

International Quality Report Form

(including Pearson's Self Regulated Framework customised qualifications)

Centre details and certification

Centre name and country			Centre number		
SG TABOR, LOCATIE D'AMPTE Netherlands			90225		
Number of sites at which delivery takes place			1		
Please give details of the sites (location; size; activity level; whether they are set up as sub sites)					
1 main site, no sub-sites. This centre is running L1 Art and Design. This is a vocational middle school, with large, spacious new facilities located in Hoorn.					
Standards Verifier name			AA number		
Dave Thornhill			501919		
Date of sampling	Duration		Method		
15/02/18	9am-5.00pm		Visit		
Name of person who has authority and responsibility for the management and delivery of Pearson's qualifications			Role in the organisation		
Davy Akkerman			BTEC Art teacher and HOD		
Name of people to whom feedback was presented			Role in the organisation		
Davy Akkerman / Sanne Boelema			BTEC Art teacher and HOD / Art Teacher		
Programme title	Programme number	Language of delivery and assessment	Number of registrations at centre	Number of registrations on EOL	Release / NYFS / Block
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF	XP097	Dutch	449	449	RELEASE

*NYFS denotes Not Yet Fully Sampled

**NYFS only for length of time of first cohort

Date form completed and submitted	15/02/18
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Proposed date of next visit	2018/19
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Summary of essential actions	By date
Next visit; please have BTEC assessment schedule translated and sent prior to visit so that ISV can prepare the visit plan and sample selection in advance of the	1/9/18 for all

visit.	
5.1 The assessment documentation should be further added to with a header that contains the following information: Centre name, course title, unit number and title, assessor name, IV name, assessment date, submission date, IV date, assessor signature of authentication.	
5.1 Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.	
5.3 It is essential that the learners sign the declaration of authenticity prior to submission of work for assessment.	

Summary of actions from last visit

Date recorded on last report	20/3/17
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Action points from last report	
Comment on progress made in relation to essential action points given in previous reports, indicating specifically any that have not been adequately addressed	
Specific criteria achieved by each learner should be entered into the I.V of assessment document.	Achieved
Ensure all learners sign authenticity statements.	Not Achieved

Areas of good practice
Identify any areas of particularly good practice not mentioned in other sections of this report
<p>This was the ISV's second visit to this newly refurbished centre and he was pleased to find that the atmosphere in the centre was lively and purposeful. The ISV was able to see the strong standard of the students work overall when he was shown round the Centre. Everything that he needed for the Standards verification had been provided and was organised so that he could find the information he required to perform his duties easily.</p> <p>Each learner owns and actively uses an iPad in class, and full digital integration of systems on an Apple based platform is present at this centre. Learners continue to use A3 sketchbooks in their developmental work for Art and Design course work. The centre uses Google Classroom, and the course resources in place are hence able to be shared, and accessed remotely by learners which is excellent practice. The briefs are all in Dutch, but the structure and content of these documents are all as the ISV would expect – tasks referenced against criteria, with content that is appropriate to the level of study.</p> <p>The buildings provide the students with excellent accommodation with a suitable vocational atmosphere for Art and Design. The BTEC Art & Design course offers learners the opportunity to integrate with vocational learning in a mode of delivery otherwise unavailable. There are a range of projects using different materials and tools, ceramics is delivered to all learner, and some good examples of ceramic letterforms and miniature cities have been seen. External workshop leaders have been employed to engage with learners using music, dance and graffiti. A broad spread of experiential learning is available to students on this course.</p>

The ISV would like to thank all those involved for their hard work in preparing for his visit and the centre for its hospitality.

General comments

Mention any points you wish to make that are not otherwise covered in the report, including:

- comments on administration
- communication with the centre
- access to material needed to carry out standards verification
- issues arising during your visit that have affected your report

Good communication was received from the delivery team prior to the visit by the ISV, however it is requested that assessment plans are provided prior to future ISV visits to allow for appropriate planning. There is a good understanding of both the requirements of a BTEC qualification and the internal quality process necessary. The work submitted for sampling is of a quality suitable to pass Standards Sampling requirements.

