

# Moving On Accreditation

## Teacher's Handbook

For Moving On 3<sup>rd</sup> Edition  
Moving On Literacy and Numeracy  
Functional Skills

2017/18

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This information supersedes that of previous editions of the Moving On Accreditation Handbook.

[www.equals.co.uk](http://www.equals.co.uk)

## Moderation Administration

### 1. Introduction

The EQUALS Moving On 3rd Edition is structured in five, one year programmes; Adventurer, Explorer, Traveller, Voyager and Globetrotter. Literacy and Numeracy courses are also available and a new 5 year Literacy, Numeracy and ICT course is in production. These allow the students to be assessed and awarded certificates that are externally moderated and nationally recognised. The accreditation is awarded by EQUALS and is assessed against clear standards that relate to national norms such as the P Scales. There is no minimum or maximum number of units for which the student may be entered in any one year.

These curriculum specifications form a comprehensive package appropriate to the needs of young people aged 14+ and adults with learning difficulties. They comprise a breadth of relevant and stimulating learning opportunities, which can be used to address students' individual objectives and prepare young people for adult life. Courses of Study include World Studies, Independent Living and Vocational Skills as well as Literacy, Numeracy and Functional Skills. Key Skills can be delivered within the curriculum, as stand alone subjects or as a combination of both. The Moving On curriculum also offers a breadth of experience within which the pupil's Individual Education Plan (IEP) can be met.

Centres wishing to receive accreditation that will be awarded by EQUALS please contact the EQUALS office by e-mailing [admin@equalsoffice.co.uk](mailto:admin@equalsoffice.co.uk) or telephone 0191 2721222. **EQUALS Moving On is part of the 14-19 EsSENTials package offered by EQUALS which is currently being rebranded esSENTials for life 14+. However, the content of the curriculums will not change. Visit [www.equalsoffice.co.uk](http://www.equalsoffice.co.uk) if you wish to view previews of resources.**

Moving On accreditation is based on good practice and peer moderation which supports teachers' continuing professional development and values their professional judgement and integrity. Advice on how to manage the administrative workload will be provided by your regional moderator (Contact the EQUALS office) but here are a few tips:

- Teacher statements can be used for Annual Reviews or other reports.
- Evidence sheets with photographs can be used as part of the student's Progress File.
- Key Skills can be used as a framework for IEP targets.

### 2. Registration

Centres need to register with EQUALS if they wish to secure accreditation for their students. This needs to be done during the first half of the autumn term.

### 3. Schedule of accreditation for the centres

Accreditation of students can now take place three times per year in autumn, spring and summer. However, most centres submit results in the summer term.

### **Throughout the year:**

Collect evidence of achievements for each unit.

Complete evidence portfolio for each unit.

Maintain evidence portfolio for Key Skills.

Stay in touch with your Regional Support Advisor/Moderator. Visit [www.equals.co.uk](http://www.equals.co.uk) for contact details.

### **In the Autumn Term**

Fill in and return the registration form and fee to EQUALS.

Attend a Regional Training Day (Particularly recommended for new users).

**\*Please e-mail or telephone your moderator if you are planning to attend a Regional Training Day**

### **In the Spring Term**

Attend a Regional Training Day (Recommended).

Continue collating evidence.

### **In the Summer Term**

Complete a portfolio of evidence for each student.

Carry out an internal moderation of all students who are to be accredited.

Fill in relevant pages of the Passport to Learning (replacing the Moving On Student Moderation Booklets) for **all** students.

Select the portfolios of **3 students for every 10** who are entered for accreditation.

Present these portfolios at a moderation meeting where an external moderator will be in attendance.

Present relevant pages of the Passport to Learning for **all** students to moderator who will check them, sign the validation form and return them to EQUALS.

EQUALS will send you the certificates to be presented to the students.

## **4. Postal Moderation**

Those who wish to use postal moderation are encouraged to attend at least one Regional Training day. However, if you are unable to attend the moderation meeting in June/July you may use the postal moderation system. **There will be an additional charge of £149+VAT to use this system. PRIOR NOTICE WILL BE REQUIRED.**

For further details and an application form please contact Clare Caveney at the EQUALS office, tel: 0191 2721222 or e-mail [admin@equalsoffice.co.uk](mailto:admin@equalsoffice.co.uk) as early as possible, in order to make arrangements for Postal Moderation.

