



International Quality Report Form

(including Pearson's Self Regulated Framework customised qualifications)

Centre details and certification

Centre name and Country	Centre number					
Marj Alhamam Secondary Vocational Comprehensive School for Boys - Jordan	96294					
Number of sites at which delivery takes place	1					
Please give details of the sites (Postal address of each site; size; activity level)						
Marj Alhamam Secondary Vocational Comprehensive School for Boys is a state school operating under the Ministry of Education which provides education to approximately 856 learners. It operates on just one site and has a postal address of Education Housing, Schools' Vocational Street, Marj Alhamam, 11118.						
In September 2023 the school commenced delivery of five BTEC International Level 2 Diploma size qualifications in Agriculture, Business, Engineering, Hospitality and Information Technology to learners in grade 10. This qualification is being delivered alongside the Jordanian Common Curriculum.						
For the BTEC International Level 2 Business (Jordan) programme which this report relates, there are presently 18 registrations, with each learner seeking certification at the end of July 2024.						
Standards Verifier/External Examiner name	AA number					
Jo Kershaw-Sharp	525416					
Date of sampling	Duration	Method	Visit Number			
28 February 2024	7 hours	Remote	1 of 2			
Name and <u>email address</u> of person who has authority and responsibility for the management and delivery of Pearson's qualifications	Role in the organisation					
Mr Mahmoud Darwesh - 9761046301@moej.edu.jo	Principal (Centre Manager)					
Name of people to whom feedback was presented	Role in the organisation					
Mr Mahmoud Darwesh	Principal (Centre Manager)					
Ms Rawhieh Hamad	Educational Supervisor					
Mr Monther Al Tamimi	Quality Nominee (New)					
Mr Nahar Ibrahim Issa Al-Adwan	Former Quality Nominee					
Mr Hamza El Manaseer	Assessor					
Programme title including size, level and framework	Programme number/ code	Language of delivery and assessment	Number of registrations at centre	Mode of delivery	Number of registrations on EOL	Certification Released/ Certification Pending/ Certification Pending with limited certification

						/ NYFS
BTEC International Level 2 Diploma in Business (Jordan)	HHYX3	Arabic	18	Remote	18	NYFS

*NYFS denotes Not Yet Fully Sampled

**NYFS only for length of time of first cohort

*** In case of Certification Pending with Limited Certification, attach a limited certification form

Date form completed and submitted

28 February 2024

Proposed date of next visit

TBC - May / June 2024

Summary of essential actions

By date

Date recorded on last report

N/A - This is the first report

Action points from last report

Comment on progress made in relation to essential action points given in previous reports, indicating specifically any that have not been adequately addressed

No previous actions as this is the first standards verification activity

N/A

Areas of good practice

Identify any areas of particularly good practice **not mentioned** in other sections of this report

No further areas of particularly good practice to mention, that have not been included in other sections of this report.

General comments

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

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

- a) BTEC programme administration for the qualification covered within this report is overseen by the centre's Quality Nominee.
- b) Communication with the centre via both the outgoing and incoming Quality Nominee has been

excellent.

- c) Standards verification sampling took place remotely. All requested learner work and documentation was sent electronically via four zip folders (one for each unit) attached to email ahead of the remote visit day. The Interpreter had access to all materials in a mix of both paper and electronic form on the actual day itself which could be seen via the camera in use during the remote working day. The Educational Supervisor was able to identify during the remote visit where requested evidence could be found. The Educational Supervisor verbally translated requested sections from Arabic into English, all of which was extremely easy to follow.
- d) No issues arose during remote standards verification activity.

Detailed comments

1. Centre management systems	
1.1 Senior management are allocating appropriate time to support qualification delivery/review	N/A
1.2 Systems are in place to monitor and evaluate the effectiveness of all qualification delivery and assessment staff and to make changes when required	N/A
Your comments:	
1.1 Not Applicable.	
1.2 Not Applicable.	
Essential action required?	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	
None.	N/A

2. Published documentation is in place and being used for:

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

Your comments:

- 2.1** Not Applicable.
- 2.2** Not Applicable.
- 2.3** Not Applicable.
- 2.4** Not Applicable.
- 2.5** Not Applicable.
- 2.6** Not Applicable.
- 2.7** Not Applicable.
- 2.8** Not Applicable.
- 2.9** Not Applicable.
- 2.10** Not Applicable.
- 2.11** Not Applicable.
- 2.12** Not Applicable.
- 2.13** Not Applicable.
- 2.14** Not Applicable.
- 2.15** Not Applicable.
- 2.16** Not Applicable.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

