BTEC QUALIFICATIONS

STAFF GUIDE

2018/2019

Department:

……………………………………………………

Subject(s):

……………………………………………………

……………………………………………………

OVERVIEW

This handbook has been designed to ensure Quality Assurance on BTEC courses is standardised. This handbook contains important information for the delivery, assessment and quality assurance of all BTEC courses. In order to minimise the amount of information within the handbook, you will be directed to where to find particular information, if it is not included with the handbook. If you have any questions please do not hesitate to contact the QN.

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KEY PERSONAL IN YOUR DEPARTMENT

Department	
Head of Department	
Programme Leader(s)	
Lead Internal Verifier (QCF)	
Lead Internal Verifier (NQF)	
Reserve LIV	
Internal Verifiers	
Qualification(s) being run (Include full titles and levels)	
Assessor(s)	
Examination Officer	Stephen Meakings (smeakings@swr.school)
Quality Nominee	Princess Patterson (ppatterson@swr.school)
Standards Verifier	
Academy Quality Reviewer	TBC

Example - KEY PERSONAL IN YOUR DEPARTMENT

Department	H&SC (Science)
Head of Department	I. Cartwright
Programme Leader(s)	Princess Patterson
Lead Internal Verifier (QCF)	Princess Patterson
Lead Internal Verifier (NQF)	Princess Patterson
Reserve LIV	Gemma Roser
Internal Verifiers	PP / GR / TH / RF
Qualification(s) being run (Include full titles and levels)	BTEC Level 1 / 2 Tech Award in Health & Social care BTEC Level 3 National Extended Certificate in H&SC
Assessor(s)	PP / GR / RF / TH
Examination Officer	Stephen Meakings (smeakings@swr.school)
Quality Nominee	Princess Patterson (ppatterson@swr.school)
Standards Verifier	TBC
Academy Quality Reviewer	TBC

WHAT ARE BTEC QUALIFICATIONS?

Vocationally based (work related),

Managed by external and internally set assignments/assessment,

Quality control processes applied at Academy level,

Quality control measures checked and supported through external samples and an annual visit.

What support is available to help me?

Help	Link/Contact	Information
Edexcel Online	www.edexcelonline.co.uk	Log in and view information relating to the courses being run and links for OSCA2 for Lead Internal Verifiers (QCF) and standardisation material (NQF)
BTEC Specification	www.btec.co.uk	A page for BTEC specifications, set out in subject areas. Includes assessment material, mandatory units, delivery guidance and information relating to external assessment.
BTEC Guidance	http://www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx	Key documents and guidance on the delivery of BTEC qualifications.
Edexcel	http://www.edexcel.com/Pages/Home.aspx	One stop shop for information on all courses and roles within BTEC courses.
Intranet	T- Drive – All Staff – BTEC – BTEC proformas 2016 onwards	All documents and relevant information about running BTEC's at SWR, plus meetings, CPD's and sharing good practice, as well as Quality Assurance and all proforma's.
Quality Nominee	Princess Patterson ppatterson@swr.school	Information regarding the running of courses and quality assurance information. Any questions you may have relating to BTEC. Student progress and support for all your BTEC groups and delivery.
Exams Officer	Stephen Meakings smeakings@swr.school	Student registration numbers, results and course registration. External assessment guidance.

HOW DOES A DEPARTMENT SET UP A BTEC PROGRAMME?

Action	Who to contact / responsible?	Date Completed
Plan	SLT person in charge of curriculum & HoD of Voc Ed.	
Register	Stephen Meakings	
Design	Programme Leader	
Market	SLT person in charge of curriculum & HoD of Voc Ed.	
Recruit	Staff – Programme Leader Students - Programme Leader	
LIV	Edexcel Online / QN to support with process	
Write Assignments	Programme Team	
I.V. Assignments	Internal Verifier(s) Lead Internal Verifier	
Prepare resources and secure storage for students' work	Programme Team	
Set up all documentation e.g. mark grids/assessment plans.	Programme Leader LIV	
Train programme team	Quality Nominee and Programme Leader plus Edexcel staff as appropriate/Internal CPD	

HOW ARE BTEC PROGRAMMES ASSESSED?

Assessment on BTEC courses have changed and different rules apply for NQF and QCF courses starting from September 2016. For full details on these changes please refer to the CPD session from June 2016 and access the assessment information and guidance booklets on the T-Drive – All Staff – BTEC – BTEC Documents 2016 onwards.

Key Terms

Formative Assessment (mock assessment). This may be used to SIR mark but is no longer part of formal BTEC paperwork.

Formative assessment involves both the assessor and the student in a process of review about progress and takes place prior to summative assessment. Students should be provided with formative feedback on their draft evidence or performance and should be given the opportunity to act to improve their performance. Formative assessment must be constructive and provide clear guidance and actions to improve. Formative assessment should not in any way give detailed information and guidance on what to write, it should direct the student to utilise their unit outline and should only take place once during the draft process of work.

Summative Assessment

Summative assessment is a final assessment decision on an assignment task(s) in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the Student's achievement.

Assessors should annotate where the evidence supports their grading decisions against the unit assessment criteria. It is not expected that Students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Lead Internal Verifier.

