



Policy No: 35 BTEC

December 2020

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Approved and Active BTEC Programmes 2020-2021

Subject
BTEC Level 1/Level 2 First Award in Engineering 600/4788/4
BTEC Level 1/Level 2 First Award Art & Design 600/4781/1
Edexcel F. Skills ICT Level 1 500/9468/3
BTEC Tech Award Sport 603/0473/x
BTEC Level 1 Certificate in Introduction to the Hospitality Industry Hospitality - 500/7521/4

Organisation Model 2020-2021

Quality Nominee: Paul Barrett (Assistant Head Teacher)



**Exams Officer: Gill Ward
KS4 Coordinator: Molly Barnes**



Course Information

Engineering	Art & Design	Sport	ICT	Food
Level 1 / 2	Level 1 / 2	Level 1 / 2	Level 1	Level 1
BTEC first Award	BTEC First Award	TECH Award	Functional Skills	BTEC Certificate
600/4788/4	600/4781/1	603/0473/x	500/9468/3	500/7521/4



Lead Internal Verifiers (LIV) & Assessors

Engineering	Art & Design	Sport	ICT
Derek Cronje	Katy Wren	Craig Kelly	Gill Ward



Internal Verifiers

Internal Verifiers will IV across all other subjects					
Derek Cronje	Paul Barrett	Matt Pegg	Gill Ward	Katy Wren	Craig Kelly

Vocational Subjects – Level 1/ 2 BTEC

Registration & Certification Policy

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations. At the start of each academic year, the Exam Secretary provides each assessor and lead internal verifier with details of students registered on their courses. These members of staff have until the end of Term 2 to check registration details before signing or emailing the Assistant Head Teacher to confirm details are correct. During term 3, a final check is performed before details are submitted to the exam board.
- Inform the awarding body of withdrawals, transfers or changes to learner details. This happens in every term.
- Ensure that certificate claims are timely and based solely on internally verified assessment records. This occurs in term 5 and 6 where the exam secretary will send out forms to each assessor and lead internal verifier asking for the full name, number of each unit a student has studied, and grade achieved. All subjects use the same format at Entry Level 3 and Level 1.
- 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.

This policy will be reviewed every 12 months by the Quality Nominee

Vocational Subjects – Level 1/ 2 BTEC

Assessment Policy

Aim:

- 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, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. This requires Lead internal verifiers and subject staff to internally verify assignment briefs at the start of each academic year, and before units are commenced.
- Produce a clear and accurate assessment plan at the start of the programme/academic year. These are created in term 6 and at the start of term 1 once timetables have been finalised, and staff are aware of any changes to courses.
- Provide clear, published dates for hand-out of assignments and deadlines for assessment. This is evident on the assessment map, and on the front of each assignment brief, where the hand out and hand in date is indicated.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable. This is where the School's internal verification policy is used, and regular work sampling, book monitoring and internal verification occurs each term.
- No limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions. All subjects record student progress on subject tracking sheets, where a centre format is used.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for standards verification as required by the awarding organisation.
- Monitor standards verification reports and undertake any remedial action required. Each year reports by standards verifiers are shared with staff and key points raised at department meetings.
- 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.
- Provide resources to ensure that assessment can be performed accurately and appropriately. All lessons need to be planned thoroughly enabling students to achieve grades once assessment tasks have been started.

Centre Procedure

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment.

- Before starting an assessment, the tutor must ensure each learner understands the: Assessment requirements
- Nature of the evidence they need to produce
- Importance of time management and meeting deadlines.

External Assessment Guidance

For January and February Series only in 2021:

Many task-based external assessments with wither Part A and Part S will be released earlier to mitigate the impact of COVID 19, self-isolation and Social distancing restrictions. We will deliver the external task as we normally would and prefer to do so, accounting for any possible COVID 19 local and government restrictions.

Once learners are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

Once the learner begins work for the assessment, the tutor must not:

- Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- Confirm achievement of specific assessment criteria until the assessment stage

All assessment should be recorded in a way that assures the following:

- Assessment evidence is clearly measured against national standards
- Learner progress can be accurately tracked
- The assessment process can be reliably verified
- There is clear evidence of the safety of certification

Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certificated. Following learner certification, assessment records (feedback sheets) and the associated internal verification documentation must be kept for a minimum of three years.

Quality Nominee: This person is the main point of contact for information related to quality assurance.

The Quality Nominee will receive regular information from us about all aspects of BTECs, which they should share with the relevant staff in your centre.

The Quality Nominee should ensure the effective management of your BTEC programmes and actively encourage and promote good practice in your centre.

