



## 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.						
In 2024/25, the school is also looking to add BTEC Level 3 programmes for the same five subjects.						
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			
04 June 2024	7 hours	Remote	2 of 2			
Name and email address 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 Rawheya Hamad	Educational Supervisor					
Mr Monther Al Tamimi	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

						<b>certification / NYFS</b>
BTEC International Level 2 Diploma in Business (Jordan)	HHYX3	Arabic	18	Face to Face	18	Certification Released

\*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**

04 June 2024

**Proposed date of next visit**

TBC - 2024/25

#### **Summary of essential actions**

#### **By date**

5.9 The date feedback was given to each learner to be accurate on each completed assessment record sheet.

From 04 June 2024

**Date recorded on last report**

28 February 2024

#### **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.

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 who is also the programme's Lead Internal Verifier.

- b) Communication with the centre via the Quality Nominee has been excellent.
- c) Standards verification sampling took place remotely. All requested learner work and documentation was sent electronically via a shared Dropbox link ahead of the remote visit day. The Interpreter had access to all materials in 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, before verbally translating all 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

<b>1. Centre management systems</b>	
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
<b>Your comments:</b>	
<b>1.1</b> Not Applicable.	
<b>1.2</b> Not Applicable.	
<b>Essential action required?</b>	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	
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
<b>2.16 Centre downloaded, signed and uploaded their Terms &amp; Conditions document on Edexcel online (EoL)</b>	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.

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

### **3. Registration and student/learner support**

<b>3.1</b> 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
<b>3.2</b> The centre is recruiting with integrity	N/A
<b>3.3</b> The centre is identifying and providing the specialist support that some students/learners need e.g. equipment adaptation	N/A
<b>3.4</b> The centre recognises students'/learners' previous achievements to enable credit transfers and exemptions where applicable	N/A
<b>3.5</b> 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
<b>3.6</b> 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?**

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

<b>4. Programme delivery</b>	
<b>4.1 Human resources</b>	
4.1.1 The centre <b>employs, updates, trains and supports a sufficient number</b> of appropriately qualified staff to ensure appropriate management, delivery, assessment and internal verification.	N/A
4.1.2 Trainers/Assessors/Internal Verifiers hold the <b>relevant qualifications</b> to deliver units/qualifications as stated by either the programme specification or the standards setting body	N/A
<b>4.2 Physical resources</b>	
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
<b>4.3 Delivery</b>	
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
<b>4.4 For Higher National programmes and BTEC Level 3 International Foundation Programme for Higher Education in Business only</b> , summarise the views expressed by learners, including favourable comments and any concerns raised	N/A
<b>Your comments:</b>	
<b>4.1.1</b>	Not Applicable.
<b>4.1.2</b>	Not Applicable.
<b>4.2.1</b>	Not Applicable.
<b>4.2.2</b>	Not Applicable.
<b>4.2.3</b>	Not Applicable.
<b>4.2.4</b>	Not Applicable.
<b>4.3.1</b>	Not Applicable.
<b>4.3.2</b>	Not Applicable.
<b>4.3.3</b>	Not Applicable.
<b>4.3.4</b>	Not Applicable.
<b>4.3.5</b>	Not Applicable.
<b>4.4</b>	Not Applicable.

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

## 5. Assessment

<b>5.1</b> A range of appropriate assessment methods is used. (Give Examples)	Yes
<b>5.2</b> The centre has taken reasonable steps to ensure that opportunities for plagiarism are removed	Yes
<b>5.3</b> Learners have signed a declaration confirming that their work is their own	Yes
<b>5.4</b> For Pearson Set Assignments, the centre made arrangements for the secure delivery with the defined degree of control	N/A
<b>5.5</b> The centre used Authorised Assignment Briefs	Yes
<b>5.6</b> Authorised Assignment Briefs used are amended	No
<b>5.7</b> 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
<b>5.8</b> The assessment tools enable the learner to produce appropriate evidence to meet the criteria to which the assessment relates	Yes
<b>5.9</b> Accurate documented feedback is given to learners	No
<b>5.10</b> Standardisation of Assessor decisions happens where there is more than one Assessor per unit	N/A
<b>5.11</b> 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 eight units (5, 11, 13, 15, 16, 17, 19, 28) sampled, the centre had correctly made use of the Pearson authorised assignment briefs, as this was the first year of delivery for this programme. For Unit 5, learners were required to prepare and deliver a PowerPoint presentation with speaker notes, a report and some recruitment documentation. Unit 11 required learners to produce a presentation, website and report. Unit 13 required learners to produce two separate reports and a presentation with speaker notes. Unit 15 required learners to produce two reports, a presentation and a financial plan. Unit 16 required learners to produce a presentation and a written review. Unit 17 required learners to produce a student guide and a written report. Unit 19 required learners to produce a report or presentation and preparation, planning documents, a design for product display and provide pictures/annotated photos, feedback from clients/customers and observation records/witness statements. Unit 28 required learners to produce an operational plan and provide video evidence and customer feedback.

