



# HIGHER EDUCATION

## Chichester College Group Recruitment and Admission Policy 2017-2020



Quality Code Part B Assuring and Enhancing Academic Quality (B2, B6, B9), ESG Standards (1.3, 1.4) as at June 2017.

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**Chichester**  
college

# Chichester College Group

## Higher Education

### Recruitment and Admission of Students Policy

#### 1. Aim

The purpose of this policy is to ensure that Chichester College Group attracts recruits, selects and admits enrolls students for undergraduate studies in a clear, fair, explicit and consistent manner.

#### 2. Principles

- 2.1 Chichester College Group is committed to providing learning opportunities for members of all communities within its catchment area. The purpose of offering Higher Education courses is to provide progression routes for students who would otherwise be unlikely to participate in higher-level studies. Therefore the main task of the selection process is to ensure that candidates who are capable of successfully completing a higher education programme are recruited to undergraduate level courses. Applications from outside the college's catchment area are also encouraged in the same fair and open manner.
- 2.2 This recruitment policy has been revised in line with the Quality Assurance Agency (QAA) Quality Code Chapter B2 Recruitment and admission to higher education, May 2013. The indicators of sound practice in this chapter are attached as annex A.
- 2.3 Please note the process diagrams attached as annexes B and C.
- 2.4 This policy is to be read and operated in conjunction with the following policies and procedures: Equality and Diversity Policy, Marketing Policy and Review of Programme Specifications.
- 2.5 The recognition of prior learning policy and procedure (annex D) may be used in conjunction with this policy on a case by case basis. An interviewer or adviser who wishes to use the policy is advised to talk to the Quality Manager (HE) before embarking upon the process.
- 2.6 This policy applies only to full-time Higher Education programmes delivered by and in association with Chichester College Group where the awarding body has delegated admissions procedures to the college. Students on part-time and work-based learning courses will follow the college mainstream applications procedure.

#### 3. Course information and promotion

- 3.1 In all promotional materials Chichester College Group Higher Education courses should be described in an attractive and relevant manner providing clear guidance on progression and employment opportunities for graduates. Materials will encourage all members of the community to participate. All promotional materials (print and electronic) for Chichester College Group Higher Education courses will be reviewed and revised annually to ensure accuracy, continued relevance and representation of all groups served by the college.
- 3.2 Programme specifications should accurately describe the learning outcomes and skills achieved by following the programme. The specification should give the reader a clear understanding of the unique features of the course described. Programme specifications for all Higher Education courses will be reviewed annually. Programme specifications will be available through the college website and through links to the college website from the UCAS website.
- 3.3 All courses are required to maintain and update the information held on the UCAS website, working with the Higher Education Office. The Quality Manager (HE) will ensure that consistency of approach.
- 3.4 Recruitment activities such as Open Days, events designed to promote higher education and taster days will provide potential candidates with information on the courses offered, academic demands made by the courses, progression and employment opportunities, fees, additional support and financial support available.
- 3.5 All candidates will be invited to a selection event. Interviewers will consider the qualifications and/or experience offered by candidates in order to determine whether the candidate is ready to successfully complete their chosen higher education course. 160 UCAS points in relevant subjects will be used as a guide to determine candidate suitability. Offers to candidates will be determined by individual circumstances.
- 3.6 The selection process will use the learning outcomes for the programme as the basis for selection. The purpose of the process will be to use a standard set of questions and assessments for each candidate to ensure a fair outcome. In order to minimise barriers to candidates, assessments and tasks used in the selection process must be relevant to the course for which they are applying.

#### **4. HE Admissions Process**

- 4.1 All applications made through UCAS by the January deadline will be processed in line with the published dates in the calendar for the relevant academic year. See Annex

B. Applications made directly to the college will be recruited and admitted in accordance with section 7 of this policy also see Annex C.

- 4.2 The HE Admissions Adviser will check UCAS daily through the main cycle and issue an acknowledgement letter to each completed application.
- 4.3 The admissions adviser will then check the application for completeness and whether the entry criteria for the course selected have been met. Where it is clear that the application is appropriate it will be passed to the course leader of the chosen programme. Where the application is incorrect or inappropriate, it will be rejected online via UCAS. UCAS will issue a rejection email. The admissions adviser will log the reason for rejection. The appeals against admissions decisions process will come into operation; see section 8 of this policy.