The following paperwork will be required:

- Relevant pages of Passport to Learning for **all** students.
- Portfolios of work for **three out of every ten** students to be moderated.

## 5. Costs

To register for accreditation: £95 (Members) £215 (non-members)

<u>Certification</u>	£1.75 for each Standard certificate awarded
	£1.75 for each Completion certificate awarded
	£1.75 for each Outstanding Achievement certificate awarded

## 6. Moderation and Re-submission

In the event that the evidence in the student portfolio is considered to be unacceptable by the external moderator, the centre will be asked to re-submit the relevant portfolios. It is also recommended that centres attend the Regional Moderation Training Workshops in preparation for the moderation. The workshops will include support with how to prepare for external moderation as well as general advice on planning and assessment with Moving On.

In the event of disagreement the materials will be sent to the EQUALS Moving On Co-ordinator who will liase with the submitting school.

## Moderation Guidance

### 1. Portfolio of Evidence

A portfolio of evidence must be prepared for each student being entered for accreditation (See pages 11-16 for examples and 21-23 for Student Portfolio proforma). A student portfolio proforma is downloadable from the 14+ page on the EQUALS website [www.equals.co.uk](http://www.equals.co.uk). A portfolio of evidence should consist of the following documentation:

- Optional Front Sheet or Integrated Sheet containing Course of Study, Subject Area, Unit Content and Learning Outcomes (See pages 11 and 15). This should also have a tutor signature and be dated.
- Evidence Sheets containing photograph (if appropriate) and teacher statement (See pages 12, 13, 14 and 16).

The centre's Moving On Co-ordinator and Internal Moderator must sign the Validation Sheet (See page 19) only after having moderated all student portfolios.

#### **For Subject and Individual Unit Entry**

Students can be accredited for subjects and/or units in the 5 year Moving On programme, Literacy and Numeracy, and Functional Skills. The appropriate moderation forms in the Passport to Learning should be filled in for each student. There should be clear teacher statements of the evidence submitted and at what level the student has achieved. This evidence can be in the form of annotated photographs, written statements or teachers annotated examples of the students own work.

#### **For Key Skills Entry**

Evidence to accredit key skill levels for students should be embedded within the written teacher statements made for subject moderation. Key Skill teacher statements should be identified by adding an appropriate coloured sticker next to the relevant part of the statement (See pages 12-14). If each sheet of the student portfolio is numbered then a page reference can then be added to the Key Skills Moderation Form (see page 18), to endorse which Key Skill is being accredited, indicating level. At least three references will be needed to support each Key Skill and to give a range of situations in which a Key Skill has been practised at an assessed level.

If **Key Skills** were addressed in that unit a colour-coded mark should be placed on the proforma to indicate this.

<b>Communication</b>	<b>RED</b>
<b>Application of Number</b>	<b>YELLOW</b>
<b>Information Technology</b>	<b>GREEN</b>
<b>Problem Solving</b>	<b>BLUE</b>
<b>Working with Others</b>	<b>BLACK</b>
<b>Improving own Performance and Learning</b>	<b>ORANGE</b>

The key skill achievement is then recorded on the Key Skills Moderation Form (See page 18). This must clearly state what Key Skills are being accredited and at what level. It should also show cross references to the unit in which the Key Skill was addressed and evidence gained.

**Please note that all evidence submitted must:**

1. Clearly indicate the specific student behaviour that took place. Level of support can be embedded within the evidence.
2. Indicate the range of activities that took place within the unit area or in the case of key skills the range of learning that took place across the subject areas.
3. Reflect the language of the 10 Stage Achievement Continuum.
4. Embed Key Skills, as appropriate.

**Additional guidelines:**

In recording student progress:

- Briefly describe relevant aspects of the context.
- Describe the level of support given.
- Describe the quality of response e.g. by noting whether a skill is transferred to a new situation (generalisation), used spontaneously, practised more fluently or refined.
- The quality of the experience should reflect the Achievement Continuum (see page 9).
- Record against Achievement Continuum e.g. 'Hit single switch and laughed when the fan came on' rather than 'He enjoyed the fan'.
- May use photographic evidence or a written description (especially relevant for L1 – 3).