A clear approach to both briefs, and assessment procedures has been made – thorough, clear documentation has been produced which will assist learners in their studies. All delivery at this school is in Dutch, with written documentation in Dutch also, which has been agreed by Pearson. The principal has negotiated a 'mass' cohort registration of 400+ learners in order that each student has the opportunity to achieve a BTEC L1 in Art and Design.

The sample and the accompanying documentation was well organized, clearly laid out and easy to work with. There is an appropriate balance of traditional and non-traditional work on display for Standards Sampling. The classes are very short and comprise of 2 x 100 minute sessions a week split between 2D and 3D.

Detailed comments

1. Centre management systems	
1.1 Senior management are allocating appropriate time and resources to support qualification delivery/review	Yes
1.2 Systems are in place to monitor and evaluate the effectiveness of all qualification delivery and assessment staff and to make changes when required	Yes
1.3 The centre is approved for all of the qualifications you have sampled learner work for	Yes
<p>1.1 A regular review of courses being delivered at this centre is maintained every term. On writing a new assessment brief a trial and review period commences with academic peer feedback. IV of all assessed work occurs once per year for yr 1 and yr 2 learners.</p> <p>1.2 A student survey occurs annually, and adjustments are made to the delivery and structure of courses in direct reflection of learner's feedback. Cross-examination of unit work, observation and peer review occurs as part of the Dutch quality system at this institution. Weekly team meetings occur, and official team meetings take place on a regular basis at least twice very term where curriculum development, attendance, assessment and the progress of the learners is part of a fixed agenda. The programme file contains the minutes and actions resulting from these meetings.</p> <p>There is good evidence of the continued use of critical reflective practice among academic delivery staff. Delivery of the curriculum is appraised and changed where necessary through a reflective developmental cycle of Internal Verification. Staff are regularly updated by virtue of the provision of 60 hours of scholarly activities under the CPD remit under Dutch law. Each SV report is circulated through internal channels with actions for improvement as appropriate.</p>	
Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date

2. Policies and Procedures are in place and being used for:

2.1 Internal verification	Yes
2.2 Assessment – also to cover the ongoing qualification/resource review	Yes
2.3 Learner recruitment, registration and certification	Yes
2.4 Recognition of Prior Learning (RPL) including exemptions	Yes
2.5 Special considerations and reasonable adjustments	Yes
2.6 Equal opportunities	Yes
2.7 Learner Plagiarism; staff malpractice and/or maladministration	Yes
2.8 Appeals (published and available to all learners)	Yes
2.9 Complaints	Yes
2.10 Risk assessment and Health and Safety (including public liability cover)	Yes
2.11 Conflict of interest	Yes
2.12 Learner support (to include individual development needs)	Yes
2.13 Pearson's Distance Learning policy requirements have been embedded into the centres policies (if applicable)	N/A
2.14 Centre Contingency and Adverse Effects (see the guidance document for full details of what constitutes as Adverse Effect) - to include withdrawal of Centre Approval Status and Protection of the Learner Interest in the case of such a withdrawal	Yes
2.15 The Head of Centre has signed and returned annual approval terms and conditions	Yes