3. Registration and student/learner support

3.1 There are systems in place to ensure the accurate and timely registration and certification of identified students/learners in accordance with Pearson's published policies and timelines	N/A
3.2 The centre is recruiting with integrity	N/A
3.3 The centre is identifying and providing the specialist support that some students/learners need e.g. equipment adaptation	N/A
3.4 The centre recognises students'/learners' previous achievements to enable credit transfers and exemptions where applicable	N/A
3.5 The centre has provided a student/learner handbook which contains accurate information about the centre, the qualification; unit certification; any special equipment that they have to buy and progression	N/A
3.6 The centre has produced a programme specification for Level 3 International Foundation Programme for Higher Education in Business and each HN Level 4 - 5 programme	N/A

Your comments:

3.1 Not Applicable.

3.2 Not Applicable.

3.3 Not Applicable.

3.4 Not Applicable.

3.5 Not Applicable.

3.5 Not Applicable.

Essential action required?

Essential action - any actions here need to be copied into the Summary box on page 1	No
None.	By date
Recommendation	By date
None.	N/A

4. Programme delivery	
4.1 Human resources	
4.1.1 The centre employs, updates, trains and supports a sufficient number of appropriately qualified staff to ensure appropriate management, delivery, assessment and internal verification.	N/A
4.1.2 Trainers/Assessors/Internal Verifiers hold the relevant qualifications to deliver units/qualifications as stated by either the programme specification or the standards setting body	N/A
4.2 Physical resources	
4.2.1 The centre has essential and sufficient equipment, facilities and resources as stated within qualification specifications. (e.g. IT equipment/materials/library).	N/A
4.2.2 Resources are regularly reviewed, maintained and replaced as required	N/A
4.2.3 The centre ensures that learners have full access to required equipment, facilities and resources	N/A
4.2.4 The centre has a healthy and safe working environment for learners undertaking the qualification(s)	N/A
4.3 Delivery	
4.3.1 The centre has delivered accurate qualification structures and unit combinations.	N/A
4.3.2 Delivery methods are appropriate for a vocational qualification.	N/A
4.3.3 Are there distance learners?	N/A
4.3.4 Distance learners' identities are safely confirmed?	N/A
4.3.5 The work of distance learners can be accurately attributed to individual learners	N/A
4.4 For Higher National programmes and BTEC Level 3 International Foundation Programme for Higher Education in Business only , summarise the views expressed by learners, including favourable comments and any concerns raised	N/A
Your comments:	
4.1.1	Not Applicable.
4.1.2	Not Applicable.
4.2.1	Not Applicable.
4.2.2	Not Applicable.
4.2.3	Not Applicable.
4.2.4	Not Applicable.
4.3.1	Not Applicable.
4.3.2	Not Applicable.
4.3.3	Not Applicable.
4.3.4	Not Applicable.
4.3.5	Not Applicable.
4.4	Not Applicable.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