**Subjects are assessed against the 10 Stage Achievement Continuum.**

**In order to pass a subject there must be evidence from all three units and the student must pass all of the elements within the level description.**

**Units are assessed against the 10 Stage Achievement Continuum. Evidence must reflect the level awarded.**

## **2. Preparation for Moderation**

1. Ensure that all evidence has been collected and presented in a clear way.
2. Fill in relevant pages of Passport to Learning for **all** students.
3. Arrange to attend a moderation meeting.
4. **Select 3 examples of work for every ten students entered which reflect a spread of levels and centre assessors.**

## **4. Moderation Meetings**

1. Take with you the selected examples of work. **It would be helpful if you could also include a brief profile of the student (see enclosed example, page 10).**
2. Take with you the Passports to Learning for ALL of the students entered and a validation form signed by the Moving On co-ordinator and a different internal moderator.
3. The moderator will check the moderation forms, sign the validation form and send them to EQUALS along with a Moderator's Feedback Sheet.
4. EQUALS will send to you the certificates awarded to the students, a Centre Letter of Recognition and a copy of the Moderator's Feedback Sheet.

## 4. Certificates

### a. Accreditation of individual units

If your students have not completed all three units for a subject area, you may award them an EQUALS Moving On certificate that identifies the units passed.

The normal procedures for moderation should be followed with regard to evidence and administration.

### b. Format of certificates for subjects and individual units

**Subject certificates (where all three units are complete for each subject entered) can be awarded in 2 formats:**

- each certificate will indicate programme, course of study and the **subject areas only**. This is the format that enables all relevant information to be included on one certificate for each student. (Cost £1.75 per certificate).
- each certificate will indicate programme, course of study, **subject area with units listed under each subject**. This format may require separate certificates for each course of study, because of the additional information. There may be an increased cost per student for example £5.25 for 3 certificates (one certificate for each course of study).

Please tick the relevant box at the bottom of the subject moderation form in the Passport to Learning to indicate which certificate is required.

**Format for individual unit certificates (where students have not completed all three units for a subject area):**

- each certificate will indicate programme, course of study, subject areas and units. Please list clearly the appropriate units on the unit moderation form. This format may require separate certificates for each course of study, because of the additional information.

### c. NEW Completion Certificate and Outstanding Achievement Certificate

From September 2015, EQUALS will award **Completion certificates** for the following:

- To students that have completed 15 units in a specific subject area across the 5 year Moving On programme, for example, in Science or Daily Living Skills.
- To students that have completed all the units in Literacy and / or Numeracy.

The units can be completed by the student over a number of years or within a year.

The centre should keep a record of results to facilitate this. The cost per certificate is £1.75.

**Outstanding Achievement certificates** are available and will list any activity in school, work or leisure where a student has performed exceptionally. The cost per certificate is £1.75.

## 4. Feedback Form

The feedback form should be used for external moderation with comments on the quality of the evidence submitted and then used to inform future internal moderation. It will be sent to the EQUALS office by the external moderator and forwarded to centres.



## 10 Stage Achievement Continuum for Moving On

Learning outcomes relate to the teaching of subjects and indicate the levels of achievement that are required.

Words to be used when recording a students progress (highlighted in bold).

- |                       |   |
|-----------------------|---|
| 1. Encounter          | Characterised by <b>presence and reflex responses</b>                                     |
| 2. Early awareness    | Characterised by <b>fleeting attention and inconsistent responses</b>                     |
| 3. Interest           | Characterised by <b>more consistent and differentiated reactions</b>                      |
| 4. Supported          | Characterised by <b>cooperation and engagement participation</b>                          |
| 5. Active involvement | Characterised by <b>recognition, anticipation and proactive responses</b>                 |
| 6. Development        | Characterised by <b>remembered responses and intentional communication</b>                |
| 7. Exploration        | Characterised by <b>concentration, recall and observation</b>                             |
| 8. Initiation         | Characterised by <b>established responses and conventional communication</b>              |
| 9. Consolidation      | Characterised by <b>the formation of skills, knowledge, concepts and understandings</b>   |
| 10. Application       | Characterised by <b>the application of skills, knowledge, concepts and understandings</b> |

# THIS IS ME!

**I do not like / I get worried about:**

Sometimes I worry about changes and doing new things on my own.