Grading criteria

All grading criteria should be made aware to the students at the start of the course/unit. Students should be aware of what they need to do to achieve a (Level 1) Pass, Merit or Distinction. Assessment feedback should reflect this to provide students the opportunity to improve.

Managing Deadlines

Deadlines for assessment are an important part of any BTEC. Students must be encouraged to develop good habits that will stand them in good stead for

the future. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments. As assessors you are at liberty to refuse to accept work that is late for assessment but must ensure that students are made aware of the consequences of failing to meet deadlines. However, every effort must be made to work with stakeholders to get work completed and not accepting late work is not advised.

Once work has been submitted, students cannot be penalised purely for submitting work late i.e. work must be marked to the standard that it is, even though it is late.

NB – **Good Practice** - Wherever possible all units should be delivered by the Easter of the year the course is coming to a close (students due to be certificated). This will allow all deadlines both internal and external to be met and allow time for any chasing of student work, marking time and internal verification to take place.

Resubmissions
Summative assessment is the culmination of the learning and assessment process. Assessors should ensure that Students have sufficient learning and preparation before undertaking assessment.

Any re-submissions must be signed off and agreed by the Lead Internal Verifier, please refer to the guide on assessment from the CPD June 2014. If you are unsure on any part of this process please see the QN for support and guidance. **<u>Re-submissions can only be given if the student has met the deadline and is capable of achieving a higher grade independently.</u>**

Retakes
A re-take can be authorised for QCF assignments only. It is given if a student has failed to meet any of the criteria for the assignment. A new (different) task is given which caters to the PASS criteria only. Therefore, a retake can only achieve a pass grade.

External Assessments

Each NQF qualification has external assessment (s) included within the course. This could be a task, test or performance. Please follow the specification guidelines for this, which can be found in your specification for your subject. You must ensure that you check and plan accordingly using the external assessment timetable. It is important that before students take any form of external assessment, that they are fully prepared.

All external assessments will be carried out following the JCQ guidelines and run by the Examination Officer.

ASSIGNMENT DESIGN

Assessment criteria within each unit require improvements in the quality of evidence from Pass to Merit and Distinction (Level 1, 2 or 3). Evidence produced is likely to be more detailed, analytical and evaluative at the higher levels. When setting tasks, you need to consider this carefully, within the nature of the evidence and the support and direction given to the Student.

You should plan and deliver courses so that students can access all criteria and not simply deliver to a Pass Level or Level 1for example.

Programme planning at the beginning of the year must include assignment mapping.

This will ensure that you have fully met the content of the units in your delivery and that Students are able to provide evidence for assessment that demonstrates full achievement of all the learning aims/outcomes/criteria.

Assignment tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory Assessment Guidance within the unit. (Look at your specification for this).

Assignment mapping will allow you to monitor:

- That all assessment criteria from every unit being delivered will be assessed,
- Arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment,
- The planning of the internal verification of assessment during the programme.

Contextualised assessment criteria for each unit are provided. These are the only criteria that are to be used to assess Student performance. They show the qualitative characteristics required in the evidence submitted by the Student.

(Please note, for the **new next generation NQF BTEC Firsts**, the Level 1 criteria are a"fall back" position for Students who have not met all the Level 2 Pass criteria. Students are not expected to "work through" the Level 1 criteria in order to reach Level 2.)

Assignment Briefs

The assignment brief is the document issued to Students at the start of the assessment process.

Clear assignment briefs will:

- Inform the Student of the tasks set
- Inform the Student of the methods of assessment

- Set clear deadlines for submission of work
- Use the Academy proforma for assignment briefs (QCF & NQF)

Assignment briefs must contain the following information:

Key information

- Assignment title
- Assessor
- Date issued
- Interim Deadline (for formative assessment and feedback)
- Final deadline (for summative assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Learning aims covered (new next generation NQF BTECs only)
- Duration (approximate time it expected that the assignment will take to complete)

Purpose / Scenario
- Overview and aims
- Vocational scenario (if appropriate, giving you the opportunity to place the assignment within a vocational context)

Tasks
- The detailed description of specific activities the Students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks
- You must reference the tasks to the learning aim/objective and criteria they address.
- A task should encompass the Pass, Merit and Distinction criteria within a learning aim/objective
- Higher level criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for a task
- Learning aims/objectives must not be split across different tasks or assignments
- Tasks should signpost the evidence required to which the criteria can be applied
- Tasks should be written in appropriate language for Students at the level of the qualification
- Include any specific preparation Students will need to make

Assessment criteria
- The brief must state exactly which assessment criteria are being addressed
- You must not rewrite any aspect of the published criteria, nor add your own Academy devised criteria
- **Please note:** For new next generation NQF BTEC Firsts, tasks must not be designed for the level 1 criteria. Evidence which does not meet

the Pass criteria at level 2 should then be assessed against the level 1 criteria.

