

DRAFT POLICY FOR CENTRE DETERMINED GRADES (CCEA qualifications)

FOR

**Carrickfergus Academy
Summer 2021**



| Version | Date | Revision Author | Summary of Changes |
|---------|------------|-----------------|--|
| 1 | March 2021 | PDG | Initial review by BoG 25 th March 2021 – not ratified as awaiting further guidance |
| 2 | April 21 | PDG | Addition of information on use of CARs and level of evidence of required Review in conjunction with JCQ guidance Addition of overall statement on Appeals Ratified BoG 15 April |

1. 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 all departments delivering CCEA qualifications;
- to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and
- to ensure that Carrickfergus Academy meets its obligations in relation to relevant legislation.

2. Process Overview

See Appendix 1

3. Roles and Responsibilities

Roles and responsibilities of Carrickfergus Academy staff are outlined as follows:

- The Board of Governors is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades. In such a situation, this will be completed by the Deputy Principal for Curriculum.
- The Head of Centre has overall responsibility for the centre and will ensure the roles and responsibilities of all staff are defined.
- The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.
- The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

The Senior Leadership Team will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. Alternative Arrangements – Process for Heads of Centre

- Senior Leaders including the Principal, Deputy Principal Curriculum and Senior Teacher Assessment or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

- The Principal and Deputy Principal Curriculum, assisted by the Senior Teacher Assessment, who have completed the CCEA Chartered Institute of Educational Assessors (CIEA) training, will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.
- The Examinations Officer and deputy are responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA 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 Examinations Officer and deputy are responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.
- Subject Leaders are responsible for supporting departmental 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 Departmental Checklist is completed for each qualification that they are submitting.
- Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. This will be coordinated by the Senior Teacher responsible for new, BT and EPD staff in association with relevant Subject Leaders.
- Teachers 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. They must complete 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. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions.

The knowledge, expertise and professionalism of the staff of Carrickfergus Academy is central to determining Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend centre-based training provided. Carrickfergus Academy will engage fully with all training and support that CCEA has provided, including web-based

support and training.

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades.

If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff.

The Deputy Principal Curriculum should be notified if no one from a department has been able to attend support meetings and, along with the Principal, will consider how this is addressed.

Appropriate Evidence

Carrickfergus Aacdemy may use the following candidate evidence in arriving at Centre Determined Grades. Parents and Guardians will be informed of the specific assessment evidence used in each subject area (Version 1: 18th March 2021, Version 2 16th April 2021). The first part of the list indicates the key 'high control' evidence that will be considered primarily whilst asterisked evidence will be used only cases of extended absence or where indicated by individual subject areas as a backup or contingency.

- CCEA assessment resources (CARs) for 2021;
- CCEA past papers under assessment conditions;
- mock examinations, which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- tracking tests;
- homework*
- google classroom/ remote learning*;

CCEA have advised schools that in formulating student's grades, they should endeavour to use evidence generated under 'high control' such as mock examinations, tracking tests and CARs. This allows schools to fully authenticate the student's work meaning the data is rigorous and robust and less open to appeal by the Examination Board. Low control work whose completion is not under direct supervision of staff such as homework and google classroom will only be used under exceptional circumstances such as prolonged absence when other high control material is not available. Low control work will require Subject Teachers to be able to fully authenticate that the work is that of the student and that the standard of attainment in this work is generally reflective of what the student would produce when in the controlled setting of school.

Information regarding levels of control is available in Appendix 2.

Carrickfergus Aacdemy will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre.

Carrickfergus Aacdemy has taken into account the information provided by CCEA about unit

omissions before the cancellation of examinations as detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre.

Candidates will be made aware of the evidence that will be used in determining their grades in the Subject Assessment evidence document (Version 1: 18th March 2021, Version 2 16th April 2021).

Parents / guardians and students should be aware of the following in respect to Assessment Resources and formulating Centre Determined Grades in each subject:

- CCEA Assessment Resources are optional. It is however, recommended by CCEA that students undertake an Assessment Resource and that schools offer a minimum of one per subject. Please note other examination boards may also have provided their own version of Assessment Resources hence, slots will have been included in the school assessment window timetable.
- A student does not have to undertake any CCEA Assessment Resources or, they can undertake one or, they can undertake all assessment resources for a given subject.
- if a student chooses to complete an Assessment Resource, it will be part of the range of evidence used in formulating their Centre Determined Grade for that subject, therefore, students will be able to demonstrate their ability through various sources, not just the assessment resource. The school should be informed if there are exceptional circumstances at the time of taking the assessment;
- where students have limited key assessments as outlined by the Subject Leader in the evidence to be used to formulate their grade, completion of an Assessment Resource may be required as contingency to ensure sufficient evidence is available.

In line with CCEA guidance 'GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre', Carrickfergus Academy will endeavour to:

- use the same assessment evidence for all students in a subject / cohort. In exceptional circumstances where this does not happen for a particular student, for example as a result of absence, the actual evidence used and the rationale for the variance will be recorded in the Candidate Assessment Record and provided to CCEA or other examination board as required;
- ensure a holistic review of a student's performance is conducted using the assessment evidence identified, gathered and retained at centre level, to formulate Centre Determined Grades.

Subject Leaders will choose assessment evidence with an emphasis on validity and reliability. Evidence will cover as much of the taught specification content as practical given the CCEA

statement that 'A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting';

- use evidence generated as close to the time at which Centre Determined Grades confirmed.

