EXAMPLE Centre declaration for ALAN and ELFS postal sampling

Please complete this declaration and return to your Standards Verifier with your first postal sample each academic year, after they have contacted you.

Please note that **all** sections of this form must be completed. Separate forms **do not** need to be submitted for each mode and level within a qualification, however separate forms **do** need to be used for each qualification. *(ie one for ALAN and one for ELFS) Please note that the size of the fields will expand to fit text. The size of each field does not represent the amount of information required.*

Centre details

Please fill out your details below:

	Details
Centre Number *(include sub sites if appropriate)*	xxx
Centre Name	xxx
Centre Address	xxx
Centre contact and job title *(e.g. Lead Internal Verifier)*	xxx
E-mail address	xxx
Telephone Number	xxx

Ensure that the centre complete all sections of this first page

Qualification to be taken

Please give us details of the qualifications which will be taken at your centre:

	Details
Entry ALAN/ELFS	Entry ALAN

The centre may be submitting both ALAN and ELFS and will therefore need to complete one form for each qualification

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Compliance with Edexcel policies

Please answer the statements below:

Learner Management	Met (Y/N)
An initial assessment of learners is carried out to establish an appropriate programme & level and evidence of this is kept for 2 years?	Y
Learners are recruited onto programmes with integrity	Y
Learner records are accurate and kept up to date	Y
Records show appropriate time lapse between learner registration, assessments & certification	Y
Centre Resources	**Met (Y/N)**
The ratio of assessors to learners is appropriate	Y
The requirements described in the 'Instructions for the conduct of examinations' for the delivering of assessments, are adhered to.	Y
Test Security and Administration	**Met (Y/N)**
The procedures described in the 'Instructions for the conduct of examinations' for example: the safe storage, copying, distribution and destruction of the test papers, are adhered to.	Y
The correct number of papers are printed from the secure site and assessment material is not saved on centre's computer systems.	Y
Assessment facilities/venue appropriate to learner ratio	Y
Learners are correctly registered with Edexcel prior to taking a test	Y
There is a process for accurately recording learner attendance during tests	Y
There is a clearly defined, executed and compliant invigilation procedure	Y
There is a log of unusual incidents that have occurred during tests	Y
All completed and marked assessments are retained until certificates are received, checked and issued to learners. All assessments submitted to the Standards Verifier are retained for 3 years.	Y
The terms and conditions for accessing the live assessment materials on the secure Edexcel website are accepted.	Y
For each assessment session: • the correct number of assessments are printed from the secure site • the assessments are sealed inside envelopes • the sealed envelopes are stored securely • the assessments are not opened until the time of the test • the assessments are only opened in front of the learners	Y
That the resit rules for each qualification is followed as per ICE document	Y
Malpractice Policy is implemented during a test if required	Y
Special requirements and arrangements policy is followed	Y

There needs to be a 'Y' response in each box. If not go back to the centre and ask what they are doing to rectify this before you verify the work.

Centre forecast

Please give us the estimated dates for submitting samples to your Standards Verifier. Please *insert the mode and level in each month that you are planning Standards Verification to take place.*(Handling Data-HD, Measure Shape and Space-MSS, Number-NUM, Reading-R, Writing-W, Speaking and Listening-S&L, *Functional Skills Reading –FSR, Functional Skills Writing-FSW, Functional Skills S&L, Functional Skills Maths –FSM, Functional Skills ICT –FSICT)*

Estimated dates for submitting sample to the Standards Verifier												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Mode and Level	HDE1, S&LE3		S&LE3,	MSSE2	NUME1		HDE3	NUME1, NUME2	WE2	RE2		

This section is to help you plan your workload and to encourage the centre to plan for the year

Estimated annual amount of learners per mode and level					
Entry ALAN	LIT		E1	E2	E3
		Reading		400	
		Writing		100	
		S&L			50
	NUM		E1	E2	E3
		Data handling			200
		MSS		200	
		Number	150	50	
Entry Functional Skills	English		E1	E2	E3
		Reading			
		Writing			
		S&L			
	Maths				
	ICT				

Check that these estimated modes and levels match with what the centre currently has available to verify, if not ask them to revise their yearly plan

Learning and development

Please describe your admissions policy and initial assessment process as well as the name of your initial assessment material/tool:

All learners are interviewed and screening takes place using centre devised questions. Initial assessment of all learners takes place during Induction, using the electronic version of Basic and Key Skill Builder (BKSB), to ascertain the general level a learner is working towards and ensure the learner is on an appropriate course. This is followed up by the BKSB diagnostic assessment in the first few weeks of the course to provide a more detailed assessment of a learner's skills and abilities and to identify strengths and weaknesses.