## **5. Interview and Selection Process**

- 5.1 The interviewer should highlight the key learning outcomes for the course (these will be found in the course handbook and programme specification). For BTEC HNs see the Higher Level Skills statement in the specification.
- 5.2 The interviewer should devise a selection assessment activity to demonstrate the candidate's readiness to take the course (for example: this could be a standard set of questions, an audition piece, a skills or knowledge test or portfolio). The activity should be capable of adaptation to meet the needs of candidates with specific needs.
- 5.3 The interviewer will devise questions to test whether the candidate meets the recommended entry criteria, skills and knowledge as set out in the Programme Specification. If not, does the candidate have other strengths which would enable him/her to succeed on the course? For example a student may have several years of work experience which is closely related to the learning outcomes which would prepare him/her for the course.
- 5.4 The interviewer should establish whether the candidate needs any adaptation to the course, course delivery or physical resources in order to be able to succeed on the course?
- 5.5 The interviewer should devise questions to test whether the candidate has read and understood the programme specification. Does s/he know what the course will require in terms of demands upon their time and commitments?
- 5.6 The interviewer should discuss career aspirations and/or reasons for studying the course. Does this course offer the candidate the best progression for their next step in study and/or employment?

- 5.7 The interviewer should establish if English is the candidate's first language or whether additional EFL/IELTS classes are required to help the candidate succeed on the course.
- 5.8 Interviewers are required to complete and sign paperwork for the selection process and return it to the admissions adviser within 2 working days of the selection event.
- 5.9 Candidates are entitled to feedback on their selection process. The interviewer will provide verbal or written feedback within five working days on request made to Chichester College Group Admissions. The decision from the interview will be communicated to the candidate online via UCAS before the March deadline. The candidate has until the May deadline to accept or decline the offer.

## **6. Admissions Process**

- 6.1 Changes to the programme made after the selection process will be communicated to all candidates by the department after approval from the Quality Manager (HE). Notifications to all selected candidates will be through print and/or electronic communication which will provide telephone and email contact details so that any questions can be put to the course team. Questions will be answered within five working days.
- 6.2 Successful candidates will be given joining instructions either during the selection process or during the July-August period before the course starts. Successful candidates will receive joining pack (a combination of print and electronic communication) providing information on course start dates, Fresher's Day, additional support services, careers information and accommodation services. New students will be invited to join taster day or other relevant activities before starting their course.
- 6.3 Successful candidates will be given clear information on any obligations required by the course during the selection process such as the need to organise placements, the need for a police check (on some courses); the requirement to achieve specific qualifications as a condition of entry (as appropriate).
- 6.4 Once results are declared (August) places on the course will be confirmed. If the candidate has met the offer criteria the place will be confirmed online via UCAS. UCAS will issue a confirmation email to the candidate after which the HE Admissions Adviser will issue a welcome letter. Where there is a query about whether the candidate has met the offer criteria the final decision on confirmation will be made by the Registrar.

## **7. Non-UCAS Admissions process**

- 7.1 Description and promotion of courses will follow the requirements of section 3. This aspect of the policy is to be used only in cases specifically approved by the Registrar.

- 7.2 Candidate completes and submits a college application form, which will be acknowledged by the HE Admissions Adviser.
- 7.3 The admissions adviser will then check the application for completeness and whether the entry criteria for the course selected have been met. Where it is clear that the application is appropriate it will be passed to the course leader of the chosen programme. Where the application is incorrect or inappropriate, it will be rejected online by letter. The admissions adviser will log the reason for rejection. The appeals against admissions decisions process will come into operation; see section 8 of this policy.
- 7.4 The process of preparing for and interviewing will follow paragraphs 5.1 to 5.8 of this policy.
- 7.5 Candidates are entitled to feedback on their selection process. The interviewer will provide verbal or written feedback within five working days on request made to Chichester College Admissions. The decision from the interview will be communicated to the candidate online by letter sent by the HE Admissions Adviser.
- 7.6 The Admissions process (section 6 of this policy) will be the same for non-UCAS as for UCAS candidates with the exception that in the former case communication will be made directly by the college admissions team.