**I am called:**

Jamie

**My birthday is:**

**I am not so good at:**

Listening sometimes to instructions.

**My favourite activities are:**

Gardening.  
Cooking my own lunches.



**I am good at:**

Talking.  
Drama.  
Music.  
Handling money on my own.  
Solving problems as part of my everyday routines.  
Work experience.

**Support I need:**

Sometimes some reminders if I am feeling unsure when doing something on my own.  
An advocate to discuss my worries and needs.

**I communicate by:**

Talking - though I do need reminding to listen.  
I use the computer to record short pieces of information.  
I read my own timetable, personal information and magazines independently.

## Example of a Front Cover and Evidence Sheets for Submitting a Subject for Moderation

**Explorer**

**Course of Study: Independent Living**

**Subject Area: Daily Living Skills**

### **Unit Content:**

Outdoor gardening

**The student will learn about and experience outdoor gardening.**

Preparing picnics

**The student will learn about and experience preparing picnics.**

Using cleaning products

**The student will learn about and experience using cleaning products.**

**Centre: The Dales School**

**Candidate Name: Jamie**

**Tutor Name: A. Henderson Signature: A.Henderson**

**Date: March 2015**

**Differentiated Learning outcomes –**

**In this subject area, the level will be characterised by:**

**Level 9**

### **Consolidation**

**The formulation of skills, knowledge, concepts and understanding relating to outdoor gardening.**

**The formulation of skills, knowledge, concepts and understanding relating to preparing picnics.**

**The formulation of skills, knowledge, concepts and understanding relating to using cleaning products.**



Name	Jamie
Date	March 2015
Subject	Daily Living Skills
Unit	Outdoor gardening

Learning outcome commentary:-

Jamie is pictured above preparing the allotment for planting by independently digging over the soil and removing the weeds into a wheelbarrow. Jamie understands that this is a necessary operation to prepare the land for planting. He used his skills and knowledge to follow the whole process through the season up to harvesting the vegetables.





Name            Jamie  
Date            March 2015  
Subject        Daily Living Skills  
Unit            Preparing picnics

Learning outcome commentary:-

Jamie is pictured above completing his own sandwich in preparation for his picnic. He used his knowledge of potential fillings to make a decision about which sandwich he would like. He is aware of all the components of the picnic and understands that certain foods are not practical to pack. He has formulated the concept of a balanced, healthy picnic and can word process his menu. He was given a set amount of money to buy his own ingredients and managed to stay within budget.





Name	Jamie
Date	March 2015
Subject	Daily Living Skills
Unit	Using cleaning products

Learning outcome commentary:-

Jamie is pictured above filling the dishwasher. He uses his knowledge of cleaning products to know that he needs to handle the dishwasher powder carefully as it is a hazardous substance. He can recognise the symbols for hazardous and irritant substances.



## Example of a Front Cover and Evidence Sheet for Submitting a Unit for Moderation

**Programme: NA**

**Course of Study: Numeracy**

**Subject Area: Subject Area: num.2 Patterns in everyday life**

**Unit Content:**

**1. C. Maths for design: The students will learn about and experience how mathematical concepts are used to plan and design living spaces, gardens, clothes and maps**