- 2.1 There is a handbook for Internal Verification, (Dutch translation of Pearson template handbook for IV) standardisation and internal training for IV's occurs annually.
- 2.2 The building work that was previously under construction is now complete, and the school is now fully functional. Some excellent facilities are now in place, with well resourced, clean and bright, spacious rooms for learners to work in.
- 2.3 There is a dedicated examinations department that deals with all issues regarding Learner recruitment, registration and certification. The centre has 1400 students studying in this location – there are over 400 learners studying BTEC Art & Design at this centre currently, all registrations have been crosschecked and are both complete and up to date. There will be a review at the end of this year focussing on the future delivery of BTEC Art and Design, as staff discussions are on the amount of administration involved in supporting this course. The ISV is pleased to see all documentation is in place to support learners as appropriate.
- 2.4 Learners participate in a primary Dutch intellectual grade scoring system. Digital enrolment includes a test programme to support RPL. No issues exist supporting students with prior achievement.
- 2.5 / 2.6 Dutch law dictates that equal opportunities are offered to all learners.
- 2.7 Digital work is supported by Turnitin. Cross-examinations occur to support staff in their assessments. All learners should sign a statement of authenticity prior to submission of work, however it is noted that in most cases this had not occurred. No issues of malpractice have been reported, but appropriate policies are in place in the eventuality of an issue.
- 2.8 / 2.9 An appeals and complaints process exists for learners within the institution that is underwritten by Dutch law, and fully supported by this centre. All information is available on the centre website, including a parental complaints procedure. An exam committee sits specifically for BTEC courses that underwrite all assessments and appeals.
- 2.10 A specialist department supports this centre re risk assessments for both learners and staff and health & safety, including Public Liability cover. All public information is available on the centre website.
- 2.12 There is a dedicated special needs department at this centre at this institution that offers professional support for learners studying here – individual support is available to learners for 1 hr. per week. Learners are very well catered for in this regard.

Procedures are in place for all elements 2.1 to 2.13. There are 4 different nationalities of learners studying on this course. Dutch is the common language used in delivery of this course. Learners with special needs are accounted for and fully supported.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
Sector specific Internal Verification training occurs annually but should be updated each year to ensure parity and to any staff performing IV, and LIV duties at this centre.	1/9/18

3. Registration and student/learner support

3.1 There are systems in place to ensure the accurate and timely registration and certification of identified students/learners in accordance with Pearson's published policies and timelines	Yes
3.2 The centre is recruiting with integrity	Yes
3.3 The centre is identifying and providing the specialist support that some students/learners need e.g. equipment adaptation	Yes
3.4 The centre recognises students'/learners' previous achievements to enable credit transfers and exemptions where applicable	Yes
3.5 The centre has provided a student/learner handbook which contains accurate information about the centre, the qualification; unit certification; any special equipment that they have to buy and progression	Yes
Levels 4 – 5 only Programme specification	N/A
3.6 A centre produced, accurate programme specification (see guidance document) for each Higher Education programme has been produced	N/A
<p>3.1 The examinations officer registers all learners at the beginning of the academic year. The centre uses Edecel Online to register and certify all learners, in addition to an internal centre management system.</p> <p>3.2 Learners are recruited via 40 local schools, conferring with school advisors, open days, and information days and parents evenings, predominantly in January.</p> <p>3.4 Examinations officers support the curriculum staff with credit transfers.</p> <p>3.5 A comprehensive specialist BTEC learner handbook exists and is made available to learners online upon registration to the course.</p> <p>In relation to the balance of the above criterion the ISV is satisfied that the Centre continues to comply.</p>	
Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date