**5.2** There was no evidence of plagiarism within the sampled assignments with all Assessors also confirming on each completed assessment record sheet that the work was the learner's own. The centre advised that all work on all assessments has continued to only be completed in school, in either a classroom or school laboratory which houses PCs for learners to work on. The centre previously advised that this allows the Assessor to closely monitor what each learner is doing. The centre also previously explained that learners have been taught about plagiarism and how to reference and use citation in their work where other sources are used. At this remote visit the centre advised that on one occasion where similar work was found from two learners, each learner was questioned. The centre provided evidence of a record of the questions asked and each learner's responses being captured on separate 'Plagiarism Check Template' records. These had also been physically signed by each respective learner and the Assessor. Learners were also required to complete and physically sign a further document to confirm that the work they had produced in this instance was their own and this was sent through to the Jordanian Ministry of Education who the

suspected plagiarism had been reported to. In this instance the similar work was coincidental, however, it demonstrates that the centre, along with the Jordanian Ministry of Education take plagiarism very seriously and have excellent processes in place to minimise it. The centre also reported that this rigour had discouraged all learners from attempting to plagiarise their work.

**5.3** For all sampled learners, evidence was shown of an appropriate learner declaration being captured alongside the Assessor declaration for each submitted assessment. The Quality Nominee's declaration, who is also the Lead Internal Verifier, had also been included, as had the Principal's, as the Head of Centre. Each signature was found to be via a physical signature. The centre advised that the form had been obtained from the Jordanian Ministry of Education. The centre is advised that the Pearson assessment record sheet can also be used to capture learner declarations with dedicated space for these. During the remote visit the Standards Verifier discussed with the centre that electronic declarations can be captured in place of physical signatures and that an accepted form was the full academic email address of each individual. The centre is advised that this would be their Ministry of Education email address which contains their identification number.

**5.4** No Pearson Set Assignments were reviewed as part of this sample. These had been sampled at the first standards verification activity. On that occasion, the centre had advised that each was 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. They had further explained that 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** Evidence contained within the sample showed that the centre had correctly made use of the authorised assignment briefs for Units 5, 11, 13, 15, 16, 17, 19 and 28.

**5.6** No amendments had been made to the authorised assignment briefs used for all units (5, 11, 13, 15, 16, 17, 19 and 28) which were contained within the sample.

**5.7** Across this Level 2 qualification sampled, as authorised assignment briefs had been used which had not been amended, they all had appropriate vocational contexts, had been written at the right level with appropriate language, had appropriately and correctly referenced the applicable learning aims and assessment criteria they addressed and would lead to valid assessment outcomes. Each assignment brief for this programme was subsequently viewed as being 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 appropriate feedback had been given to each sampled learner for each assessment criteria. This had been included on the respective Pearson assessment record sheet proforma completed. The centre verbally advised during the remote visit that feedback to learners is always only given to learners after a sample had been internally verified. The dates of feedback to some sampled learners included on the completed assessment record sheets for Units 15, 16, 17 and 19 did however show that this was prior to the date learner work was internally verified. The centre verbally advised that the dates on the assessment record sheets were clearly inaccurate as feedback to learners was always only given after a sample had been internally verified. The centre is advised to ensure that the feedback dates included on future assessment record sheets are accurate and reflective.

**5.10** An evidenced assessment plan and 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.

<b>Essential action required?</b>	Yes
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
5.9 The date feedback was given to each learner to be accurate on each completed assessment record sheet.	From 04 June 2024
<b>Recommendation</b>	<b>By date</b>
5.3 Include Pearson accepted dated electronic signatures (full academic email address of each individual) of both the learner and Assessor on each completed assessment record sheet in place of a physical signature where this is an easier audit trail method.	Next assessment

## 6. Internal verification

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

### Your comments:

**6.1.1** The evidenced assessment plan and completed internal verification of assignment brief documentation, demonstrated that the verification of the assignment briefs for each unit sampled (5, 11, 13, 15, 16, 17, 19 and 28) is thorough, planned, recorded and used to enhance future assessment practice.

**6.1.2** No units which were subject to a Pearson Set Assignment were reviewed as part of this sample.

**6.2** An evidenced assessment plan and 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 (5, 11, 13, 15, 16, 17, 19 and 28), evidence showed that an appropriate sample size of assessment decisions had been reviewed and across the grades awarded by the respective Assessor, each of which was also timely to assessment.