## **8. Appeals against admissions decisions**

- 8.1 In all cases if an candidate wishes to appeal an admissions decision they should complete a candidate appeal form which will be provided on request by the HE Admissions Adviser. In the form the candidate is asked to explain why the admissions decision is in breach of published procedure. The Registrar will consider the appeal after consulting the interviewer, information available at the time of the decision and the published procedures.
- 8.2 The Registrar informs the candidate of the outcome of the appeal.
- 8.3 If the candidate wishes to appeal the Registrar's decision s/he is asked to complete a second appeal form, setting out the reasons why the appeal is in breach of college published procedures. This stage will be considered by the Assistant Principal Quality who will analyse all available information, interview all persons involved in the decision and reach a conclusion. The Assistant Principal's decision will be final.

## **9. Status of this policy**

- 9.1 The policy was approved by the Higher Education Board and supersedes all previous documentation.
- 9.2 The operation of this policy will be kept under review by the Quality Manager Higher Education
- 9.3 It may be reviewed and varied from time to time by the Higher Education Board.
- 9.4 This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of their disability, gender or race.

**Annex A - UK Quality Code for Higher Education:  
Chapter B2: Recruitment and admission to higher education (May 2013)**

**The Expectation and Indicators of sound practice**

**The Expectation**

The Quality Code sets out the following Expectation about admission which higher education providers are required to meet.

**Recruitment and admission policies, procedures and practices are accessible, explicit and transparent: they are consistently applied and documented resulting in justified and equitable admission practices that adhere to the principles of fair admission.**

**The Indicators of sound practice**

**Indicator 1**

Higher education providers articulate and implement a strategic approach to recruitment and admission: they promote a shared understanding of this approach among all those involved in recruitment and admission processes.

**Indicator 2**

Each stage of the recruitment and admission cycle is conducted in a professional manner by duly authorised and competent representatives of the higher education provider.

**Indicator 3**

Higher education providers have procedures for handling complaints and appeals about recruitment and admission which are fair, accessible and timely and help providers improve the service they offer.

**Indicator 4**

Higher education providers regularly monitor, review and update their recruitment and admission policies, procedures and practices in order to enhance them and to ensure that they continue to support the provider's mission and strategic objectives.

**Indicator 5**

Recruitment activity undertaken by higher education providers assists potential candidates in making informed decisions about going to or continuing in higher education and about applying for programmes suited to their interest and skills.

**Indicator 6**

Higher education providers handle applications professionally, consistently and expeditiously, keeping candidates informed at key stages in the process.

**Indicator 7**

Selection processes for entry into higher education are underpinned by transparent entry requirements, both academic and non-academic, and present no unnecessary barriers to candidates.