Forms of evidence
- A clear statement of what the Student is expected to produce as evidence
- Guidance on how the evidence will be assessed, including qualities such as length, coverage, scope, etc. as applicable

Other information may include:
- Resources and reference materials (specifications provide examples)
- Wider assessment opportunities built into the assignment or mapped within the specification
- Employer links

Assignment Planning

The assessor teaching the unit will produce an assignment(s), when planning each unit, ensuring awarding body criteria is met, the specification will be needed in order to do this. The unit must be internally verified and passed before the unit is delivered. Under no circumstances must any unit be delivered until it has been internally verified and agreed to be 'fit for purpose'.

The assignment must have a vocational scenario and the criteria must be displayed alongside the assignment task. It must be clear to the students how they can achieve all the grade boundaries.

All assignments must be written using the standardised SWR pro-forma for assignment sheets found on the T-Drive – All Staff – BTEC – BTEC proformas 2016 onwards (Completed examples can be provided by the QN).

Support and training should be provided by Programme Leaders and experienced assignment writers to new staff. Support and advice can also be gained through the internal CPD sessions and support provided by the Quality Nominee.

Assessment

During the assessment staff will need to be vigilant to ensure that plagiarism is not an issue. (See plagiarism policy for further information.)

An assignment will be marked by the teacher/assessor of the unit according to specified criteria.

Subject specific assignments will be internally verified by nominated members of staff within the Programme Subject Area and must adhere to the SWR Internal Verification Policy. (Please see the policy section of this handbook).

All BTEC Programme Leaders/Lead Internal Verifiers should ensure that assessment plans and Internal Verification plans are available and regularly

monitored. These should be written in line with the Academies Internal Verification Policy.

Issues with Assignments and Assessments

Staff should follow all procedures as highlighted in the BTEC Policies and guidance in the specifications.

All documentation should be completed and any actions should be followed up.

In the event of issues not being resolved the Quality Nominee (P. Patterson) must be informed in order to ensure all actions are carried out.

Should a student disagree with an assessment decision then the appeals procedure will be implemented, this is available in the policy section and students also have a copy in the BTEC student handbook. Students will have the right to have their work remarked by another assessor if they disagree with the first grading.

Monitoring and Tracking

It is essential to track and record Student achievement throughout your BTEC programme.

All assessment must be recorded in such a way that:
- Assessment evidence is clearly measured against national standards
- Student progress can be accurately tracked
- The assessment process can be reliably verified
- There is clear evidence of the safety of certification

Therefore, you should plan a timetable of assessment activities with clearly identified evidence requirements and target completion dates. Include internal verification of:
- Assessment plans
- Assignment briefs prior to distribution to Students
- Assessment decisions

This enables a holistic approach to assessment of the programme and organises the sequence of delivery and assessment of units.

Prepare assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level. Incorporate time for regular formative feedback. This helps to motivate Students and provide learning targets and goals.

Track Student progress, recording what each Student has achieved and what still has to be done. This helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required.

BTEC STRUCTURE AT SWR ACADEMY

E. Holding Assistant Head		S. Sanmartin Link SLT
P. Patterson Quality Nominee		S. Meakings Exams Officer

Creative Media Production Programme Leader = SL	Engineering Programme Leader = PR	Health & Social Care Programme Leader = PP	Sport – Programme Leader = KG	Music – Programme Leader = AM	ICT – Programme Leader(s) = SK	Business – Programme Leader = TBC	Science – Programme Leader = (N/A 2017-19)	Performing Arts – Programme Leader = SL	Public Services Programme Leader = KG
Assessor(s) & **LIV – SL,** AM	Assessor(s) & **LIV – PR,** KV	Assessor(s) & **LIV – PP,** GR, RF, TH	Assessor(s) & **LIV – KG,** NG, DT, GD, JC	Assessor(s) & **LIV – AM,** SG	Assessor(s) & **LIV –** SK	Assessor(s) & **LIV – GR,** JC	Assessor(s) & **LIV –**	Assessor(s) & **LIV – SL**	Assessor(s) & **LIV –** GD, JC

Level 1 Home Cooking Skills Programme Leader = NA 2018-19	PSD (L1) Programme Leader = JG
Assessor(s) & **LIV** –	Assessor(s) & **LIV – PP** JG

NB: Highlighted PSAs are not for current year, but may be re-introduced

GLOSSARY OF BTEC TERMINOLOGY

Unit Credits: The number of credits allocated to each unit, normally based on guided learning hours.

QCA: Qualifications and Curriculum Authority

QCF: Qualifications and Credit Framework (QCF): Which means each Student, has a unique id number and has the potential to share units across awarding organisations.

NQF: National Qualifications Framework: The old framework for which the BTEC courses and titles were on. They have been moved over to the QCF since 2010 (see above). The new BTEC Firsts for 2013 have been moved back onto the NQF.

GLH: Guided Learning Hours: Is a notional measure of the substance of a unit. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes Student initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

IV: Internal Verification: This is an Academy/team based responsibility to verify the quality of assignments before delivery to Students and verifies the quality of the assessor assessment decisions to meet national standards. The internal verifier carries out the internal verification process, which should be lead by the Lead Internal Verifier.

LIV: A Lead Internal Verifier: (Lead IV) is the person designated by a Academy to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area.

Quality Monitoring and Review (QMR): All Centre's delivering BTECs from Entry Level to Level 3 will receive an annual quality visit from a Academy Quality Reviewer. Contact is made directly with the QN and a meeting is organised for all Programme Leaders to attend. The focus is on the Academy systems and procedures for managing quality.