5. Assessment	
5.1 A range of appropriate assessment methods is used. (Give Examples)	Yes
5.2 The centre has taken reasonable steps to ensure that opportunities for plagiarism are removed	Yes
5.3 Learners have signed a declaration confirming that their work is their own	Yes
5.4 For Pearson Set Assignments, the centre made arrangements for the secure delivery with the defined degree of control	Yes
5.5 The centre used Authorised Assignment Briefs	No
5.6 Authorised Assignment Briefs used are amended	N/A
5.7 The assessment tools are fit for purpose i.e. have an appropriate vocational context; written at the right level; written in appropriate language; referenced to the learning outcomes and criteria they address, and will lead to valid assessment outcomes	Yes
5.8 The assessment tools enable the learner to produce appropriate evidence to meet the criteria to which the assessment relates	Yes
5.9 Accurate documented feedback is given to learners	Yes
5.10 Standardisation of Assessor decisions happens where there is more than one Assessor per unit	N/A
5.11 The assessment of learners who are learning at a distance is accurate	N/A
Your comments:	
5.1 It was clear from both the assignment briefs and learner work sampled, that the centre is using a range of appropriate assessment methods. For all four units (1, 2, 3, 4) sampled, the centre had correctly made use of the Pearson Set Assignments. For each unit, version 1 of the Pearson Set Assignment was used. For Unit 1, learners were required to produce a presentation with detailed speaker notes and a report. Unit 2 required learners to produce two separate reports. Unit 3 required learners to produce three separate reports, with an annotated break-even chart and a six-month cash flow forecast also included. Unit 4 required learners to produce a presentation.	
5.2 There was no evidence of plagiarism within the sampled assignments with the sole Assessor also confirming on each completed assessment record sheet, via a physical signature, that the work was the learner's own. The centre advised that all work on each of the four Pearson Set Assignments had been completed by all learners in a school laboratory which houses PCs for learners to work on. It was explained that all work on learner's formal assessments is only carried out in school in front of the teacher, who closely monitors what each learner is doing. The centre explained that learners have been taught about plagiarism and how to reference and use citation in their work where other sources are used.	
5.3 For all sampled learners, an appropriate learner declaration had been captured on a form the centre had created for each learner for each unit assignment submitted. Each signature was via a physical signature. The centre is advised that the Pearson assessment record sheet can also be used to capture learner declarations with dedicated space for these.	
5.4 The Pearson Set Assignments for Units 1, 2, 3 and 4 were reviewed as part of this sample. The centre confirmed that each was securely delivered, with the necessary defined degree of control. They advised that each Pearson Set Assignment is sent electronically to the centre's Quality Nominee from the Jordanian Ministry of Education. It was explained that each is printed off by the Quality	

Nominee with sufficient copies for each learner, with these being issued to learners by the Assessor at the relevant time. As explained in section 5.2 above, all work by each learner towards each Pearson Set Assignment had been completed in a computer laboratory, where the sole assessing teacher was able to closely monitor what each learner was doing.

5.5 This sample did not include any units where Pearson authorised assignment briefs could be used.

5.6 This sample did not include any units where Pearson authorised assignment briefs could be used.

5.7 As Pearson Set Assignments had been used in their entirety across this Level 2 qualification sampled, which had not been amended, each assessment tool was deemed fit for purpose.

5.8 From the assignment briefs and learner work sampled, it was evident that the assessment materials had enabled learners to produce appropriate evidence to meet each awarded criteria to which the assessment related.

5.9 Sampled learner work showed that good accurate personalised feedback, which reflected the quality of the evidence produced for each assessment criteria, had been given to each sampled learner. This had been included on the respective Pearson assessment record sheet proforma completed. Evidence also showed that feedback had also only been given to learners after an appropriate sample of internal verification of assessment decisions had been carried out.

5.10 Sampled learner work and associated documentation illustrated that each unit is assessed by only one Assessor and thus the need for standardisation of one or more Assessors is not required.

5.11 The centre advised that the qualification is delivered purely face-to-face and not via distance learning.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

6. Internal verification

6.1.1 Verification of the amended Authorised Assignment Briefs and centre devised assignment briefs is thorough, planned, recorded and used to enhance future assessment practice	N/A
6.1.2 IV ensured that Pearson Set Assessment(s) are not amended	Yes
6.2 Verification of sampling of assessment decisions is thorough, planned, recorded and used to enhance future assessment practice	Yes
6.3 Verification records are accurate and available for audit	Yes
6.4 Levels 2/3 only – Any resubmission or retake is supported by accurate documentation signed and dated by the Assessor and Lead Internal Verifier	N/A

Your comments:

6.1.1 This sample did not include any units where Pearson authorised assignment briefs could be used. The sample solely comprised of units 1, 2, 3 and 4, each of which is assessed via a Pearson Set Assignment. As such, the need for internal verification on amended Authorised Assignment Briefs and centre devised assignment briefs was not necessary.

6.1.2 Evidence contained within the sample showed that internal verification processes within the centre had ensured that the Pearson Set Assignment used for each of the four sampled units (1, 2, 3, 4), had not been amended in any way. This was also verbally confirmed by the centre during the remote visit. The centre advised that internal verification is carried out in a reciprocal arrangement by a different Assessor in a neighbouring school.

6.2 Evidenced completed internal verification of assessment decisions documentation, making use of an appropriate Pearson proforma, demonstrated that the verification of sampling of assessment decisions is thorough, planned, recorded and used to enhance future assessment practice. For all sampled units (1, 2, 3 and 4), evidence showed that an appropriate sample size of assessment decisions had been reviewed and across the grades awarded by the sole Assessor, each of which was also timely to assessment. As detailed in section 6.1.2 above, all internal verification has been carried out by an Assessor in a neighbouring school.

