

## HODS ASSESSMENT VARIATION TEMPLATE

### DEPARTMENT GRADE VALIDATION DOCUMENT (DGVP):

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Every department will produce a Department Grade Validation Process (DGVP) document.

#### **Completed by the Head of Department**

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.

Where possible indicate which assessment objectives were covered in each piece of assessment evidence, and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

### ASSESSMENT VARIATION TEMPLATE:

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**Any necessary variations for individual students must also be recorded, using this template as part of the DGVP process**

## **Variations for Individual Students**

**[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]**

Candidate name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

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

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

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to their class peers</u> ?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)</p>	

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p><b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b></p>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<p><b>Reason for mitigating circumstances:</b></p>	