4. Programme delivery	
4.1 Human resources	
4.1.1 The centre employs, updates, trains and supports a sufficient number of appropriately qualified staff to ensure appropriate management, delivery, assessment and internal verification.	Yes
4.1.2 Trainers/Assessors/Internal Verifiers hold the relevant qualifications to deliver units/qualifications as stated by either the programme specification or the standards setting body	Yes
4.2 Physical resources	
4.2.1 The centre has essential and sufficient equipment, facilities and resources as stated within qualification specifications. (e.g. IT equipment/materials/library). The centre ensures that learners have full access. Resources are regularly reviewed, maintained and replaced as required	Yes
4.2.2 The centre has a healthy and safe working environment for learners undertaking the qualification(s)	Yes
4.3 Delivery	
4.3.1 Delivery methods are appropriate for a vocational qualification.	Yes
4.3.2 Are there distance learners?	No
4.3.3 Distance learners identities are safely confirmed?	N/A
4.3.4 The work of distance learners can be accurately attributed to individual learners	N/A
For Higher National programmes only , summarise the views expressed by learners, including favourable comments and any concerns raised	N/A
<p>4.1.1 Yes – as appropriate. There are 6 dedicated staff members employed to deliver and assess the work from this course.</p> <p>4.1.2 Due to Dutch law, staff CV's are not available for scrutiny, however, following staff meetings, it is clear that there is a suitable range of appropriate qualifications & experience needed to perform duties in delivery & assessment of BTEC courses. There are currently 1 x full time and 5 x part time staff delivering on this course. All delivery and assessing staff are appropriately qualified. No further training is necessary to ensure update of skills.</p> <p>4.1.1 The centre does not have a physical library – any reading material is put online by the centre. All students are provided with an iPad for daily use, and all staff have Mac laptops. Full integration of digital resourcing exists at this centre GoogleDrive and GoogleClassroom are used daily. No issues are found and learners are fully supported. All physical art and design specialist equipment is available for learner use; learners are very well supported in this department.</p> <p>4.1.2 The Art Department is a modern, multi-room environment on one level with adjacent rooms with no visible hazards that are not appropriately resourced re H&S risk assessments. There are combined 2D and 3D classrooms and a combined working space for learner to use. Delivery of all units is fully supported by the appropriate specialist equipment necessary for learners to achieve. Art equipment is in ample supply, as is painting, drawing and other art specific facilities, including metal work, ceramics etc. Delivery staff are all fully qualified to deliver this programme. Health & safety has a foundation policy within this centre – full compliance is mandatory.</p>	
Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date

5. Assessment

5.1 A range of appropriate assessment methods is used	Yes
5.2 The centre has taken reasonable steps to ensure that opportunities for plagiarism are removed	Yes
5.3 Learners have signed a declaration confirming that their work is their own	No
5.4 The assessment tools are fit for purpose i.e. have an appropriate vocational context; written at the right level; written in appropriate language; tracked to assessment / grading criteria; will lead to valid assessment outcomes	Yes
5.5 The assessment tools enable the learner to produce appropriate evidence to meet the criteria to which the assessment relates	Yes
5.6 Accurate documented feedback is given to learners	Yes
5.7 Standardisation of Assessor decisions happens where there is more than one Assessor per unit	Yes
5.8 The assessment of learners who are learning at a distance is accurate	N/A

5.1 Assessors are responsible for the delivery and assessment of their own tutees. Collaborative practice occurs for delivery on specialist units where appropriate. Regular IV occurs using Pearson template documentation.

5.2 Learners must adhere to strict regulations re plagiarism at this centre. Guidelines for learners can be found in the learner handbook online.

5.3 Learners currently do not sign an authenticity statement prior to submission – it is vital that this occurs prior to submission of work for assessment. This has been copied in to this report as an essential action.

5.4 All briefs seen on the ISV visit are fit for purpose. Vocational contexts are embedded in each brief. All projects are written at the right level using Dutch language, which has been agreed by Pearson for delivery at this centre. Appropriate criteria referencing has been made in all documentation for assessment, ensuring that learners will produce valid assessment outcomes. Good use is made of the formal elements of Art & Design within the briefs, with appropriate imagery to contextualise the projects for learners. A specific online reading list is integrated within each brief, with the use of QR codes to specify research locations. Excellent practice is obviously visible at this centre re learner use of new technology, which is seamlessly integrated in to the delivery model.

5.5 A good understanding of the needs of BTEC delivery is present at this centre. Briefs written for learners to respond to give sufficient detailed tasks written against individual unit criteria. These tasks effectively contextualize the unit criteria re the needs of these creative projects, which should be assistive to learners as appropriate. Each task is very specifically broken down for learners, and is comprehensive in their structure and content. Good use is made of checklists for learner use, to ensure unit criteria coverage is made.