6.3 Fully completed internal verification of assessment decisions documents were supplied for each unit (1, 2, 2 and 4) sampled. These were accurate and included dated physical signatures which both authenticated the internal verification process and showed that the Internal Verifier's feedback comments had been received by the Assessor. All completed documents provided the necessary full audit trail.

6.4 The sample of units reviewed, indicated that resubmission opportunities were not given to any learners for the completed assignments for Units 1, 2, 3 and 4. This was also verbally confirmed by the sole Assessor. There was also no evidence of retake opportunities needing to be or actually being given.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

7. For Higher National programmes on the Regulated Qualification Framework (RQF) / Pearson BTEC Level 3 International Foundation Programme for Higher Education in Business / Qualifications and Credit Framework (QCF) / Self Regulated Framework (SRF)

7.1 The centre has assured the academic standards of the Higher National programme(s) and BTEC Level 3 International Foundation Programme for Higher Education in Business assessed by conducting an annual assessment board. (please provide details in the comments section to confirm if you attended the assessment board OR minutes were made available)	N/A
7.2 For Higher National programme and BTEC Level 3 International Foundation Programme for Higher Education in Business assessed in English, Learners meet Pearson's Language requirements as specified on our website	N/A
7.3 Any resubmission is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
7.4 Any repeat is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
7.5 The centre has completed the Annual Programme Monitoring Report Form(s)	N/A
7.6 Marketing materials (website and brochure) for the Higher National programme (s) and BTEC Level 3 International Foundation Programme for Higher Education in Business are accurate	N/A

Your comments:

- 7.1** The programme being delivered by the centre and verified was a Level 2 qualification.
- 7.2** The programme being delivered by the centre and verified was a Level 2 qualification.
- 7.3** The programme being delivered by the centre and verified was a Level 2 qualification.
- 7.4** The programme being delivered by the centre and verified was a Level 2 qualification.
- 7.5** The programme being delivered by the centre and verified was a Level 2 qualification.
- 7.6** The programme being delivered by the centre and verified was a Level 2 qualification.

Essential action required?	No
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Assessment sampling

Sample number	1	
Programme code, title, size, level and Framework		Assessor name
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)		Hamza El Manaseer
Unit number and title	Learner name	
1 - Business Purposes	Radwan Shalan	
Learner registration number	SD11911	
Standards and learner performance		
Has the Assessor accurately assessed the learner work		Yes
Justification		
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Applied to the Agriculture sector given in the Pearson Set Assignment scenario, the learner selected and investigated two appropriately contrasting business organisations (BASF and DuPont). For each, their purpose (including aims and objectives) was appropriately identified with good information provided.</p> <p>A.P2 - Good descriptions were produced by the learner of the different types of business ownership and the size, scale and classification of each of the same two different business organisations, with good work provided.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>		
Essential action required?	No	
Existence of an essential action here will suspend certification for this programme		No
Essential action - any actions here need to be copied into the Summary box on page 1	By date	
None.	N/A	
Recommendation	By date	
None.	N/A	

Sample number	2
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
1 - Business Purposes	Hashem Al Manasir
Learner registration number	SD11913
Standards and learner performance	
Has the Assessor accurately assessed the learner work	
Yes	
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>B.P3 - Applied to the agricultural business environment, in line with the Pearson Set Assignment scenario, the learner had produced appropriate descriptions of their characteristics.</p> <p>B.P4 - Produced with B.M2, the learner had provided good work which described well the range of external factors that influence the same agricultural business environment.</p> <p>B.M2 - Produced with B.P4, the learner had also produced good explanations of the impact that each external factor described for B.P4 had on both the business environment and the operations of a specific business, NADEC.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, B.P3, B.P4, B.M2</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	
By date	
None.	N/A
Recommendation	By date
None.	N/A