**Level Attained:**

10

<p><b>1. ENCOUNTER</b> – Presence and reflex responses. Pupils are present during an activity or experience. Participation is fully promoted. Pupils tolerate, remain passive or resist. Pupils show simple, reflex responses to encounters. Difficult to say if any learning has occurred.</p>	<p><b>2. EARLY AWARENESS</b> – Fleeting attention and inconsistent responses. Pupils begin to show an awareness of activities and experiences. Pupils notice, briefly focus on, or attend briefly to object, event or other person. Pupils may briefly appear alert and focused; they begin to respond to what is happening but lack consistency.</p>	<p><b>3. INTEREST</b> – More consistent and differentiated reactions. Pupils begin to show an interest in people, events and objects. They respond to people, events and objects with increasing consistence. Pupils begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.</p>
<p><b>4. SUPPORTED PARTICIPATION</b> – Co-operation and engagement. Pupils accept supported participation. They co-operate with shared exploration. Pupils engage in activities. Pupils participate in shared activity, although their responses may be supported by staff or others.</p>	<p><b>5. ACTIVE INVOLVEMENT</b> – Recognition, anticipation and proactive responses. Pupils begin to be proactive in their interactions; they intentionally reach out, join in or comment in some way on the activity or the responses of others. Pupils recognise familiar people, events and objects. They may communicate consistent responses to a familiar sequence of events</p>	<p><b>6. DEVELOPMENT</b> – Remembered responses and intentional communication. Pupils begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Pupils begin to communicate intentionally; they seek attention through eye contact, gesture or action. They request events or activities.</p>
<p><b>7. EXPLORATION</b> – Concentration, recall and observation. Pupils begin to explore materials in increasingly complex ways. They concentrate for longer periods of time and participate in shared activities with less support. Pupils remember responses over extended periods and they observe the results of their actions with interest.</p>	<p><b>8. INITIATION</b> – Established responses and conventional communication. Pupils begin to initiate activities. They may respond to options and choices with actions or gestures. They great known people and use emerging conventional communication. Pupils maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods</p>	<p><b>9. CONSOLIDATION</b> – Formation of skills, knowledge, concepts and understandings. Pupils gain, strengthen or make general use of skills, knowledge or understandings that relate to their experience of the world around them. Pupils are aware of cause and effect and know that certain actions produce predictable results. Pupils supply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.</p>
<p><b>10. APPLICATION</b> – Application of skills, knowledge, concepts and understandings. Pupils apply their skills, knowledge and understandings to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar straight forward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Pupils can apply knowledge or skills used in one familiar activity to another, using this to solve simple problems. Pupils can use appropriate communication in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.</p>		

**Candidate Name: Michael**

**Centre:**

**Tutor Name:**

**Tutor Signature:**

**Date:**

**Name:** Michael

**Date:** June 2015

**Subject:** Numeracy

**Objective:** MATHS FOR DESIGN – To use mathematical concepts to plan and design spaces, rooms and objects.

**Comment:**

Michael has demonstrated good understanding of shape both 2D and 3D. He applied his skills and knowledge of place and shapes to design the classroom from a bird's eye view using a key for what each shape represented. He was accurate when explaining to staff where he would put each object. He used problem solving skills to continue a repeating pattern 4 term pattern and transferred these shape and pattern concepts to decorate a photo frame and design a mini garden. He showed an understanding of measure when measuring certain items in his garden. Michael used simple map co-ordinates to play 'guess where I am' on a map and find hidden treasure in a tray with grids. He needed support at first but picked up the concept quickly.