5.6 Assessment results for both units seen on the ISV visit have been validated as appropriate. No errors or omissions have been noted in these assessments. Valid judgments have been by the assessors, and IV has concurred assessment decisions as appropriate.

It is recommended that the brief documentation should be further added to with a header that contains the following information: Centre name, course title, unit number and title, assessor name, IV name, assessment date, submission date, IV date.

Where inaccurate judgments have been made, the IV has made correct actions for amends, which have occurred in a timely fashion.

The ISV can confirm that assessment decisions are being conducted appropriately. Further allowances for the improvement of Internal Verification at this centre is advised in order to maintain a robust approach to

maintaining quality and standards.

Work produced by the learners on this course has been produced to a standard & quality that is appropriate for the level of the course, and unit criteria achieved. The learners' work submitted for Standards Verification has been assessed accurately and in accordance with the unit criteria to meet Sampling Standards. There are examples of very diligent, creative work from numerous learners.

The ISV is confident in the quality & standards of learner work submitted to achieve the criteria awarded. Learners producing work at this center should achieve at a suitable level, as it is clear from the work submitted that they are receiving clear instruction from experienced specialist creative staff.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
5.1 The assessment documentation should be further added to with a header that contains the following information: Centre name, course title, unit number and title, assessor name, IV name, assessment date, submission date, IV date, assessor signature of authentication. 5.1 Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit. 5.3 It is essential that the learners sign the declaration of authenticity prior to submission of work for assessment.	1/9/18
Recommendation	By date

6. Internal verification	
6.1 Verification of assignment briefs is thorough, planned, recorded and used to enhance future assessment practice	Yes
6.2 Verification of sampling of assessment decisions is thorough, planned, recorded and used to enhance future assessment practice	Yes
6.3 Verification records are accurate and available for audit	Yes
6.4 Levels 2/3 only – Any resubmission or retake is supported by accurate documentation signed and dated by the Assessor and Lead Internal Verifier	Yes
<p>6.1 IV of assignments is occurring as appropriate, though it is noted that some of the questions on the IV paperwork have been overlooked.</p> <p>6.2 IV of assessment has been conducted as appropriate, with amends to actions which have been signed off as appropriate. Feedback to assessors is developmental as appropriate. Good evidence has been produced re the querying by IV of assessment feedback. IV has been conducted in a timely fashion – i.e. shortly following the assessment date, & prior to distribution to the learner.</p> <p>6.3 IV records are available for audit as appropriate.</p>	
Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
<p>6.1 Ensure that IV pays attention to the questions on the IV of brief documentation, answering all questions in full and making amends and actions as appropriate.</p> <p>It is recommended that delivery team IV standardisation meetings be held between participating staff on a regular basis as discussed with delivery staff.</p>	1/9/18

7. For Higher National programmes on the Regulated Qualification Framework (RQF)/ Qualifications and Credit Framework (QCF) / Self Regulated Framework (SRF)	
7.1 The centre has assured the academic standards of the Higher National programme (s) by conducting an annual assessment board. (please provide details in the comments section to confirm if you attended the assessment board OR minutes were made available)	N/A
7.2 For Higher National programmes assessed in English, Learners meet Pearson's HN Language requirements as specified on our website	N/A
7.3 Any resubmission is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
7.4 Any retake is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
7.5 The centre has completed the Annual Programme Monitoring Report Form(s)	N/A
7.6 Marketing materials (website and brochure) for the Higher National programme (s) are accurate	N/A
Essential action required?	N/A

Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date

Assessment sampling

Sample number	1	
Programme	Assessor name	
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan	
Unit	Learner name	
Unit 11 Art And Design: Explore 3D Fine Art	T Weltman	
Learner registration number	J916555	
Standards and learner performance		
Has the Assessor accurately assessed the learner work		Yes
Justification		
<p>This student is in his second year, and has produced outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. Criteria awarded agreed by the ISV.</p> <p>The learner has produced a sketchbook of varied work and pictures of supporting 3D outcomes. He has investigated line drawings with pencil sketches, and pen drawings also. He has used 4 different outcomes as appropriate to achieve 2.1. Work has been produced to meet the deadline, and has good reports from working safely in class. Although his work is basic, it does meet the needs of the unit, and is suitable to achieve.</p> <p>The authenticity statement had not been signed.</p>		
Essential action required?		No
Existence of an essential action here will BLOCK certification for this programme		
Essential action - any actions here need to be copied into the Summary box on page 1		By date
Recommendation		By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p>		1/9/18

Sample number	2	
Programme	Assessor name	
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan	
Unit	Learner name	
Unit 11 Art And Design: Explore 3D Fine Art	T Van Kampen	
Learner registration number	J916390	
Standards and learner performance		
Has the Assessor accurately assessed the learner work		Yes

Justification	
<p>The learner has produced outcomes suitable to achieve this unit, with inspiration from museums, video, 3D objects and music. His sketchbook contains pencil and pen sketches, and exploratory drawings. These have informed 3D outcomes in clay, wood and metal as appropriate to achieve this unit. There are witness statements from assessors re the students safe working practices.</p> <p>This student is in his second year, and has produced outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. Criteria awarded agreed by the ISV.</p> <p>The authenticity statement had not been signed.</p>	
Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p>	1/9/18

Sample number	3		
Programme	Assessor name		
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan		
Unit	Learner name		
Unit 11 Art And Design: Explore 3D Fine Art	Cheyenne Beutick		
Learner registration number	J916313		
Standards and learner performance			
Has the Assessor accurately assessed the learner work			Yes
Justification			
<p>This student is in her second year, and has produced outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. This criteria has been agreed by the ISV.</p> <p>The learner has produced a range of digitally supported documentation supporting a final clay piece of work with a hand. This is very well rendered for a L1 learner. She has written extensively in support of the reflective, evaluative criteria. She has also produced a mask made from paper maché and an etched aluminium plate. Her developmental drawings are well formed and explore the formative elements in her sketchbook as appropriate.</p> <p>The authenticity statement had not been signed.</p>			
Essential action required?			No
Existence of an essential action here will BLOCK certification for this programme			
Essential action - any actions here need to be copied into the Summary box on page 1			By date

Recommendation	By date
Ensure all learners complete the authenticity declaration prior to submission for assessment. Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.	1/9/18

Sample number	4		
Programme	Assessor name		
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan		
Unit	Learner name		
Unit 11 Art And Design: Explore 3D Fine Art	Carola Vriend		
Learner registration number	J916551		
Standards and learner performance			
Has the Assessor accurately assessed the learner work			Yes
Justification			
<p>This student is in his second year, and has produced outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. Criteria awarded has been agreed by the ISV.</p> <p>The unit was completed last academic year, with a good sketchbook full of supporting evidence of the criteria awarded. She has produced collages, and some limited annotation showing what she has produced. There are some basic pastel drawings, and evaluation of techniques used (blending etc). She has looked at various artists work , and has clearly used these to inform her colour / media approaches.</p> <p>The authenticity statement had not been signed.</p>			
Essential action required?			No
Existence of an essential action here will BLOCK certification for this programme			
Essential action - any actions here need to be copied into the Summary box on page 1			By date
Recommendation			By date
Ensure all learners complete the authenticity declaration prior to submission for assessment. Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.			1/9/18

Sample number	5		
Programme	Assessor name		
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan		

