdhury - SENCO / Gosia Klosek - Head of College) and members of CLT, and a decision is made. Where malpractice is proven, The ArtsXchange will apply the following penalties/sanctions:

- Suspend submission of assessment/entries to the awarding body.
- Re-assess all subject entries (QN supported by CLT)
- Inform awarding body (Mihaela Chowdhury - SENCO / Gosia Klosek - Head of College)

Vocational Qualification Appeals Policy

The ArtsXchange is committed to ensuring that whenever staff assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualifications concerned.

Assessments are conducted by staff who have appropriate knowledge, understanding and skills and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications of each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, then he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

Definitions/Terminology

- **Appeal:** a request from a learner to revisit an assessment decision which s/he considers disadvantaging him/her

- **Appeals procedure:** a standard, time limited, sequenced, and documented process for the centre and learner to follow when an appeal is made.
- **Candidate:** responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision
- **Assessor:** responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learner's appeal within the agreed time.
- **Internal Verifier/Lead Internal Verifier/CLT:** responsible for judging whether assessment decisions are valid, fair, and unbiased.
- **Head of College:** responsible for submitting an appeal in writing to the exam board if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Aim:

- To enable the Candidate to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the Candidate and the Assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a Candidate's ultimate right of appeal to the awarding body, where appropriate
- To protect the interests of all Candidates and the integrity of the qualification

To do this, The ArtsXchange will:

- Inform the Candidate at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a candidate considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeal procedure.
- Take appropriate action to protect the interests of other Candidates and the integrity of the qualification when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

Procedures

- The college induction process will inform the Candidates of the appeals procedure (via the course handbook and open Q&A with tutors)
- The Candidate Appeals Procedure will be used to determine whether the assessor:
 - used procedures that are consistent with awarding body's requirements.
 - applied the procedures properly and fairly when arriving at judgements.
 - made a correct judgement about the Candidate's work.

Candidate appeals procedure stages.

Stage 1 | Informal: Candidate consults with Assessor within a defined period following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.

Stage 2 | Review: Review of assessment decisions by Lead IV, Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.

Stage 3 | Appeal hearing: Head of College (or a suitable member of CLT) hears the appeal: last stage by the centre. If unresolved, move to stage 4.

Stage 4 | External appeal: The grounds for appeal and any supporting documentation are submitted by The ArtsXchange to exam board within 14 days of the completion of Stage 4