QN: Quality Nominee: This is the person nominated by the Academy who acts as the BTEC conduit of information into the Academy (P. Patterson).

Edexcel Online: This is a multifunctional system for Centre's. Access is password protected and covers areas for examination officers. Screens show programmes and Students within a Academy, allow for new registrations or withdrawals, show SV allocations, Lead Internal Verification and Accreditation take place through OCSA2 and QMR feedback and reporting. It is recommended this is also used for submission of certification applications (Stephen Meakings).

Standards Verification (SV)
The standards verifier is a subject assessment specialist appointed by the awarding body who verifies that Academy assessment decisions meet national standards. Standards verifier activities can be conducted electronically or by post as agreed by the Academy and Standards Verifier.

Standards Verification is an annual process for NQF BTECs.

For **QCF BTECs only**, it is linked to Lead Internal Verifier accreditation:

Confirmation sampling

Principal Subject Areas can expect to be sampled at least once during their Lead Internal Verifier accreditation period to confirm that national standards are being maintained.

Accreditation sampling

If an Academy Lead Internal Verifier for a Principal Subject Area was unsuccessful in achieving accredited Lead Internal Verifier status for a Principal Subject Area, they may achieve this via Accreditation Sampling, provided the sample is successful at the first submission.

Self Assessment not attempted (SANA)

If an Academy has not registered an individual as a Lead Internal Verifier to complete online standardisation via OSCA for their Principal Subject Area then they will automatically be selected for sampling. A positive outcome will not confer accredited Lead Internal Verifier status however, and the Academy will be required to complete the accreditation process at the next opportunity.

Tech Awards

The newest qualifications in the BTEC suite at level 2, which currently only Drama and H&SC have begun, but others are expected to follow in line with the DfE qualifications that qualify for headline measures.

STAFF INDUCTION CHECKLIST FOR ALL STAFF NEW TO BTEC

Induction Checklist		
	Date	Completed
Read the documentation on the processes for BTEC, attend the BTEC Internal CPD and discuss contents with Programme Leader/Quality Nominee.		
Read the Staff Guide to BTEC Qualifications and discuss contents with Programme Leader/Quality Nominee.		
Clarify what you will be expected to contribute to the BTEC programme within your PSA.		
Familiarise yourself with the qualification specification for units offered by your programme team at SWR and SWR pro-forma's.		
Read relevant documentation on Quality Assurance from www.btec.co.uk and access documentation on the T-Drive – All Staff – BTEC – BTEC Documentation 2016 onwards. Discuss with Programme Leader/Quality Nominee.		
Practise assessing Students' work and have it checked by the IV/LIV.		
Read the Guide to Quality Monitoring and Review. (T-Drive)		
Make contact with the Quality Nominee and Examinations Officer.		
Observe experienced BTEC teachers in practice.		
Ask questions!?!		

Staff Training

If you would like to go over a particular area of BTEC delivery please contact the QN to arrange for this to happen. A CPD session can be set up to answer any questions and support your delivery of BTEC courses.

Edexcel offer a range of courses from generic information to subject specific courses. A lot of courses are online and usually free. If you feel you need training speak to your Programme Leader/Head of Department in the first instance then contact your Quality Nominee.

Training Available from Edexcel – See link below
http://www.edexcel.com/resources/training/Pages/default.aspx

SWR BTEC POLICIES

All policies can be accessed on the Academy website and on the T-Drive.

Policies included in the handbook:

- Internal Appeals Procedure for Assessment Decisions
- Policy on Assessment and Grading
- Policy on Malpractice
- Internal Verification Policy
- Registration and Certification Policy
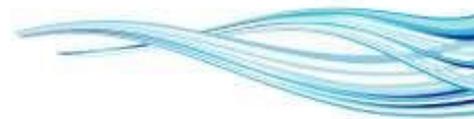
BTEC INTERNAL APPEALS POLICY

Date for renewal/updates/review	November 2019
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	December 2018

Aims:

- To enable learners to enquire, question or appeal an assessment decision.
- To reach an agreement between learner and assessor at the earliest opportunity.
- To standardize and record any appeal to ensure openness and fairness.
- To protect the interests of learners and the integrity of the qualification.

Sir William Ramsay's policy is designed to uphold consistency and fairness in assessment and awarding of marks and grades.

This document covers the Academy's policy in dealing with appeals against internal assessment in accordance with JCQ regulations, which states that all centres conducting examinations should:

1. Have a published appeals procedure relating to internal assessment decisions;
2. Make this document available and accessible to candidates at induction.

The appeals procedure takes the form of four stages to ensure integrity is maintained.

Stage One- Verbal

If a candidate is unhappy about the mark awarded for internal assessment they should proceed as follows:

1. The candidate should ask the subject teacher to explain why the mark was given.
2. If the candidate is still not happy with the explanation they receive then they should contact the Head of Department/Lead Internal Verifier for that particular subject area.

Stage Two- Written

If the situation has still not been resolved then the candidate has the right to a written appeal.

1. The appeal should be made in writing to the Head of Department stating the details of the complaint and the reasons for the appeal.
2. The teacher(s) concerned in marking the assessment, which is the subject of appeal will respond to the appeal in writing.