Sample number	3
Programme code, title, size, level and Framework	Assessor name
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Hamza El Manaseer
Unit number and title	Learner name
1 - Business Purposes	Asad Alherbawi
Learner registration number	SD11916
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Applied to the Agriculture sector given in the Pearson Set Assignment scenario, the learner selected and investigated two appropriately contrasting business organisations. For each, their purpose was appropriately identified with good sound information provided.</p> <p>A.P2 - Good descriptions had been produced by the learner of the different types of business ownership and the size, scale and classification of each of the same two different business organisations.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4</p> <p>Assessment Decision Internally Verified: No</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Sample number	4
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
2 - Business Organisations	Abel Ra'uof Abuhal tam
Learner registration number	SD11910
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
Number of Assignment Brief(s) Developed: 1 Number of the Assignment Brief Sampled: 1 SV comments on learner's work sampled: A.P1 - Correctly applied to the Giving Back Café, a small social enterprise referred to in the Pearson Set Assignment scenario and an appropriately contrasting large for profit business, Costa Coffee. For each business, the learner provided a good appropriate explanation of their aims and objectives. A.P2 - Making use of the same two appropriately contrasting businesses, the learner provided further appropriate descriptions of their activities. A.M1 - The learner also provided a sound analysis of how the activities given in A.P2 help each of the same two contrasting businesses to meet their aims and objectives. Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, B.P3, B.P4, B.M2 Assessment Decision Internally Verified: Yes SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Sample number	5
Programme code, title, size, level and Framework	Assessor name
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Hamza El Manaseer
Unit number and title	Learner name
2 - Business Organisations	Anas Elmanaseer
Learner registration number	SD11914
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>B.P3 - Correctly applied to the Giving Back Café, a small social enterprise referred to in the Pearson Set Assignment scenario and an appropriately contrasting large for profit business, Costa Coffee. The learner appropriately explained the activities of a range of functional areas across the two businesses.</p> <p>B.P4 - Some appropriate descriptions were provided by the learner on the links between various functional areas, although better distinction could have been made between the two business organisations.</p> <p>B.M2 - The learner provided an appropriate analysis of the links and the interaction between the functional areas of these, however, once again better distinction could have been made between the two business organisations.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, B.P3, B.P4, B.M2</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Sample number	6
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
2 - Business Organisations	Abdallah Mohammed
Learner registration number	SD11917
Standards and learner performance	
Has the Assessor accurately assessed the learner work	
Yes	
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Correctly applied to the Giving Back Café, a small social enterprise referred to in the Pearson Set Assignment scenario and an appropriately contrasting large for profit business, Dutch Bros. The learner provided an appropriate explanation of the aims and objectives of each business in turn, with good work provided.</p> <p>A.P2 - Linked to the same two contrasting businesses, further appropriate descriptions of the activities of each business were given in turn.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4</p> <p>Assessment Decision Internally Verified: No</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Sample number	7
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name Suhib Alqwasmi
3 - Financial Forecasting for Business	
Learner registration number	SD11908
Standards and learner performance	
Has the Assessor accurately assessed the learner work	
Yes	
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Applied to the Pearson Set Assignment scenario of an Italian restaurant business, the learner stated good accurate differences between start-up and operating costs, variable and fixed costs, making good use of examples to illustrate and providing good information.</p> <p>A.P2 - The learner appropriately identified the different sources of revenue for the same restaurant business.</p> <p>A.P3 - Appropriate explanations were provided of the difference between gross and net profit for the same business, with formula and calculations making use of the data contained within the Pearson Set Assignment scenario also used to support these.</p> <p>A.M1 - Making use of the same restaurant, a reasonable analysis attempt of the importance of costs, revenue and profit for the business had been provided, although the work was not overly detailed.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, A.M1, B.P4, B.P5, B.P6, B.P7, B.M2, B.M3</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	
By date	
None.	N/A
Recommendation	
By date	
None.	
N/A	

Sample number	8
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
3 - Financial Forecasting for Business	Amir Alherbawi
Learner registration number	SD11912
Standards and learner performance	
Has the Assessor accurately assessed the learner work	
Yes	
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>B.P4 - Very good relevant descriptions had been provided by the learner of the purpose of using break-even analysis for the Italian restaurant business given in the Pearson Set Assignment scenario.</p> <p>B.P5 - The learner correctly calculated break-even using given data in the Pearson Set Assignment scenario.</p> <p>B.P6 - The learner also prepared an appropriate and accurate six month cash flow forecast using monthly data also provided in the Pearson Set Assignment scenario.</p> <p>B.P7 - An appropriate outline had been provided by the learner of the purpose and benefit of cash flow forecasting for the same Italian restaurant business.</p> <p>B.M2 - The learner appropriately demonstrated the impact of changing separately both cost and revenue data on the break- even point.</p> <p>B.M3 - The work presented was weaker than for the other assessment criteria reviewed here. Whilst the learner had analysed weak and strong cash flow for the same Italian restaurant business, they focused a lot of their work on what could be done, rather than what the impact of weak and strong cash flow for the business was. There were traces of this, but it was limited. Just agree with the Assessor to award this assessment criteria.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, A.M1, B.P4, B.P5, B.P6, B.P7, B.M2, B.M3</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
For B.M3, future learners to focus on analysing the impact of weak and strong cash flow for a business organisation.	From September 2024