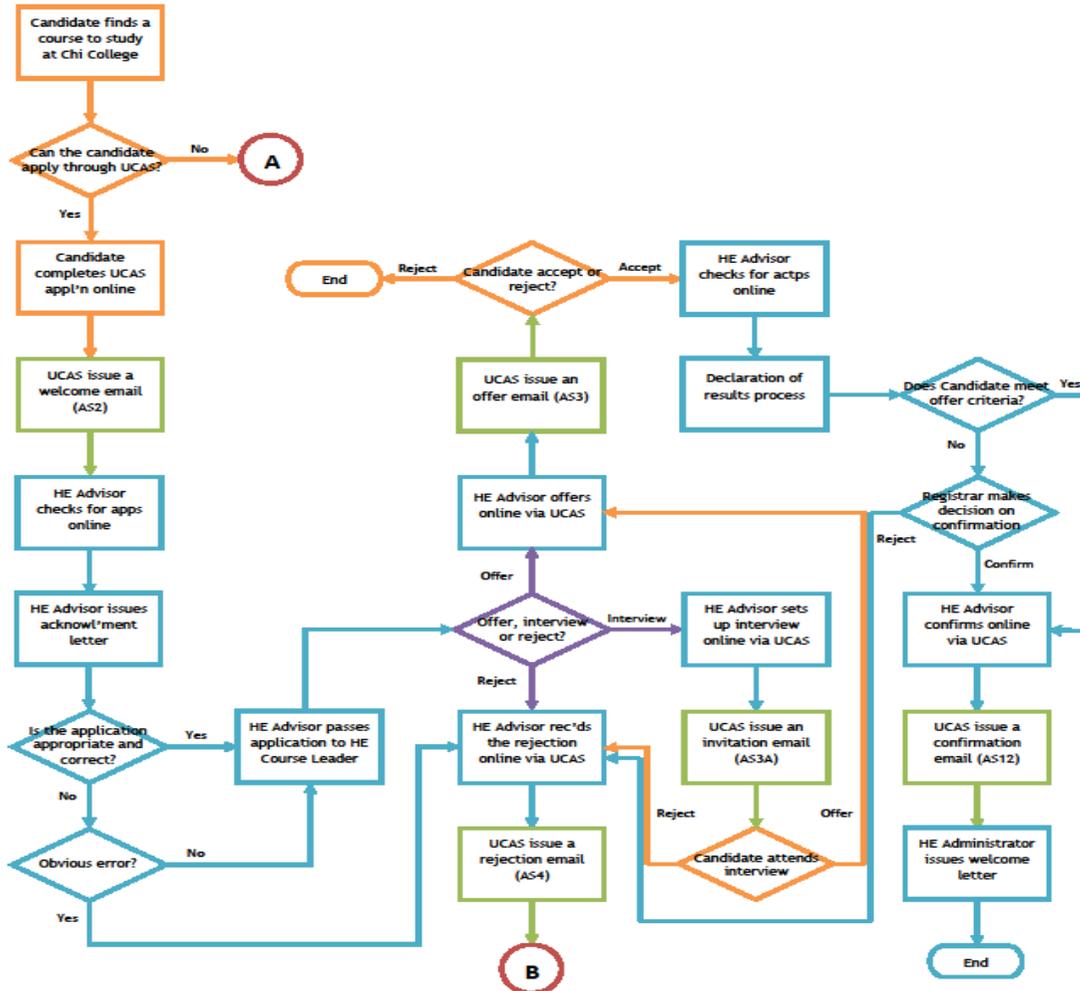
**Indicator 8**

Higher education providers determine how decisions and the reasons for those decisions are recorded and conveyed to candidates, providing guidance on communicating with candidates about why they were, or were not, successful.

**Indicator 9** Higher education providers support successful candidates in making the transition from candidate to current student.

## Annex B: Admissions Process

HE Admissions Process (Sheet 1 - UCAS)



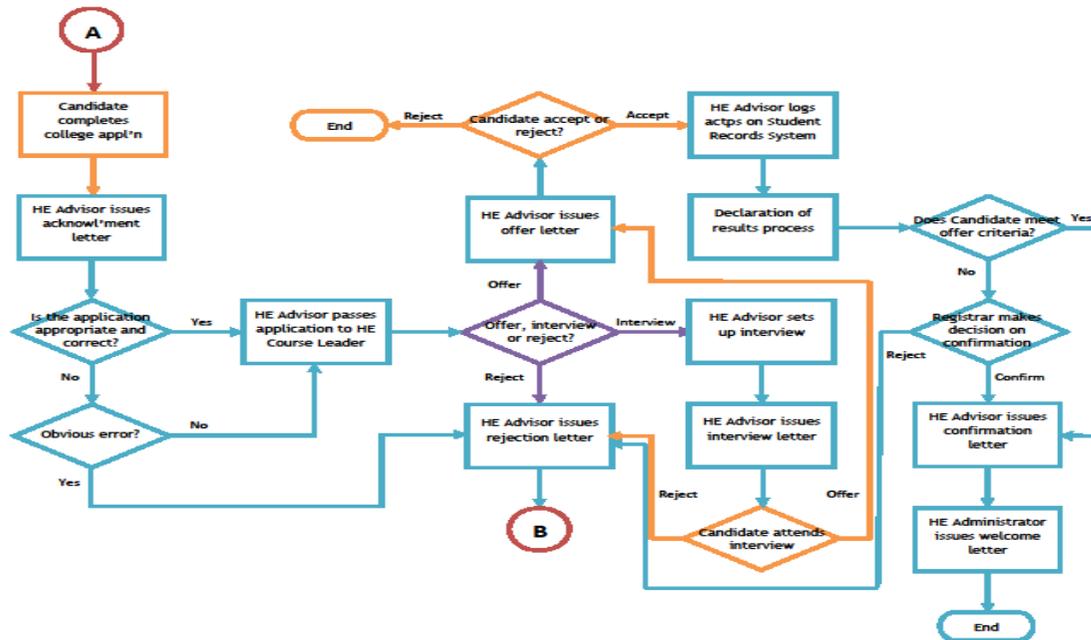
Key Dates	
Early June 2014	UCAS Apply opens for 2015 entry applicants
15 January 2015	Application deadline at UCAS (not Art & Design)
25 February 2015	Additional applications accepted through Extra
24 March 2015	Application deadline for Art & Design at UCAS
31 March 2015	College to make decisions on all applications received by 15 January 2015
6 May 2015	Offers declined by default (DBD) on all applications received by 15 January 2015
7 May 2015	Applicants rejected by default (RBD) where applications received by 15 January 2015
2 July 2015	Last date for additional applications through Extra
Mid July 2015	Clearing opens for new applicants
13 August 2015	GCE results day
14 August 2015	Post results clearing becomes available
21 September 2015	Clearing closes for new applicants
23 October 2015	2015 entry closed