Unit	Learner name
Unit 11 Art And Design: Explore 3D Fine Art	Reina Van Burk
Learner registration number	J916334
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>The work was assessed in 2017, and she has a range of outcomes that meet the criteria to achieve. This was initially bar 1.2 where further information was needed to be provided. This was later completed and she then achieved this criteria. A rigorous assessment schedule is in place through this brief, with staged learning checks throughout. There are sufficiently creative 2D responses, backed up by 3D outcomes from this learner. These explore the formal elements of Art and Design, and also show in her sketchbook are 3D outcomes in wood, and textural exploration (rubblings etc).</p> <p>This student is in her second year, and has produced outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. Criteria awarded has been agreed by the ISV.</p> <p>The authenticity statement had not been signed.</p>	
Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p>	1/9/18

Sample number	6
Programme	Assessor name
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan
Unit	Learner name
Unit 11 Art And Design: Explore 3D Fine Art	Charity Vercouteren
Learner registration number	J916496
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>This student has produced a sketchbook with assessment evidence for unit 11, where she has achieved most of the unit criteria. She has not achieved 1.2 and 3.2, but there are opportunities for her to achieve with work currently</p>	

being undertaken. This student is in receipt of additional assistance from learning support – learners are well supported in this regard within the centre. She has produced a good range of early Mondrian inspired pastel drawings, collages and 3D outcomes in clay (tiles) wood (puzzle) and paper maché (mask).

This student is in her second year, and has produced outcomes suitable to achieve 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1. Criteria awarded has been agreed by the ISV.

The authenticity statement had not been signed.

Essential action required? Existence of an essential action here will BLOCK certification for this programme	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
Ensure all learners complete the authenticity declaration prior to submission for assessment. Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.	1/9/18

Sample number	7
Programme	Assessor name
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan
Unit	Learner name
Unit 1 Art and Design: Explore 2 dimensions	Amber de Boorder
Learner registration number	J916320
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>The student has produced an exploratory sketchbook, which is good evidence in support of the criteria to achieve this unit. She has a series of explorations of line, form, colour. She has explored cold and warm colours and 'space' in 2D. Line and form have also been explored. Structure and texture have also been explored via the use of different techniques – blowing ink etc. She has annotated her sketchbook accordingly to show her creative explorations.</p> <p>This student is in her second year, and has produced outcomes suitable to achieve this unit 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. Criteria awarded has been agreed by the ISV.</p> <p>The authenticity statement had not been signed.</p>	
Essential action required? Existence of an essential action here will BLOCK certification for this programme	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date

Ensure all learners complete the authenticity declaration prior to submission for assessment. Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.	1/9/18
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Sample number	8
Programme	Assessor name
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan
Unit	Learner name
Unit 1 Art and Design: Explore 2 dimensions	Jasmyn van der Heiden
Learner registration number	J916378
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>This student is in her second year, and has produced a range of outcomes suitable to achieve this unit with 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2. She has produced some good responses to this brief, although her descriptions of sources in her work were missing. Following formative feedback from the assessor, she has completed additional tasks to achieve the missing elements of her project. She has investigated different forms, explored creative mark-making with a variety of different media (pencil, ink, pastel, charcoal etc) and has referenced her research work appropriately, though it is noted that some of these sources are 'Google' only – this should be improved on in future projects with the full website address.</p> <p>Criteria awarded has been agreed by the ISV.</p> <p>The authenticity statement had not been signed.</p>	
Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p> <p>Ensure all referencing is complete – full web addresses should be used.</p>	1/9/18

Sample number	9
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Programme		Assessor name	
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097		W Pellekaan	
Unit		Learner name	
Unit 1 Art and Design: Explore 2 dimensions		Noah Van Stralen	
Learner registration number		J916485	
Standards and learner performance			
Has the Assessor accurately assessed the learner work			Yes
Justification			
<p>The learner has produced a range of outcomes suitable to achieve this unit with 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1 criteria. The criteria awarded has been agreed by the ISV.</p> <p>She has produced a good body of work from this assignment, but is missing some of the criteria to achieve. Listening is not one of this students strong points, apparently – especially to the opinions or thoughts of others. The assessment feedback is representative of his outcomes, and short fallings. He has investigated line, composition, structure and also tools and media used to create his work, as well as the work of Van Gogh ‘fakers’. He has composed an inventive list of themes, and has a strong theme for his paper-maché mask. He has produced a picture that represents ‘emotions’ and has produced a well considered product.</p> <p>The authenticity statement had not been signed.</p>			
Essential action required?			No
Existence of an essential action here will BLOCK certification for this programme			
Essential action - any actions here need to be copied into the Summary box on page 1			By date
Recommendation			By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p>			1/9/18