<p><b>1. ENCOUNTER</b> – Presence and reflex responses. Pupils are present during an activity or experience. Participation is fully promoted. Pupils tolerate, remain passive or resist. Pupils show simple, reflex responses to encounters. Difficult to say if any learning has occurred.</p>	<p><b>2. EARLY AWARENESS</b> – Fleeting attention and inconsistent responses. Pupils begin to show an awareness of activities and experiences. Pupils notice, briefly focus on, or attend briefly to object, event or other person. Pupils may briefly appear alert and focused; they begin to respond to what is happening but lack consistency.</p>	<p><b>3. INTEREST</b> – More consistent and differentiated reactions. Pupils begin to show an interest in people, events and objects. They respond to people, events and objects with increasing consistence. Pupils begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.</p>
<p><b>4. SUPPORTED PARTICIPATION</b> – Co-operation and engagement. Pupils accept supported participation. They co-operate with shared exploration. Pupils engage in activities. Pupils participate in shared activity, although their responses may be supported by staff or others.</p>	<p><b>5. ACTIVE INVOLVEMENT</b> – Recognition, anticipation and proactive responses. Pupils begin to be proactive in their interactions; they intentionally reach out, join in or comment in some way on the activity or the responses of others. Pupils recognise familiar people, events and objects. They may communicate consistent responses to a familiar sequence of events</p>	<p><b>6. DEVELOPMENT</b> – Remembered responses and intentional communication. Pupils begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Pupils begin to communicate intentionally; they seek attention through eye contact, gesture or action. They request events or activities.</p>
<p><b>7. EXPLORATION</b> – Concentration, recall and observation. Pupils begin to explore materials in increasingly complex ways. They concentrate for longer periods of time and participate in shared activities with less support. Pupils remember responses over extended periods and they observe the results of their actions with interest.</p>	<p><b>8. INITIATION</b> – Established responses and conventional communication. Pupils begin to initiate activities. They may respond to options and choices with actions or gestures. They great known people and use emerging conventional communication. Pupils maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods</p>	<p><b>9. CONSOLIDATION</b> – Formation of skills, knowledge, concepts and understandings. Pupils gain, strengthen or make general use of skills, knowledge or understandings that relate to their experience of the world around them. Pupils are aware of cause and effect and know that certain actions produce predictable results. Pupils supply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.</p>
<p><b>10. APPLICATION</b> – Application of skills, knowledge, concepts and understandings. Pupils apply their skills, knowledge and understandings to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar straight forward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Pupils can apply knowledge or skills used in one familiar activity to another, using this to solve simple problems. Pupils can use appropriate communication in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.</p>		

Signed: *Teacher*



Refer to exemplars pages 12-14. Curriculum area: Daily Living Skills for Jamie. Further evidence can then be added from other curriculum areas ie. evidence from three different areas.

## Key Skills Form (in Passport for Learning)

	Key Skill	Level	Evidence page numbers
Explorer	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)	9	12, 13, 14
	Working with others (black)		
	Improving own learning and performance (orange)		

**Student Name:** Jamie

**Centre:** The Dales School

## Moving On Moderators Feedback Sheet

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Moderator Name:

Date of moderation meeting:

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Centre Contact: .....

Centre: .....

School Address: .....

Post Code: ..... Tel No: .....

No. Students entered:

No. of Portfolios viewed:

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### **How well did the evidence submitted for moderation:**

1. Clearly indicate the specific student behaviour that took place?

Very well       Quite well       Satisfactorily       Needs to be resubmitted

2. Indicate the range of activities that took place within the unit area or in the case of key skills the range of learning that took place across the subject areas?

Very well       Quite well       Satisfactorily       Needs to be resubmitted

3. Reflect the language of the expected learning outcomes?

Very well       Quite well       Satisfactorily       Needs to be resubmitted

4. Indicate the level of support required to achieve with physical intervention, with some form of formal communication system of intervention and without adult intervention?

Very well       Quite well       Satisfactorily       Needs to be resubmitted

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### **Further Comments and Future Advice**

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**Signature of Moderator:** ..... **Date:** .....

# Validation Form

Centre: \_\_\_\_\_

I confirm that a portfolio of evidence has been completed for each student entered for Moving On accreditation at the above centre:

Name of Moving On Co-ordinator:

Signature:

Date:

Name of Internal Moderator:

Signature:

Date:

Name of External Moderator:

Signature:

Date:

# Student Portfolio Proforma

## Front Page

**Programme:**

**Course of Study:**

**Subject Area:**

**Unit Content**

**Centre:**

**Candidate Name:**

**Tutor Name:**

**Date:**

**Learning Outcome – Level:**

**In successfully completing this unit the student will:**

# Student Portfolio Proforma

## Evidence Page Example 1

Insert Photo

**Name**

**Date**

**Subject**

**Unit**

**Evidence**

*Guidance*

- *Context*

*Clearly describe the context/activities and include the language used in the Unit Content. Explain the context of the photograph, as appropriate.*

- *Learning Behaviour*

*Clearly describe the specific student behaviour that took place and the nature of support required. Include the language used in the Set i.e. learning outcome. Explain what the student is doing in the photograph, as appropriate.*

- *Key Skills*

*Embed reference to Key Skills, as appropriate.*