- Ensure all programmes are approved and registrations are accurate and up-to-date
- Approve conditions and policy requirements are being implemented consistently and effectively
- Ensure all staff are aware of all support and guidance available and understand requirements
- Ensure assessment and internal verification is effective on all Edexcel BTEC and Edexcel vocational

Examinations Officer: This is the person designated by a centre to take responsibility for the correct administration of learners. The Examinations Officer normally acts as the administrator for Edexcel Online.

- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
 - Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following
 - Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required
 - Give relevant Edexcel Online access to all other BTEC staff as necessary
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- For programmes that include externally assessed units, ensure that all exam entries are made according to Edexcel requirements

The Lead Internal Verifier should:

- Ensure that assessment plans, records of assessment and samples of learner work are retained for Standards Verification if necessary.
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Access standardisation materials and work through these with your programme team Internal Verifiers Internal verification is the quality assurance system you use to monitor assessment practice and decisions, ensuring that:
 - Assessment is consistent across the programme
 - Assessment instruments are fit for purpose

Internal Verifiers: They can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment.

- Check the quality of assessment instruments to ensure they are fit for purpose
- Ensure an effective system of recording learner achievement is in place
- Keep accurate and up-to-date records of the internal verification process

Absence from an external assessment:

When learners are absent from a timetabled examination due to illness or other unforeseen circumstance, you should apply for special consideration using NQF BTEC Form 10.

Further information can be found using link below,

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

This policy will be reviewed every 12 months by the Quality Nominee

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Internal Verification Policy

Internal verification

Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards
- That the assessment instruments are fit for purpose
- To quality assure the assessment of all BTEC programmes delivered
- To be part of an audit trail of learner achievement records
- To provide feedback to inform centre quality improvement

Verification schedules: annually agreed to cover all Assessors, units and assignments. Schedules should be drawn up at the beginning of the programme and monitored through the year.

- **Internal Verification of assignments:** carried out before use to ensure that they are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification must be kept.
- **Internal Verification of assessment decisions:** must verify a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support should be given.
- **Standards Verification/External Examination: All staff are aware of when they are contacted by an SV and the procedures that need to be followed when submitting work.**

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions

In order to do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes. This occurs in term 1 of each academic year. All Lead Iv's to be registered and confirmation emails of registrations are sent to the Quality Nominee.
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area. This occurs each term.
- Staff are briefed and trained in the requirements for current Internal Verification procedures. The Lead Learner is responsible for sharing standardisation material with their staff, along with SV guidance and support.
- Effective Internal Verification roles are defined, maintained and supported.
- Internal Verification is promoted as a developmental process between staff.
- Standardised Internal Verification documentation is provided and used.
- All centre assessment instruments are verified as fit for purpose.
- An annual Internal Verification schedule, linked to assessment plans, is in place.
- An appropriately structured sample of assessment from all programmes, units, and Assessors is Internally Verified, to ensure centre programmes conform to national standards.

- Secure records of all Internal Verification activity are maintained, with internal verification forms and resubmission details kept in each subject folder.
- The outcome of Internal Verification is used to enhance future assessment practice. Feedback of internal verification is shared with subject staff and Lead Practitioners.
- Expectation is that all Lead Internal Verifiers (LIV) create an assessment calendar/ plans for each year related to their own subject area. This will be quality assured with other LIV's before students engage in set assignment work and then will be communicated early to the Standard Verifier during the Standards Verification Process.

Internal Verification: Centre Specific Procedures

What	When	Who
LIV Registrations	September	Exams Officer
OSCA Accreditation	Before OSCA Window closes Sept/ Oct	LIV completed within KS4 meetings
Standardisation Activities	Before Window closes Sept/ Oct	LIV completed within KS4 meetings
IV assignments	Prior to giving to students. This is a rolling programme as assignment may be updated	Other Internal Verifiers or the Quality Nominee
IV assignment decisions	With 5 working dates assignment deadline/ assessment decision	Other Internal Verifiers or the Quality Nominee
IV Records	Ongoing	Lead Internal Verifiers
Standard Verification	Before May	Quality Nominee in first instance. Then communication with LIV

For further information with regards to Internal Verification visit the Pearson Links below,

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality Assurance/BTEC-Centre-Guide-to-Standards-Verification.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Standards-Verification.pdf)

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality Assurance/BTEC-Centre-Guide-to-Lead-Internal-Verifier-final-v1.2.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Lead-Internal-Verifier-final-v1.2.pdf)

This policy will be reviewed every 12 months by the Quality Nominee.