**6.3** Fully completed internal verification of assessment decisions documents were supplied for each unit (5, 11, 13, 15, 16, 17, 19 and 28) 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 for the units reviewed on this occasion (5, 11, 13, 15, 16, 17, 19 and 28) did not show that any resubmission opportunities had been given. When asked during the remote visit, the centre advised that just one resubmission had been given, but none for any of the sampled learners. The centre was able to explain how these were given and what record is maintained. The Standards Verifier was shown an audit trail of a resubmission being given to the learner. The combination of verbal explanation and evidence demonstrated that each resubmission is supported by accurate documentation which is physically signed and dated by the Assessor and Quality Nominee, in their role of Lead Internal Verifier, as required.

<b>Essential action required?</b>	No
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
6.3 Include Pearson accepted dated electronic signatures (full academic email address of each individual) of both the Assessor and Internal Verifier on each completed internal	Next assessment

verification document in place of a physical signature where this is an easier audit trail method.	
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**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)**

<b>7.1</b> 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
<b>7.2</b> 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
<b>7.3</b> Any resubmission is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
<b>7.4</b> Any repeat is supported by accurate documentation signed and dated by a member of the Assessment Board	N/A
<b>7.5</b> The centre has completed the Annual Programme Monitoring Report Form(s)	N/A
<b>7.6</b> 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.

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

## Assessment sampling

<b>Sample number</b>	1	
<b>Programme code, title, size, level and Framework</b>		<b>Assessor name</b>
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)		Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>	
5 - People in Organisations	Suhib Alqwasmi	
<b>Learner registration number</b>	SD11908	
<b>Standards and learner performance</b>		
<b>Has the Assessor accurately assessed the learner work</b>		Yes
<b>Justification</b>		
<p>Number of Assignment Brief(s) Developed: 2</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Good sound descriptions have been provided on the different structures used within different business organisations.</p> <p>A.P2 - Further good descriptions have been provided on the key job roles and responsibilities within the same different business organisations.</p> <p>A.M1 - Making use of two different named organisations (Al-Raqi Sweets, a local sweet store and Toyota, a large car manufacturer) which have different structures, good comparisons had been provided on how job roles differ in each. Good work had been provided.</p> <p>A.D1 - A good analysis had been provided on the impact of the organisational structure on different job roles in the same selected businesses, with good appropriate use of examples to illustrate.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, A.D1</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>		
<b>Essential action required?</b>	No	
Existence of an essential action here will <b>suspend</b> certification for this programme		No
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1		<b>By date</b>
None.		N/A
<b>Recommendation</b>	<b>By date</b>	
None.	N/A	