Stage Three- Meeting

If the candidate is not happy with the written response they have received then they can request a personal hearing before an appeals panel. The appeals panel will normally consist of the Head of Department, the member of staff concerned and a member of Senior

Leadership unconnected with the subject concerned. The candidate can be supported in the presentation of his/her case by a parent/guardian. A written record should be kept of the proceedings and should include the outcome of the appeal and the reasons for this. A copy of the records should be sent to the candidates.

Stage Four- Outcome

The Academy will maintain a written record of all appeals. The Academy will inform the Awarding Bodies of any change to an internally assessed mark as a result of an appeal and keep appeals records for inspection by the Awarding body for 2 years. All appeals should have been resolved by the date of the last externally assessed paper of the examination series.

Note: Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the Academy's control will not be considered in the Academy's appeals procedure.

Links:

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification.
Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy: This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted.

This policy will be reviewed every 12 months by the Centre's Quality Nominee and SLT.

BTEC POLICY ON ASSESSMENT AND GRADING

Date for renewal/updates/review	November 2019
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	December 2018

Aims

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this we will:

- Ensure that students are provided with assignments that are fit or purpose, to enable them to produce appropriate evidence for assessment.
- Produce a clear and accurate assessment plan at the start of the programme.
- Provide clear, published dates for hand out of assignments and deadlines for formative (where appropriate) and summative assessment.
- Assess students' work within 10 working days of submission date.
- Assess students' evidence using the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure (in line with the SWR Internal Verification policy).
- Provide samples for standards verification as required by the awarding organisation.
- Programme Leaders and the Quality Nominee are to monitor standards verification reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Ensure that students have the opportunity to practice exam-style questions and receive feedback in order to improve.
- Ensure that at least ONE "SIR" activity is undertaken per half term per BTEC course, in preparation for the assignment/external exam.
- The assessment/Learning Aims/Outcomes and Grading Criteria of a unit must not be modified or added to by the assessor.
- Ensure that students are entered for the required external course exams and that they are aware of their examination dates.
- SWRS will enter students for external exams and will pay for one chance at a re-sit. This includes pupils who do not turn up for "on-demand" examinations. One external exam re-sit is a Pearson standard set for all level 3 NQF qualifications, except for a near pass candidate, who may entitled to another resit. Additional resits may be possible at level 2 but all costs will need to be met by candidates.
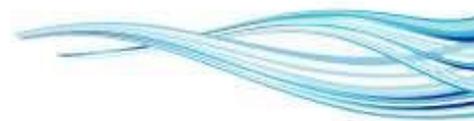
This policy will be reviewed every 12 months by the centre Quality Nominee, exams officer and Programme Leaders.

Links:

https://qualifications.pearson.com/en/home.

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html

BTEC ACADEMY MALPRACTICE POLICY

Date for renewal/updates/review	November 2019
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	December 2018

Aims:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties/sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of SWRS and BTEC qualifications.

In order to do this SWRS will:

- Seek to avoid potential malpractice by informing learners of academy policies and sanctions for malpractice during induction.
- Teach learners how to correctly reference their work.
- Use declaration forms for learners to declare that their work is their own.
- Check for referencing in work.
- Investigate all forms of malpractice by staff or students using a staged approach where:
  1. The individual is made fully aware of the nature of the alleged malpractice at the earliest opportunity
  2. Individuals are given the opportunity to respond to the allegations
  3. Penalties are imposed once malpractice is proven

Definition of Misadministration/malpractice

Academy malpractice relates to the conduct of the assessments and/or the processing of students work, mark sheets, cumulative assessment records, certificate claim forms, etc.

Examples of Academy Malpractice:

- Failing to dispatch/provide student's coursework to the Standards Verifier (SV)/Lead Internal Verifier (LIV) for Quality, Monitoring and Review (QMR) or Confirmation Sampling.

- Failing to follow the rules regarding BTEC assessment methodology and IV of student work.

- The inappropriate retention of certificates.

- Failing to retain students' coursework in secure conditions after the

authentication statements have been signed.

- Failing to report an instance of suspected malpractice in assignments to the awarding body as soon as possible after such an instance occurs or is discovered.

- Failing to conduct a thorough investigation into suspected assessment malpractice when asked to do so by an awarding body.

Examples of student malpractice

- Plagiarism – copying another student's work or not referencing information sources used to complete work.
- Refusal to sign authentication documents or falsely declaring authenticity of coursework.
- Collusion with others to produce work submitted as their own.
- Deliberate destruction of another student's work.
- Impersonation of another student.
- Fabrication of results

Investigations resulting from allegations of malpractice will be investigated by the Head and Quality Nominee. Any Academy staff suspected of malpractice will be informed of their responsibilities and rights in the first instance.

Links:

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications: This is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes

Plagiarism Factsheet

This policy will be reviewed every 12 months by the Centre's Quality Nominee and Link SLT.

BTEC INTERNAL VERIFICATION POLICY

Date for renewal/updates/review	November 2019
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	December 2018

AIMS

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors, students and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.
- To ensure that there is an accredited LIV in each PSA from BTEC entry level to Level 3.