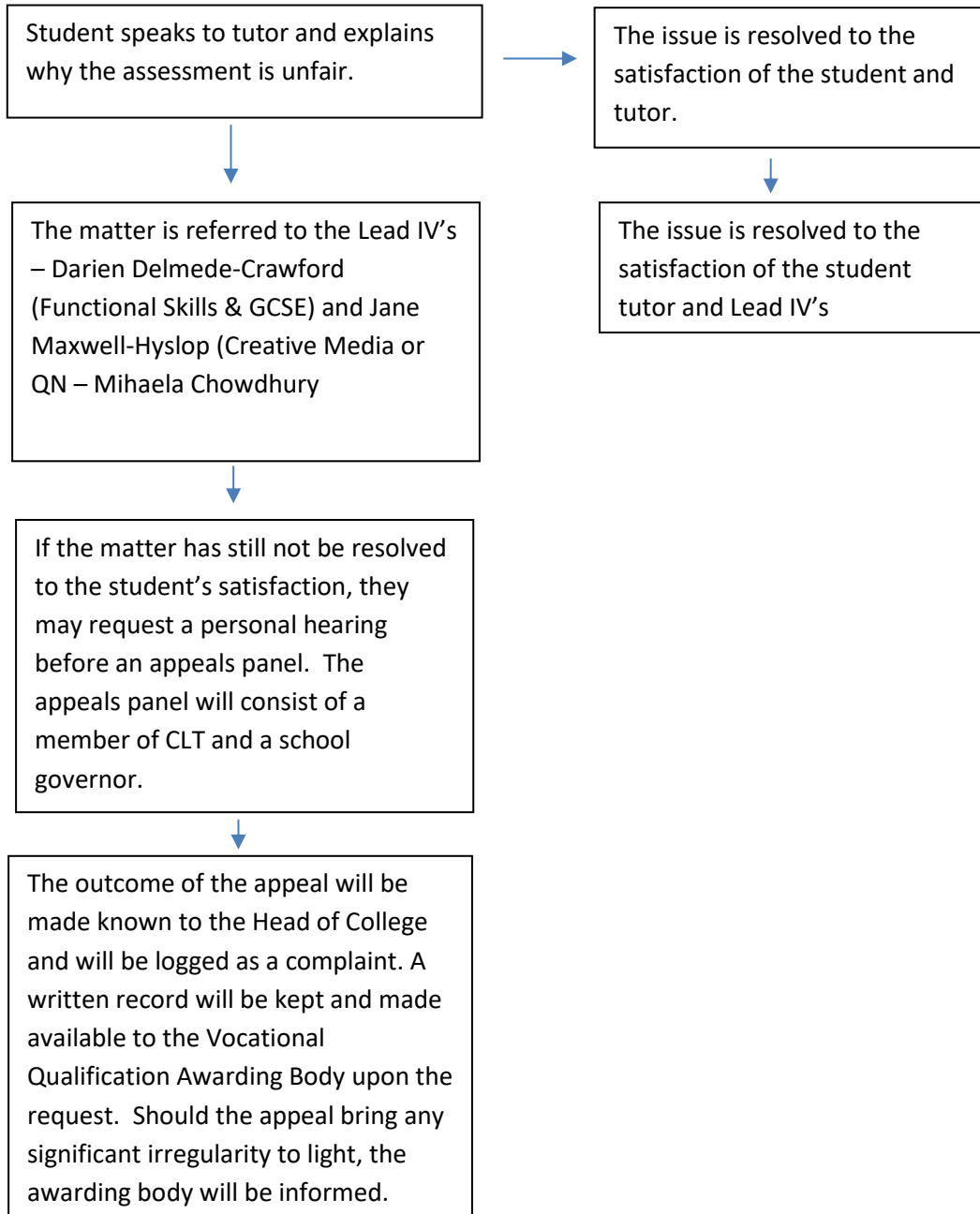
Recording appeals:

Each stage of the appeal should be recorded, dated, and show either agreement or disagreement with decisions. Documents will be kept within the electronic & hard copy programme file or the relevant academic year for a minimum of 18 months.

Monitoring of appeals:

Monitoring of appeals will be undertaken by CLT in collaboration with the Lead IV, to inform development and quality improvement.

Student guide to the Candidate Appeals Procedure



Vocational Qualification Blended Learning Policy 2022-23

Aims:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, dependable and does not disadvantage any group or individual learners.

To do this The ArtsXchange will:

- **Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.**

Post-16 students at The ArtsXchange are timetabled to be in college and to work remotely from home on alternate weeks. On-site learning and remote learning timetables share the same structure and staffing to ensure quality and consistency. As determined by the e-safety policy, at least two members of the delivery team always staff online sessions.

- **Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.**

Tutors provide feedback and answer questions informally using Google Classroom and Google Drive; and formally through electronic assessment records, face-to-face tutorials (and on-line meetings where necessary).

- **Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear.**

Assignments are set in face-to-face sessions. Assignment documents with clearly deadlines detailed (front page) are distributed electronically on Google Classroom during face-to-face sessions.

- **Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner.**

Tutors observe completion of student work during face-to-face sessions and observe completion of work during remote sessions via document and screen share in the Google Suite, where it is possible to see each document as it is updated. Tutors are familiar with candidates' working style, skills and knowledge through face-to-face sessions and are therefore well placed to identify anomalies and raise queries in relation to any concerns over authenticity when work is completed remotely.

- **Maintain and store securely all assessment and internal verification records in accordance with the awarding body's Centre Agreement.**

The college maintains assessment and internal verification records in both electronic and hard copies files. This ensures that staff remain able to access and maintain accurate and up to date records in the event of site closure; and facilitates robust cross-referencing for certification claims.