> This section gives a pen picture of the admissions policy and initial assessment process and allows you to comment on this within your report

Please describe your delivery model:

All full time learners at the three sites receive weekly sessions in both literacy and numeracy. Part-time provision is also offered. Learners are interviewed to assess suitability and at induction undertake the BKSB initial assessment. This is followed up by the BKSB diagnostic assessment which forms the basis of the ILP. The ILPs are negotiated with learners and targets are monitored and reset every 6 weeks.

All schemes of work and lesson plans are mapped to the Literacy or Numeracy Core Curriculum and incorporate a range of learning activities based on real life situations or vocational options and take into account the needs and interests of the learner. All programmes include practice testing to ensure learners are fully prepared. Learners will generally be ready to start taking the ALAN tests in the Spring term, however there is provision for any learner who is progressing well to take the tests as and when ready.

A high level of support is offered to learners, which is evidenced in learner feedback and through external inspection. The programmes are well structured and group sizes are small, between 10 and 15 learners.

Progression routes are clearly defined and there is good communication between the various sites, enabling good practice to be shared and information disseminated.

The centre has a strong emphasis on quality assurance systems and this is reflected in thorough reviews and evaluation of courses by team members and learners. Regular lesson observations and staff appraisals are also part of this process and ensure high standards of teaching.

> Information about the delivery model should include details of all sites, full and part time learner provision, the length of the courses offered and class sizes

Please describe your processes for learners exiting the programme and comment on progression routes for learners:

Induction
During the Induction week learners are made aware of various progression routes via group tutorials and activities organised by the Course tutor.

Tutorials
Regular tutorials are held and recorded by the tutor and include progress made and any necessary changes or support are sought.

Reviews
Half termly reviews take place via the ILPs and progress is recorded and new targets set. A termly review takes place with the course tutor and progress and possible progression routes are discussed. A formal annual review takes place before exit from the programme to plan the progression route.

Other
Learners have access to advice and guidance throughout the programmes from Student Services and also from Connexions.

This section should give detail on progress routes offered to learners and give examples of what the centre offer to learners once they have completed a particular qualification level

Please describe your processes and give details of who is responsible for learner reviews e.g. via ILP, formal reviews or tutorials:

Pre Interview – Student Services and Coordinator
At Interview – Coordinator and or Course Tutor
Exit review – Course Tutor and Coordinator

Course Tutors do weekly reviews via Tutorials
ALAN and Subject Tutors do monthly reviews via ILP
A formal review is done each term by the Course Tutor
A formal review is also done annually by the Coordinator, Course Tutor and Connexions

This section should include detail about the review process. Some of the information in the section above about ILPs and reviews should be included here.
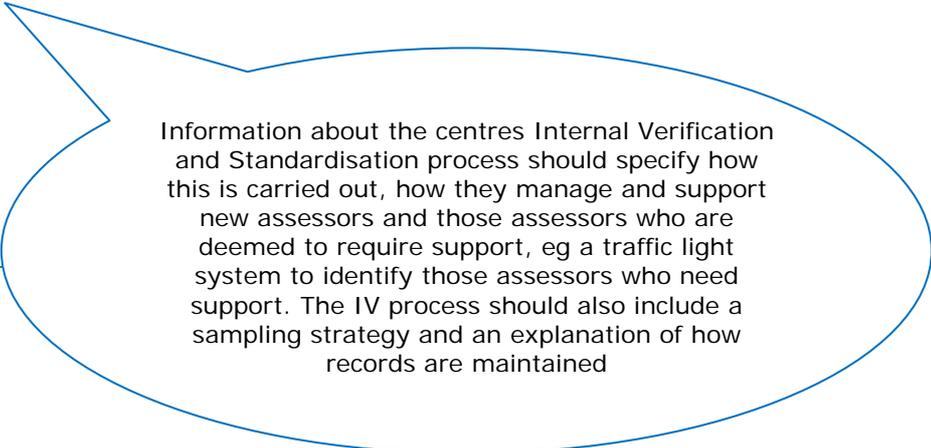
Internal verification

Please include:

- your planned internal verification process (appropriate to staff experience)
- any areas of good practice or success stories you may have.
- details of any remedial action plans you have in place including details of implementing actions within a timely manner.