Sample number	9
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
3 - Financial Forecasting for Business	Mohammed Sughyer
Learner registration number	SD11922
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Applied to the Pearson Set Assignment scenario of an Italian restaurant business, the learner appropriately stated the difference between start-up and operating costs, variable and fixed costs, with the use of illustrating examples.</p> <p>A.P2 - The learner very briefly identified sources of revenue for the same restaurant business which was barely sufficient. The Assessor's decision to award this assessment criteria is just agreed.</p> <p>A.P3 - In contrast to A.P2, the learner provided appropriate explanations of the difference between gross and net profit for the same business, illustrated with actual calculations linked to the restaurant business.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, B.P4, B.P5, B.P6, B.P7</p> <p>Assessment Decision Internally Verified: No</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
For A.P3, future learners to provide more content to fully and sufficiently cover the requirements of the assessment criteria.	From September 2024

Sample number	10
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
4 - The Marketing Plan	Ahmad Elzyoud
Learner registration number	SD11915
Standards and learner performance	
Has the Assessor accurately assessed the learner work	
Yes	
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Applied to the Pearson Set Assignment scenario business of Purely Gum, the learner provided good, clear detailed explanations on how different marketing concepts affect the business.</p> <p>A.P2 - The learner had provided further good, detailed work in which they identified the advantages and disadvantages of an appropriate range of different types of promotion for the same Purely Gum business.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4, B.P5</p> <p>Assessment Decision Internally Verified: No</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A

Sample number	11
Programme code, title, size, level and Framework	Assessor name
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Hamza El Manaseer
Unit number and title	Learner name
4 - The Marketing Plan	Mohammed Yaseen
Learner registration number	SD11919
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>Number of Assignment Brief(s) Developed: 1</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>B.P3 - The learner had produced a good thorough marketing plan for the Pearson Set Assignment scenario business of Purely Gum which was appropriate to the target market.</p> <p>B.P4 - The learner had provided detailed information about brand identity and what Purely Gum should consider when creating theirs, although there was little evidence of the learner having actually created a good brand identity for the gum product detailed in the Pearson Set Assignment scenario. The Assessor's decision to award this assessment criteria is just agreed.</p> <p>B.P5 - Once again applied to the Pearson Set Assignment scenario business of Purely Gum, the learner appropriately detailed the criteria which was used to judge how successful the marketing plan was, with good work again provided.</p> <p>B.M2 - An appropriate justification had been provided by the learner to the marketing plan they had created for B.P3.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, B.P3, B.P4, B.P5, B.M2</p> <p>Assessment Decision Internally Verified: Yes</p> <p>SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
For B.P4, future learners to create a brand identity for a given product.	From September 2024

Sample number	12
Programme code, title, size, level and Framework	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Assessor name Hamza El Manaseer
Unit number and title	Learner name
4 - The Marketing Plan	Yousef Dighaish
Learner registration number	SD11921
Standards and learner performance	
Has the Assessor accurately assessed the learner work	Yes
Justification	
<p>Number of Assignment Brief(s) Developed: 1 Number of the Assignment Brief Sampled: 1 SV comments on learner's work sampled: A.P1 - Applied to the Pearson Set Assignment scenario business of Purely Gum, the learner provided good sound explanations on how different marketing concepts affect the business. A.P2 - The learner had provided further good work in which they identified the advantages and disadvantages of an appropriate range of different types of promotion for the same Purely Gum business. A.M1 - Once again linked to the same Purely Gum business, the learner provided appropriate justification of the types of promotion and the marketing mix to be used by the given business, with detailed work produced. A.D1 - Also applied to Purely Gum, the learner appropriately evaluated how the business organisation could increase profit, with further good work produced. Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, A.D1, B.P3, B.P4, B.P5, B.M2 Assessment Decision Internally Verified: Yes SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
Essential action required?	No
Existence of an essential action here will suspend certification for this programme	
Essential action - any actions here need to be copied into the Summary box on page 1	By date
None.	N/A
Recommendation	By date
None.	N/A