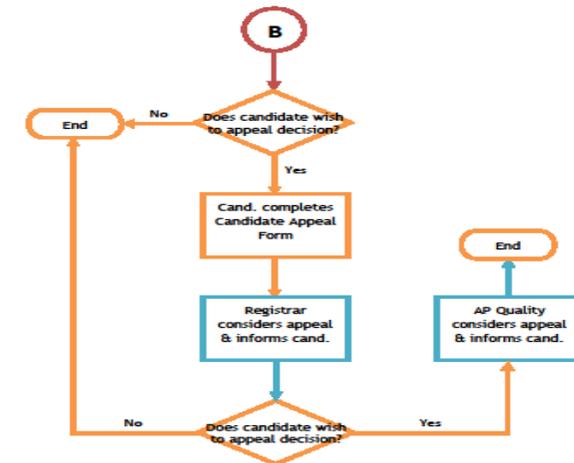
Key	
Candidate	
HE Admissions	
HE Course Leader	
UCAS	

## Annex B: Admissions Process

HE Admissions Process (Sheet 2 - NonUCAS)



Key Dates	
Early June 2014	UCAS Apply opens for 2015 entry applicants
15 January 2015	Application deadline at UCAS (not Art & Design)
25 February 2015	Additional applications accepted through Extra
24 March 2015	Application deadline for Art & Design at UCAS
31 March 2015	College to make decisions on all applications received by 15 January 2015
6 May 2015	Offers declined by default (DBD) on all applications received by 15 January 2015
7 May 2015	Applicants rejected by default (RBD) where applications received by 15 January 2015
2 July 2015	Last date for additional applications through Extra
Mid July 2015	Clearing opens for new applicants
13 August 2015	GCE results day
14 August 2015	Post results clearing becomes available
21 September 2015	Clearing closes for new applicants
23 October 2015	2015 entry closed



Key	
Candidate	(Orange)
HE Admissions	(Blue)
HE Course Leader	(Purple)
UCAS	(Green)

## **Annex D Chichester College Group Recognition of Prior Learning Policy**

### **RPL Defined**

Recognition of Prior Learning (RPL) is an assessment process which makes use of evidence of a learner's previous non - certificated achievements to demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a candidate's previous achievement (learning) is assessed against the learning outcomes of a unit.

The Regulatory Arrangements for the Qualifications and Credit Framework gives the following definition of RPL and this definition is fully supported by the CQFW: Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

A similar definition is given by The Scottish Credit and Qualifications Framework which provides the following explanation:

The Recognition of Prior Learning (RPL) is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences.

### **When to use RPL**

The RPL process is relevant where an individual has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a candidate's prior experience including:

- domestic / family life
- education and training
- work activities
- community or voluntary activities.

### **Assessment of RPL Evidence**

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

In no circumstance does the RPL process mean that any required qualification summative assessments can be avoided e.g. mandatory exams, practical/theory tests or assignments. This is because the prescribed summative assessment is the process through which evidence (produced via any prior assessment method or through the RPL process) is evaluated.

RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s).

It remains the role of assessors and quality assurance staff to ensure that learning outcomes are only deemed to have been met where evidence is:

Valid:

Does the evidence genuinely demonstrate that the demands of the learning outcome have been met? For RPL, currency of evidence will be of particular concern. Does, for

example, the evidence meet up-to-date demands or is it representative of practice that has significantly changed?

**Authentic:**

This involves consideration of whether the evidence being examined is genuinely the work of the learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the learning outcome was related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

**Sufficient:**

There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by additional evidence gained through other suitable assessment method(s) before requirements/outcomes can be said to have been met.

**Reliable:**

The evidence obtained through RPL should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

**Outcomes of RPL**

If individuals can produce relevant evidence, that meets learning outcome requirements then, recognition can be given for their existing knowledge, understanding or skills.

If an individual can demonstrate that they meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement.