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Appeals Policy**Appeals procedure stages:**

- Stage 1 – Informal: Learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
- Stage 2 – Review: Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage3
- Stage 3 – Appeal hearing: Senior Management hears the appeal: last stage by the centre. If unresolved, move to stage 4
- Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of Stage 4: a fee is levied

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate
- To protect the interests of all learners and the integrity of the qualification

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Have a staged appeals procedure
- The Lead IV will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

All learners and staff are aware of the following:

- What constitutes an appeal and what is considered assessment malpractice
- The related processes for instigating an appeal or investigating malpractice
- The possible outcomes that may be reached
- The consequences of both internal and external outcomes
- The process that exists to enable learners to make an appeal with Pearson relating to the external or internally awarded assessment outcomes Procedures should be known and understood by learners and staff.

Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy can be found in link below:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/student>

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 Quality Nominee.

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Assessment Malpractice Policy

Aim:

- 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 and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. The Head of Centre / Head teacher will support such an investigation and all personnel linked to the allegation. It will proceed through the following stages:

1. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
2. Give the individual the opportunity to respond to the allegations made.
3. Inform the individual of the avenues for appealing against any judgment made.
4. Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

- Inform the student that malpractice has occurred
- Invite parents and students to a meeting
- Inform the exam board of the relevant details

Definition of Malpractice by Learners

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Malpractice issues can be minimised by ensuring learners/staff are aware of the issues including: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero tolerance approach.

The appeals process must be understood by learners and staff. It should be transparent and enable formal challenges to assessment grades. A thorough learner induction programme could cover this. The learner handbook is also a useful way to ensure the key information about your assessment and appeals policies are communicated.

The link below is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes. If these malpractice procedures are deemed necessary the Quality Nominee will complete, record and communicate the relevant paperwork.

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html#sts=Additional%20guidance>

This policy will be reviewed every 12 months by the Quality Nominee.

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Complaints Procedure

Policy Aim

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process.
- To protect the interests of all learners.
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate.

In order to do this, the centre will:

- Inform all learners of the complaints procedure at induction and make it accessible to all learners.
- Have a staged complaints procedure record.
- Track and respond to all complaints in line with the complaints procedure and take appropriate action to try and resolve learner concerns.
- Monitor complaints to inform quality improvement, forward the complaint to Pearson, should it not be resolved within 28 days of receipt keep complaints records for the appropriate document retention period.

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Employer Involvement Policy

Although employer involvement is not required as part of our selected suite of BTEC programmes, St. Anthony's school aims to enrich learner's experience to have the opportunity to engage with employers.

If employer involvement is used the Quality Nominee will ensure that procedures are in place as and when required for:

- Staff updating
- Employer involvement plan
- Confirmation of meaningful activity
- Internal verification of meaningful activity
- Standards verification review & monitoring
- Maintenance of records of meaningful activity

Aims of Employer Involvement

- To ensure a Designated Lead (KS4 Coordinator) for Employer Involvement, which requires learners to undertake meaningful activity involving employers during their study.
- To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner.
- The contribution of meaningful activities to the qualification must be significant and relate to the qualification as a minimum.

In order to do this, the centre will

- Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the qualification.
 - Produce a clear and accurate meaningful activity plan that covers all learners
 - Establish and agree milestones with employers to develop, execute and review meaningful activities for learners.
 - Confirm learner engagement against the defined meaningful activities identified.
 - Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
 - Prepare the learner to engage actively and positively with opportunities offered with employer involvement.
 - Develop robust and accurate recording procedures that minimise the opportunity for malpractice.
 - Maintain a robust and rigorous quality assurance procedure
 - Provide evidence for standards verification and quality management review as required by the awarding body.
 - Monitor SV and QMR reports and undertake any remedial action required
 - Ensure that all teaching staff understand the requirements and importance of meaningful employer involvement.
 - Provide resources to ensure effective employer involvement and accurate monitoring and recording.
 - A Standardised centre approach to documentation used across the centre for the purpose of employer involvement.
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- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement

- Secure records of all activities are maintained.

All learners should have equal opportunity to access our qualifications, assessments and related products and services. Our qualifications and assessments should include a diverse range of voices and contributions that ensures a qualification reflects the experience of the learners it serves, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to:

- Ensuring our qualifications are accessible to, and representative of, the learners taking our qualifications.
- Ensuring our qualifications and related products are of the appropriate demand, rigour and that our learners are empowered by them.
- Developing qualifications and assessments that refer to provision at levels above, alongside and below, to enable the progression of learning.
- All learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Further information relating to employer involvement can be viewed using the link below-Pearson's Guidance

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/btec-nationals-2016-2017/BTEC_Employer_Involvement_Guide.pdf

This policy will be reviewed every 12 months by the Quality Nominee

St. Anthony's School
Vocational Subjects – Level 1/ 2 BTEC

Blended Learning Policy

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

This policy will be reviewed every 12 months by the Quality Nominee

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