<b>Sample number</b>	2
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>
5 - People in Organisations	Amir Alherbawi
<b>Learner registration number</b>	SD11912
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 2</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - Appropriate descriptions have been provided on the different structures used within business organisations.</p> <p>A.P2 - Further appropriate descriptions have been given on the key job roles and responsibilities within business organisations.</p> <p>A.M1 - Making use of two different businesses (a small lumber company and a large medical devices company) with different structures, the learner provided an appropriate comparison of how job roles differ in each organisation.</p> <p>A.D1 - Making use of a small and large organisation, the learner provided an appropriate analysis of the impact organisational structures have on job roles examples in each.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1, A.D1</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>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	3
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b> Amir Alherbawi
11 - Business Online	
<b>Learner registration number</b>	SD11912
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 3        Number of the Assignment Brief Sampled: 1        SV comments on learner's work sampled:        A.P1 - Good detailed explanations have been provided on how different businesses operate online.        A.P2 - Further good explanations have been given by the learner on how changes to the online business environment create opportunities for businesses.        A.P3 - The learner has provided appropriate details of the planning, implementation and operational issues that businesses need to consider when going online.        A.M1 - Applied to the assignment brief scenario business of RC Fun, a good sound analysis had been provided on the planning, implementation and operational issues that businesses need to consider when going online.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, A.M1, 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>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	4
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>
13 - Business Ethics	Yousef Dighaish
<b>Learner registration number</b>	SD11921
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 2            Number of the Assignment Brief Sampled: 1            SV comments on learner's work sampled:            A.P1 - Appropriate explanations had been given on the difference between 'business values' and 'ethical values'.            A.P2 - The learner correctly identified appropriate advantages and disadvantages to businesses of operating ethically.            A.M1 - Applied to the assignment brief scenario business of M &amp; L Chocolates, the learner appropriately analysed the business and ethical values, advantages and disadvantages for the business of operating ethically.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.M1            Assessment Decision Internally Verified: Yes            SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	5
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>
15 - Starting a Small Business	Suhib Alqwasmi
<b>Learner registration number</b>	SD11908
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 3            Number of the Assignment Brief Sampled: 1            SV comments on learner's work sampled:</p> <p>A.P1 - The learner appropriately described a relevant idea for a start-up business, together with its financial and non-financial aims and objectives.</p> <p>A.P2 - The learner appropriately identified the resources required for the same small business idea.</p> <p>A.P3 - The learner had carried out an appropriate skills audit of their own strengths and weaknesses needed to run the business</p> <p>A.M1 - A sound assessment had been provided of the benefits of running your own business, together with appropriate detailed reasons for the choice of the business idea for a logistics service.</p> <p>A.M2 - An appropriate analysis had been carried out on the skills and attributes needed to run the same business idea successfully.</p> <p>A.D1 - A sound evaluation had been provided on the likelihood of the learner being able to achieve the aims and objectives given.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, A.M1, A.M2, A.D1</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>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	6
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b> Mohammad Ibrahim
16 - Working in Teams	
<b>Learner registration number</b>	SD13128
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 2        Number of the Assignment Brief Sampled: 1        SV comments on learner's work sampled:        A.P1 - Making use of good appropriate examples, the learner appropriately explained the characteristics of an effective team with some good information provided.        A.P2 - Applied to a car rental business team, the learner appropriately explained the stages of team development in the selected team.        Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4        Assessment Decision Internally Verified: Yes        SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	7
<b>Programme code, title, size, level and Framework</b>	<b>Assessor name</b>
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>
17 - Managing Personal Finances	Yousef Dighaish
<b>Learner registration number</b>	SD11921
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	Yes
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 2</p> <p>Number of the Assignment Brief Sampled: 1</p> <p>SV comments on learner's work sampled:</p> <p>A.P1 - The learner had appropriately explained the importance of managing personal finances.</p> <p>A.P2 - Further relevant explanations had been given of the purpose of different types of financial services providers and their products.</p> <p>A.P3 - Applied to a scenario of financial hardship, the learner appropriately explained the types of products and services offered by financial providers in this situation.</p> <p>A.M1 - The learner had provided an appropriate analysis of the importance of financial products and services in helping to manage personal finances.</p> <p>Assessment criteria awarded by the assessor: A.P1, A.P2, A.P3, A.M1</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>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	8
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b>
19 - Visual Merchandising and Display Techniques for Retail Business	Anas Elmanaseer
<b>Learner registration number</b>	SD11914
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	Yes
<b>Justification</b>	
Number of Assignment Brief(s) Developed: 2 Number of the Assignment Brief Sampled: 1 SV comments on learner's work sampled:  A.P1 - The learner had made use of two different retail businesses (electronics and technology, clothing and fashion) each operating in different sub-sectors. For each business, the learner had appropriately explained the activities and responsibilities of visual merchandisers, making use of relevant examples to illustrate.  A.P2 - The learner also appropriately explained how the size and sub-sector of retail outlets affect the work of visual merchandisers, with further examples used to illustrate.  Assessment criteria awarded by the assessor: A.P1, A.P2, B.P3, B.P4 Assessment Decision Internally Verified: Yes SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A

<b>Sample number</b>	9
<b>Programme code, title, size, level and Framework</b>	
HHYX3 - BTEC International Level 2 Diploma in Business (Jordan)	<b>Assessor name</b> Mr Hamza Elmanaseer
<b>Unit number and title</b>	<b>Learner name</b> Fahed Al Awamleh
28 - Running a Small Business	
<b>Learner registration number</b>	SD11907
<b>Standards and learner performance</b>	
<b>Has the Assessor accurately assessed the learner work</b>	
Yes	
<b>Justification</b>	
<p>Number of Assignment Brief(s) Developed: 3            Number of the Assignment Brief Sampled: 1            SV comments on learner's work sampled:            A.P1 - Applied to the learner's small business idea of an online clothes retailer appropriate explanations of the importance of preparing an operational plan for the small business had been provided.            A.P2 - A good sound basic operational plan for the small business idea had been given. Good, detailed work provided.            Assessment criteria awarded by the assessor: A.P1, A.P2            Assessment Decision Internally Verified: Yes            SV/EE agrees with the assessor's decision: Yes, if no, list the assessment criteria disagreed N/A.</p>	
<b>Essential action required?</b>	No
Existence of an essential action here will <b>suspend</b> certification for this programme	
<b>Essential action</b> - any actions here need to be copied into the Summary box on page 1	<b>By date</b>
None.	N/A
<b>Recommendation</b>	<b>By date</b>
None.	N/A