If however, evidence from RPL is only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be employed to generate sufficient evidence on which to base a safe assessment decision.

This is recognised as good practice by all the concerned regulators and Ofqual has recently issued a statement reinforcing this:

Learners are unlikely to have all the evidence they need to achieve a full unit and may need to produce additional evidence. Evidence used for RPL is not time-limited but assessors must determine whether it is valid and authentic. RPL may be used in conjunction with other assessment methods such as examination of recent products, professional discussion or observation to assess current performance.

Evidence from RPL is similar to that derived via any other acceptable assessment method. This means that where the standard of a unit is met by evidence obtained wholly or partly from RPL, credit can be claimed.

**RPL Process**

Course teams wishing to undertake RPL must ensure that:

- it is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy / guidance for the qualification concerned.

The methods of assessment used will be determined by the assessment strategy for the qualification being assessed and might, for example, include:

- examination of documents,
- expert witness testimony
- reflective accounts
- professional discussion.

The RPL assessment should be carried out as an entire process. This means that the assessor should:

- Plan with the learner
- Make a formal assessment decision
- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options (particularly in situations where the decision has been not to award credit.)
- Maintain appropriate records
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

The assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method.

### **Terms in this section**

A range of terms and processes are frequently confused with RPL. Explanations of those that have been found to occur most frequently are shown below.

- Exemptions
- Equivalent Units
- Credit Accumulation and Transfer & Credit Transfer
- Qualification Legacy Predecessor Qualification
- Shared Units

The College encourages the use of these processes where they are of value to learners and employers.

### **Recognition of Prior Learning**

Before looking at the terms that Recognition of Prior Learning (RPL) tends to be confused with, it may be helpful to recap on the RPL definition. RPL is a process that considers whether an individual can demonstrate that they can meet the assessment requirements for a unit through knowledge, skills and / or competence that they already possess and do not need to develop through a course of learning. RPL is appropriate for use where an individual's learning has not been formally recognised.

The knowledge, understanding and/or or skills in question may have been acquired in any area of life, for example, domestic / family life, education and training, work related activities, community or voluntary activities.

Evidence from RPL processes is similar to that which is generated by any other assessment method permitted by a qualification. Learners can therefore use RPL to generate evidence for one or more learning outcomes. In many instances however, RPL alone will be insufficient to cover all the learning outcomes in a unit.

As long as all the composite learning outcomes have been met, an individual can claim credit for units where RPL has been used to generate all or some of the evidence required.

### **Exemptions**

The Qualifications and Credit Framework (QCF) describes an exemption as:

The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification using evidence of certificated, non QCF achievement deemed to be of equivalent value.

This means that certificated qualifications that were obtained outside of the QCF can be used as evidence for part of or all of a unit /qualification.

The assessor must make sure that the components of the certificated qualification are sufficient to cover the requirements of all the learning outcomes, unit or units that it is being examined against.

Exemptions allow the recognition of qualifications (i.e. formally recognised achievements) obtained outside of the QCF; however unlike RPL, they do not attract credits. Exemptions do not attract credit, as the skills knowledge and / or competences described in the unit will have already have been recognised.

### **Equivalent Units**

Equivalent units are different QCF units which, when compared, are judged to be equal to or greater than the content of another. An equivalent unit needs to be of the same credit value or higher and the same level or higher. Equivalent units will look different but in short the content will be deemed to be identical or beyond and above the content required. If a learner has achieved a QCF unit (either singly or as part of a wider qualification) and this unit is judged to be equal to or greater than the content of a unit in a qualification they want to progress, the unit that they want to progress can be claimed on the basis of having an equivalent unit.

Use of an equivalent unit will not attract additional credit, as the skills knowledge and / or competences described in the unit will have already have been recognised in the credit system.

### **Credit Accumulation and Transfer & Credit Transfer**

Credit accumulation and transfer (CAT) is the system by which learners can accumulate and transfer credits over a period of time, in differing locations and contexts, in order to gain qualifications. Credit transfer is the process of using credit(s) awarded in the context of one qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification

CAT is therefore the term used to describe the system which supports credit transfer. Credit transfer gives recognition to the fact that some units are the same, irrespective of the fact that they appear in different qualifications. This recognition promotes progression within and between industries and avoids unnecessary duplication of learning. Credit transfer is relevant where a unit in a qualification is the same as a unit in another qualification.