This will help ensure decisions take into account the development of students' knowledge, understanding and skills over their course of study;

- ensure that students have three pieces of high control evidence available for submission to examination boards for external moderation / sampling. As outlined in the Centre Policy, high control may include tracking events specifically indicated by Subject Leaders in the overview of evidence required for each subject area, including Assessment Resources, module examinations, controlled assessment and mock examinations.

Centre Determined Grades

Carrickfergus Academy 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, teachers 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 CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk

All teachers will ensure a record of candidate assessment evidence is available. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified, particularly in relation to special consideration etc and recorded to show how the evidence was used to arrive at a fair and objective grade.

A reminder that CCEA Assessment Resources are optional. It is however, recommended by CCEA that students undertake an Assessment Resource and that schools offer a minimum of one per subject. Please note other examination boards may also have provided their own version of Assessment Resources hence, slots will have been included in our assessment window timetable. A student does not have to undertake any CCEA Assessment Resources or, they can undertake one or, they can undertake all assessment resources for a given subject.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers 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 teachers' differences to be resolved.

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

The Candidate Assessment Records and subject data overview should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Subject Leader 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 teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Subject Leader. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Carrickfergus Academy undertakes to have a consistent approach across departments/subjects.

Senior Leaders will carry out moderation, to include a review of marking and the internal standardisation arrangements, GCSE, AS and A Level 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 Subject Leaders.

Senior Leaders will consider both the subject 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.

- We will compile information on the grades awarded to our students in past June series in which exams took place 2020 and 2019 prior to amalgamation.
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes across the two years of previous data available.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the quality assurance process.

Senior Leaders will consider both the subject 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), Carrickfergus Academy 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, Carrickfergus Academy will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements.

Carrickfergus Academy 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'. Parents have been written to on the 18th March and requested to submit legacy applications for special consideration by Tuesday 13th April at 3pm.

Bias and Discrimination

The Principal and Vice Principal Curriculum 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 teachers and Subject Leaders 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 used to support the grade determined for each candidate will be retained electronically or in paper form.

Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.

All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.

Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.

Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Confidentiality

Carrickfergus Academy 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 CCEA requirements. All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based.

Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice/Maladministration

Carrickfergus Academy will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA or any relevant examination board, for investigation.

There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure will be reported to the examination board, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception including candidates submitting work that is not their own;

- 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 CCEA 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.

Private Candidates

Carrickfergus Academy will not accept entries for private candidates, unless the Head of Centre can fully ensure that there is sufficient high control evidence to confidently submit an objective Centre Determined Grade.

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 CCEA and other examination boards. Carrickfergus Academy 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.

Appeals Procedure Relating to Centre Determined Grades

Carrickfergus Academy will provide an Appeals Policy for Centre Determined Grades. This will highlight:

- the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the CCEA Guidance and Centre Appeals Policy. All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- The stages of appeal for students
- An overview of time frames to ensure timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.

- The arrangements in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

Requirements as a JCQ Registered Centre

Associated/Related Centre Documents include the SEN Policy [Policies | CarrickfergusAcademy](#)

APPENDIX 1

FIVE STEP AWARDING PROCESS TIMELINES

| Step and Indicative Timeframe | | Activity | Personnel | Internal Deadlines |
|-------------------------------|---|--|--|--------------------|
| 1 | Guidance, Information and Readiness (March, April) | CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS. | Centre Leadership Team, Heads of Department (HoD) and teaching staff | |
| | | Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments. | Centre Leadership Team, HoD and teaching staff | |
| | | Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage. | Centre Leadership Team | |
| | | Preliminary consideration of value of available evidence | Centre Leadership Team and HoD | |
| 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 CCEA assessment resources which will be available from April 2021. | Centre Leadership Team, HoD and teaching staff | |
| | | All other available evidence collated and documented | Centre Leadership Team, HoD and teaching staff | |
| 3 | Centre Professional Judgement and Moderation (April and May) | All available evidence moderated in line with centre policy | Centre Leadership Team, HoD and teaching staff | |
| | | Any potential bias in Centre Determined Grades and outcomes considered | HoD and teaching staff | |
| | | Centre Determined Grade outcomes reviewed by senior leadership teams | Centre Leadership Team | |
| | | Head of Centre sign-off and submission of Centre Determined Grades | Head of Centre | |

| Step and Indicative Timeframe | | Activity | Personnel | Internal Deadlines |
|-------------------------------|---|--|-----------------------------------|--------------------|
| 4 | Review of Evidence and Award (June and July) | Centre evidence and grade outcomes reviewed | CCEA personnel | |
| | | If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed. | CCEA personnel | |
| | | Where CCEA 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 CCEA 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 CCEA. | Head of Centre and CCEA 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 CCEA 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 ensures 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, teachers will 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 such as homework, remote learning</p> |

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

APPENDIX 3

CENTRE CHECKLISTS

Head of Department 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 Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

| Checklist | Y/N |
|---|--------------|
| 1. Candidates' grades have been determined using only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, for review. | |
| 2. The evidence has been authenticated as the candidates' own work. | |
| 3. Internal standardisation has been completed in line with the School 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 Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.) | |
| Provide detail and justification where you have indicated 'N' to any of the above: | |
| | |
| Head of Department: | |
| Signature: | Date: |

Departmental Assessment Evidence Grid

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

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

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 in [Appendix 2](#)

| | | | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|---|-----|-----|-----------------|-----------------|-----------------|------------------|
| 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 | | | | |
| <p>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:</p> | | | | | | |
| Head of Department: | | | | | | |
| Signature: | | | | | | Date: |