In order to do this, Sir William Ramsay School will:

- Ensure that all Academy assessment instruments are verified and fit for purpose before delivery of assignment briefs.

- To Internally Verify 50% of students' work/at least one assignment within every unit and cover all students within each course, covering all assessors delivering the units/course to ensure that Academy programmes conform to Quality Review, Development and Management requirements.

- Ensure that new assessors are internally verified more frequently on a needs basis to ensure that they are familiar with the internal verification process and meet standardisation requirements for the units they teach.

- Ensure that assessors in PSA carry out internal verification within ten days of assessment so that feedback to staff and students are timely.

- Plan an annual internal verification schedule, linked to assignment plans, assessment plans and courses.

- Plan an annual assessment plan for all courses for NQF (mandatory) and QCF (optional) qualifications.

- Define, maintain, and support effective internal verification roles within each Programme Subject Area (PSA) and the Academy.

- Ensure that identified staff will maintain secure records of all internal verification activity for 3 years.

- Brief and train staff on the requirements for current IV procedures through the Quality Nominee (QN) role, BTEC meetings and Internal BTEC CPD.

- Promote internal verification as a developmental process among staff utilising

standardisation material from Edexcel Online.

- Provide standardised IV documentation through the SWR BTEC pro-forma's.

- Use the outcome of internal verification to enhance future assessment practice within each PSA and the Academy.

- Ensure that each PSA has a Lead IV and reserve LIV and accreditation is maintained.
- Ensure sampling of PSA assessment and internal verification decisions are carried out by the QN in order to maintain accurate and detailed recording of IV decision.

Links:

BTEC Centre Guide to Internal Verification

BTEC Centre Guide to Standards Verification
Assessment & verification tools/ templates

BTEC Centre Guide for Lead Internal Verifiers

This policy will be reviewed every 12 months by the centre Quality Nominee and Lead Internal Verifiers.

Sir William Ramsay School
EMPOWERING EVERYONE TO ACHIEVE

BTEC REGISTRATION AND CERTIFICATION POLICY

Date for renewal/updates/review	November 2019
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	December 2018

AIMS

- To register individual students to the correct programme within agreed timescales.

- To claim valid certificates within agreed timescales.

- To construct secure, accurate and accessible audit trail to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

In order to do this Sir William Ramsay School will:

- Register each student within the awarding body requirements.
- Provide mechanisms for programme teams to check accuracy of student registrations.
- Make each student aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to student details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.
- Procedures for registration, transfer, withdrawal, and qualification certification are the responsibility of the exams officer.
- Procedures for unit certification will be issued by the exams officer to LIVs and will need to be completed by end of June of the certifying year.

This policy will be reviewed every 12 months by the centre's Quality Nominee and Exam Officer.

This BTEC Registration and Certification policy was agreed by the FGB on *......*

It will be reviewed within 12 months to take account of:

- **Changes to the school environment and organisation**
- **Advice from the Local Authority and its officers**
- **National legislation and proposals as is considered appropriate.**

NOTE ABOUT POLICIES

Please note that all policies can be updated during the year and that if this is the case you will be notified via a meeting and meeting notes. Further amendments to policies will be updated once the policy is in for renewal.

All updated policies can be found on the T-Drive and the school's website.

Staff should be aware of policies and point students in the right direction upon enquiries.

QUALITY PROCESSES

Quality Monitoring and Review (QMR)

What is it?

> QMR is an annual visit to check on implementation against quality objectives and measures.

- It covers all Edexcel BTEC qualifications. (NQF and QCF).
- It provides an overview of our Academy's strengths and areas for development.
- It checks that there are suitable processes that are being used for all programmes.
- It provides an action plan for improvement of BTEC delivery in the Academy.

New for September 2019 – QMR will be risked based and specific to subjects. Outcomes will inform the type of sampling that will be carried out that year (Low risk = no sample; medium risk = postal sample; high risk = SV visit for in school sample)

Why is QMR important?

> **To Drive Quality** – Ensure all programmes follow best practice can demonstrate quality both to Edexcel and to the regulators, and ensure that programmes are successful and Students fulfil their potential.

> **To Provide Support and Development –**Provided through a key expert who can relate requirements to the needs of the Academy, enabling best practice to be cascaded across all programmes.

> **To Provide a Report** - Against the quality objectives, giving recommendations for action and confirmation that internal verification is driving the quality of assessment.

Who is involved?

In the Academy: The Quality Nominee for Edexcel vocational programmes. This is the person acting as our named point of contact for QCF and NQF programmes. The annual visit will also involve Programme Leaders, Lead Internal Verifiers and delivery staff, as appropriate.

From Edexcel: The Centre Quality Reviewer will undertake the review and provide advice and support. This can sometimes be via a desktop review. SV support for the medium and high risk areas.

When does it happen?

Once every year between 1st October and 30th April.

QUALITY ASSURANCE - 'Academy Driven Quality Assurance'

1. Quality, Monitoring and Review (QMR)

- All Centres' will be assessed annually by Pearson and each area will be risk assessed.
- Visits from SVs take place between November and 30th April.
- Emphasis is placed on the Internal Verification of the Academy and linked to certification of students.
- Will focus on all areas delivering BTEC courses.