A practical example of credit transfer would be a learner who achieves an award which is comprised of units 'A, B & C' transferring their credits to progress towards a certificate comprised of 'A, B, C, D and E'. In this case the units in the award have been nested in the certificate enabling the recognition of the previously achieved units.

If on the other hand a learner registered for the Certificate containing units 'A, B, C, D and E' without having done the award, but then withdrew from their programme of

learning after completing only 'A, B & C', they could transfer their credits and consequently obtain the Award.

### **Qualification Legacy**

Legacy is the term used to describe qualifications on the NQF which were then superseded by newer equivalent qualifications on the QCF. During the migration from the NQF to the QCF units needed to take on a structure appropriate to the QCF. There are a variety of structural differences

between the two frameworks including different level descriptors. A level 4 qualification in the NQF is not therefore automatically equivalent to a level 4 qualification in the QCF. A tariff of legacy qualifications is often used to show the equivalence of old qualifications in the new framework.

#### **Predecessor Qualification**

A predecessor qualification is the name given to the qualification, or unit before the current one was launched. The A1 and V1 for example are the predecessor qualifications to the TAQA qualifications.

### **Shared Units**

Most units in the QCF are 'shared' units. This means that the unit title and reference number is available on the QCF framework for use by another Awarding Organisation. Shared units encourage progression and promote 'credit transfer' discussed previously. It should be noted that the assessment requirements for the same shared unit may be different in different qualifications

(this incidentally applies to imported units too). This is because within the QCF, the detailed assessment requirements for a qualification are set by individual Awarding Organisations who take into account any overarching Assessment Strategy for qualification types provided by Sector Skills Councils. Units in the QCF can also be 'restricted' units, which mean that they cannot be offered by other Awarding Organisations. Restricted units do not encourage credit transfer and are less common, but in some cases they are required because of specific circumstances associated with their development.

### **Transitional Arrangements**

Transitional arrangements are provisions which have been made for dealing with the move from the National Qualification Framework (NQF) to the QCF i.e. moving from N/SVQs to QCF qualifications. These may be for example, interim funding arrangements, or time allowances for learners registered on N/SVQs to complete their N/SVQ even though new registrations may not be permitted.

There are different completion times for different qualifications as these are set in relation to the specific needs of the industry and the currency and typical duration over which a qualification is achieved.

Gerry Griffith  
Quality Manager  
October 2014

**This form is to be used in conjunction with the Chichester College Group  
Recognition of Prior Learning Policy**

<b>Candidate's name</b>	<b>Qualification for which RPL is being claimed</b>
<b>Date of assessment</b>	
<b>Assessor</b>	
<b>Internal Verifier</b>	

**Notice to candidate and assessor**

In no circumstance does the RPL process mean that any prescribed qualification summation assessments can be avoided e.g. mandatory exams, theory/practical tests or assignments. This is because the prescribed summative assessment is the only process through which evidence of learning can be validated.

RPL allows an individual to avoid repeating learning, meaning that they can present for summative assessment without repeating learning in areas where they are able to demonstrate that they can meet the learning outcome(s).

<b>Unit Title</b>

	<b>Brief description of learning outcome</b>	<b>Description and location of evidence of prior learning</b>	<b>Date evidence created</b>
<b>Learning Outcome 1</b>			
<b>Learning Outcome 2</b>			
<b>Learning Outcome 3</b>			
<b>Learning Outcome 4</b>			

**Assessor to complete**

<b>Is the evidence:</b>	<b>Valid</b>	<b>Authentic</b>	<b>Sufficient</b>	<b>Reliable</b>
<b>Learning Outcome 1</b>				
<b>Learning Outcome 2</b>				
<b>Learning Outcome 3</b>				

Is the evidence:	Valid	Authentic	Sufficient	Reliable
Learning Outcome 4				

**Assessor's comments**

**Is further action required? Yes/No**

Internal Verifier	Is the evidence valid, authentic, sufficient and reliable?	Do you agree with the assessor's decision yes/no
Unit		
Learning Outcome 1		
Learning Outcome 2		
Learning Outcome 3		
Learning Outcome 4		

	Signature	Date
Candidate		
Assessor		
Internal Verifier		

**If further evidence submitted**

Is the evidence:	Valid	Authentic	Sufficient	Reliable
Learning Outcome 1				
Learning Outcome 2				
Learning Outcome 3				
Learning Outcome 4				
		Signature	Date	
Candidate				
Assessor				
Internal Verifier				