Sample number	10		
Programme		Assessor name	
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097		W Pellekaan	
Unit		Learner name	
Unit 1 Art and Design: Explore 2 dimensions		Wessel van der Jagt	
Learner registration number		J916384	
Standards and learner performance			
Has the Assessor accurately assessed the learner work			Yes
Justification			
The learner has produced a range of outcomes suitable to achieve 2.2, 2.3, 3.1, 3.2 criteria. The criteria awarded			

has been agreed by the ISV.

The learner still needs to do further work to achieve this unit, identifying sources of inspiration in his work and describe what he has done as well as, importantly, why he has done it. He also needs to add further re his exploratory work in 2D. His sketchbook is otherwise complete – albeit with basic drawings of fruit in pen and ink. Additionally, he has used charcoal to draw animals, but fails to annotate these as to why he has tackled the subject in the manner that he has done. He has explored the formal elements, and is likely to achieve this unit fully on completion of the project.

The authenticity statement had not been signed.

Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
Ensure all learners complete the authenticity declaration prior to submission for assessment. Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.	1/9/18

Sample number	11
Programme	Assessor name
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan
Unit	Learner name
Unit 1 Art and Design: Explore 2 dimensions	Carola Vriend
Learner registration number	J916551
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
The learner has produced a range of outcomes suitable to achieve 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2 criteria. The criteria awarded has been agreed by the ISV. She has produce a sketchbook of developmental work that has appropriate exploration of the formal elements of art and design, and has a range of exploratory 2D outcomes. The assessment has been IV'd , and although there are short fallings in the IV documentation (course/unit/deadline details in header etc) the IV has correctly confirmed the validity of the assessment. The learner has explored many 2D contextual references, including the work of Jackson Pollock. She has some quite detailed charcoal and pen and ink drawings, and also has annotated her work thoroughly. The authenticity statement had not been signed.	
Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date

Recommendation	By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p> <p>Ensure IV contains all details relating to the course and qualification, as well as being developmental in its content.</p>	1/9/18

Sample number	12
Programme	Assessor name
ART AND DESIGN (QCF)(INTERNATIONAL ONLY) L1BCF XP097	W Pellekaan
Unit	Learner name
Unit 1 Art and Design: Explore 2 dimensions	Reina van Burk
Learner registration number	J916334
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>This student has achieved all criteria for this unit apart from 1.2, as she is lacking in annotation as to where the sources of her work were from. She likes to work with gouache, and has produced some well rendered painting and drawing work. She has used the formal elements as appropriate to meet the needs of this unit, and has explored appropriate media, including chalk/charcoal, pen and ink drawings using line and texture, as well as reflections on the work of Van Gogh. She has annotated her work at a basic level, and all references to sources are 'Google' only.</p> <p>The learner has produced a range of outcomes suitable to achieve 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2 criteria.</p> <p>The criteria awarded has been agreed by the ISV.</p> <p>The authenticity statement had not been signed.</p>	
Essential action required?	No
Existence of an essential action here will BLOCK certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
Recommendation	By date
<p>Ensure all learners complete the authenticity declaration prior to submission for assessment.</p> <p>Assessment dates are not specific – a day / month / year should be entered in to brief and assessment documentation in order to comply with BTEC specifications, and to allow for accurate IV audit.</p> <p>Ensure IV contains all details relating to the course and qualification, as well as being developmental in its content.</p> <p>Ensure learners use appropriate references as to their sources of inspiration – not just</p>	1/9/18

'Google'.	
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