2. Accredited Internal Verification (QCF)

- 'Principle Subject Areas (PSA)'.
- Lead Internal Verifier for each PSA.
- Lead IV will need to register with Edexcel Online, to complete a 'test'.
- There will be one window of opportunity to take the test within the year.
- The test consists of looking at a brief and then making decisions on whether or not the brief is fit for purpose.
- This process is repeated for Students work, looking at assessment decisions.
- Once the test has been completed and successful, the lead IV becomes accredited for 4 years. (This releases certification for current academic year, plus 3 further years).
- The Lead IV will then co-ordinate the IV process within their PSA.
- Does not mean that they do all the IV within the PSA.
- Only one attempt within an academic year per PSA.

1. Lead Internal Verifier (NQF & QCF)

- The registered Lead Internal Verifier for each NQF BTEC accesses standardisation training materials via OSCA and works through these with their team. This is compulsory.
- There is no requirement to undertake online standardisation to gain accreditation.
- The Lead Internal Verifier must agree and sign off the assessment plan for the programme from the outset.
- Undertake induction training, available as a podcast via OSCA (also available here www.edexcel.com/Academyinduction)

4. Standards Verification (NQF from 2016 & QCF)

- If Lead IV is unsuccessful, then Standards Verification will take place. This means a sample has to be sent away to be externally verified.

- Edexcel (the SV) will request the work that they wish to see and how much they wish to see. It will usually be a unit of 3-4 students' work.

4.1 Confirmation sampling
- Principal Subject Areas (for QCF courses) can expect to be sampled at least once during their Lead Internal Verifier accreditation period to confirm that national standards are being maintained.

4.2 Accreditation sampling (QCF)
- If a Lead Internal Verifier for a Principal Subject Area was unsuccessful in achieving accredited Lead Internal Verifier status for a Principal Subject Area, they may achieve this via Accreditation Sampling, provided the sample is successful at the first submission.

4.3 Self-Assessment not attempted (SANA)
- If a centre has not registered an individual as a Lead Internal Verifier to complete online standardisation via OSCA for their Principal Subject Area then they will automatically be selected for sampling.
- A positive outcome will not confirm accredited Lead Internal Verifier status, the Academy will be required to complete the accreditation process at the next opportunity.

5. Standards Verification (NQF)

Academies with Student registrations on new NQF BTEC programmes will be identified for Standards Verification. Edexcel will make direct contact with the QN when programme(s) have been allocated a Standards Verifier. In medium risk allocations, the Standards Verifier (SV) will contact the QN who informs the relevant Programme Leader.

Confirmation will then take place between the SV and Programme Leader (using the assessment plan), identifying:
- Which assessors are assessing which units and students
- When assessment is planned to take place
- Internal verifiers and when internal verification is planned to take place

After consultation with the Lead Internal Verifier, the Standards Verifier will confirm by email:
- The date of the sample (we advise that sampling be carried out as early as possible)
- The sample size
- The date by which the students will be selected
- OR if high PSA is deemed high risk, the SV will visit our centre

5.1 Time Frames for Standards verification (NQF)
- Conducted between December and June.
- Allocation of Standards Verifiers for new NQF BTECs from December 2017
- The Standards Verifier will complete their report within 10 working days of receiving the sample
- All first sampling should be completed by April 2018.
- Expectation is all sampling activities, including second sampling, to be completed by 15th July.

BTEC COURSE FILES

All BTEC leaders should keep a course file for each course that is run within the department. – **Course File Check – Monday 21/01/2019.**

The QA BTEC course file does not mean you have to do extra work, it means that as you complete the different quality assurance measures required, you keep a copy in your course file. Please see below for a checklist for documents and records that should be kept within each file. The Quality Reviewer will want to view all documentation when the visit takes place.

The Evidence Required	Y/N
Programme Management & Organisation	
Programme Details	
Programme Team	
Programme Timetable (Year Plan)	
Agendas/Minutes/Meeting Notes	
Teaching & Learning	
Current Programme Specification	
Schemes of Work/Lesson Plans	
Work Placement Information (if appropriate)	
Assessment & Student Records	
Class Lists/Absence Reports **(Sims)**	
Assignment Briefs/Calendar	
Tracking Sheets – Grading Criteria	
Tracking Sheets – Unit Achievement	
Records of Assessments (Appeals)	
Quality Assurance	
IV Records	
Assessment Plans	
SV Reports/QMR Reports	
Withdrawal/Transfer Data **(Exams Officer)**	
Programme Review/Evaluation	
Staff Review & Development Information	
Retention/Achievement Data	
LIV Details & Accreditation Records	
LIV Standardisation Records/Materials	

As well as the programme files all departments should provide the following information to all students registered and participating on a BTEC course

- Qualification Details
- Programme Overview/Timetable
- Unit Details
- Assignment Schedule
- Assessment Information
- Tutorial Arrangements
- Key Skills Information for your Subject

This can be completed using the BTEC Student Guide. Departments are welcome to adapt the student guide to meet the needs of the students and the subject area.