Regular team meetings take place to update all assessors on the assessment requirements, to address any queries or concerns and to share good practice. Standardisation of the latest papers takes place on an annual basis and internal training takes place for any new assessor. The four IVs are each responsible for designated programmes and assessors and ensure scripts are sampled to cover all modes and levels for those assessors, records are made and feedback given to assessors. The IVs meet on a regular basis and identify any concerns or training needs.

Information about the centres Internal Verification and Standardisation process should specify how this is carried out, how they manage and support new assessors and those assessors who are deemed to require support, eg a traffic light system to identify those assessors who need support. The IV process should also include a sampling strategy and an explanation of how records are maintained

Staff skills and qualifications

	Full name	Number of learners allocated to each assessor	Which centre	Qualification ALAN / ELFS	Number of years of relevant experience
Please complete the table below, providing the names of all Assessors and Internal Verifiers					
Lead Internal Verifiers	*Xxx*		*1234A*	*Level 4 Subject Specialist ALAN Core Curriculum Training, Internal IV Training*	*4*
Internal Verifiers	*Xxx*		*1234A*	*Level 4 Subject Specialist ALAN Core Curriculum Training, Internal IV Training*	*4* *4*
	Xxx		*1234B*	*ALAN Core Curriculum Training, Internal IV Training*	
Assessors	*Xxx*	*15*	*1234A*	*ALAN Core Curriculum Training, Internal assessor standardisation.*	*2*
	Xxx	*15*	*1234B*	*ALAN Core Curriculum Training, Internal assessor standardisation.*	*1*
	Xxx	*15*	*1234C*	*ALAN Core Curriculum Training, Internal assessor standardisati*	*4*

This section should show that staff are suitably qualified and experienced or are working towards suitable qualifications

				on.	
	Xxx	*10*	*1234A*	*ALAN Core Curriculum Training, Internal assessor standardisation.*	*2*

Staff training

Please complete the table below, providing details of training within your centre	
Relevant training in the last year e.g. SfL assessment process	Internal training on the assessment process took place for three new assessors and an annual standardisation activity took place for all assessors. All staff received training on the Learner Journey and an update on screening, initial and diagnostic assessment and target setting.
Frequency of team meetings	Team meetings take place on a weekly basis and termly review meetings are held.

This section should include details of staff development that has taken place during the last year and could include names of staff as in the section above

Centre resources

Please provide full details of resources used at your centre e.g. SFL materials, books, equipment, self study etc.
We currently use a number of websites including BBC Skillswise together with text books such as the Headway and the Skills for Life materials. **We have developed our own Individual Learning Plan which has received positive reviews from Ofsted inspectors, this is used as a resource for the learners to enable them and their tutor to track and review progress.**

All details of resources used should be included; this will enable you to comment on the appropriateness of resources within your report.

Centre Development plan

We invite you to identify below key action points for your centre's continual development.		
Date	**Action**	**Completion date**
Sept 2011	To install interactive whiteboards in base rooms and increase number of computers and laptops so that ICT is accessible to all learners.	**March 2012**
Sept 2011	To review and update resources so that there are improved resources and availability to all learners.	**Nov 2011**
Sept 2011	To embed literacy and numeracy into the vocational options to improve standard and success rate.	**Jan 2012**
Sept 2011	Establish progression database for part time learners to enable closer tracking of part time learners.	**Jun 2012**
	This action plan should demonstrate to you as the SV that the centre are moving forward and planning improvements, you can follow these actions up in your next report, eg when the centre have updated resources they should include comments about this on their next Centre Declaration Form	

The following is to be completed by the Lead Internal Verifier:

I confirm that the requirements above have been met by our centre for the Entry Level Adult Literacy and Adult Numeracy/~~Entry Level Functional Skills~~ qualification(*delete as appropriate*) and I understand that if my centre does not follow the Edexcel exams process, our approval status will be put at risk.

Name	Xxxxx
Signature	Xxxxx
Job title	Xxxxxx and (Lead Internal Verifier)
Date	xxx

The Centre Declaration Form must be signed by the Lead Internal Verifier as confirmation that the information provided is true and accurate

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