OBSERVATION RECORD & WITNESS STATEMENTS GUIDANCE

Observation Record

An observation record is used to provide a formal record of an assessor's judgement of Student performance (process evidence e.g. during presentations, practical activities) against the target grading criteria. The record will:

- Relate directly to the evidence requirements in the grading grid of the unit specification
- May confirm achievement or provide specific feedback of performance against national standards for the Student
- Provide primary evidence of performance
- Is sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance
- Confirm that national standards have been achieved.

Observation records should:

- Be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- Note how effectively these were used to meet the grading criteria
- Record the assessor's comments
- Be evidenced in Student's portfolios when assessment is carried out through observation along with relevant supporting evidence
- Be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- Be signed and dated by the assessor and the Student
- Also include Students' comments.

An observation record can have greater validity than a Witness Statement since it is capable of directly recording an assessment decision without reference to others.

Witness Statement

A witness statement is used to provide a written record of Student performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the Student against given grading criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole but who is able to make a professional judgement about the performance of the Student in the given situation.

The quality of witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the grading criteria if:

- The witness is provided with clear guidance on the desirable characteristics required for successful performance
- The evidence requirements are present on the witness testimony but this may need further amplification for a non-assessor
- The Student or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- Consider all the information in the witness statement
- Note the relevant professional skills of the witness to make a judgement of performance
- Review supporting evidence when making an assessment decision
- Review the statement with the Student to enable a greater degree of confidence in the evidence
- Be convinced that the evidence presented by the witness statement is valid, sufficient and authentic

When a number of witnesses are providing testimonies:

- It may be helpful to collect specimen signatures
- All witness testimonies should be signed and dated by the witness
- Information of their job role/relationship with the Student should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

VOCATIONAL STUDENT ISSUE/CONCERN PROCEDURES

Process/Structure

- Class Teacher
- Head of Department/Programme Leader
- Head of Vocational Education
- Academic Leader/Head of 6th Form

Departmental Procedures

- Detention
- Departmental catch up sessions
- Contact home/letter/phone call
- Deadlines set
- Departmental contract
- Meet parents

Vocational Education

- Meeting with student
- Contact home/letter/phone
- Parental meeting
- Academic Leader /Head of 6th Form informed
- Focus/target/mentoring group

Head of 6th Form/Year 10/11 Academic Leader

- Analysis of student's timetable and other subjects (academic round robin)
- Problem solely in the relevant subject or across the board
- Subject – 4 weekly review/removal from course (dependant on year group)
- Focus group and mentoring from Academic Leader/Vocational Education as appropriate.
- Across the board, meeting with parents, student, Head of 6th Form, Academic Leader, Vocational Education and SLT link if required.

BTEC IMPORTANT DATES 2018 – 2019

BTEC Meetings (Programme Leaders to attend these meetings, unless otherwise stated)

- Monday 16th September 2019
- Monday 18th November 2019
- Monday 20th January 2020
- Monday 2nd March 2020
- Monday 11th May 2020
- Wednesday 24th June 2019 P1-3 (BTEC review day)

QCF & NQF LIV Registration

- Wednesday 18th September 2019

Student Registration Deadline (Please ensure you check with all teachers delivering BTEC before you hand in your finalist of students to be registered)

- 17th October 2019 (SWR date will be set (usually 2 weeks before this deadline) and all programme leaders will receive this before the Edexcel date via Exams Officer).

QCF LIV Accreditation (More information will be provided for this process in Edexcel emails)

- Window opens and closes –Wednesday 28th August – 18th October 2019
- Accreditation – By Thursday 10th October 2019
- Results – TBC (usually first week in November

NQF Standardisation Exercises (in dep't) to be completed (See LIV process document for guidance)

- Friday 25th October 2019

Programme File Check (Please use the Programme File Checklist for guidance)

- Monday 18th November 2019

BTEC Results (For all students being certificated this academic year)

- Friday 26th June 2020

BTEC Review day: Summer CPD (In preparation for BTEC changes in 2016)

- Wednesday 24th June 2020

QCF Standards Verification (QN to liaise with all PL/LIV in order to complete this process)

- 1st sampling 27th March 2020 (TBC with SV)
- All sampling 22nd May 2020 (TBC with SV)

NQF Standards Verification (QN to liaise with all PL/LIV in order to complete this process)

- 1st sampling May 2020
- All sampling July 1st 2020

*NB – As well as specific BTEC meetings scheduled throughout the year, **every department running BTEC courses is expected to have BTEC as**

an agenda item within their departmental meetings. This is so that any issues that occur can be discussed at departmental level and the **Quality Nominee must be informed straight away**; as departmental meetings occur on a more regular basis this will ensure regular monitoring of all courses and student progress.

All proforma's for both QCF and NQF can be found on the T-Drive – All Staff – Voc Ed – BTEC Documents 2016 onwards – Proformas.

Please ensure that you use the correct proforma for the courses that you are delivering.

QCF Level Courses from September 2014 Onwards

- Use the proforma's in the folder labelled QCF 2014 Onwards

NQF Level 1 / 2 Courses from September 2014 Onwards

- Use the proforma's in the folder labelled NQF 2014 Onwards

All of this years' paperwork (for ALL courses) can now be completed using the proformas in the folder labelled as 2016 onwards.