

## Registration & Certification Policy BTEC Specific

**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.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner 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.

Reviewed November 2017

For further information: [http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC Centre Guide to Managing Quality.pdf](http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)

## All Saints Academy Plymouth

### 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.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not 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.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for Standards Verification as required by the awarding body.
- 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.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Reviewed November 2017

For further information:

[http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC\\_Centre\\_Guide\\_to\\_Managing\\_Quality.pdf](http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)

## All Saints Academy Plymouth

### Internal Verification Policy BTEC Specific

#### 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
- each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- staff are briefed and trained in the requirements for current Internal Verification procedures
- 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, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- secure records of all Internal Verification activity are maintained
- the outcome of Internal Verification is used to enhance future assessment practice.

Reviewed November 2017

For further information:

[http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC\\_Centre\\_Guide\\_to\\_Managing\\_Quality.pdf](http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)

## All Saints Academy Plymouth

### Internal Verification Process

Random sampling in the external quality assurance process carried out by an external verifier which looks at assignment briefs, assessment decisions and IV processes. It is expected that the centre has an internal quality assurance process and an internal verifier will identify any assessment issues which can be resolved before Sampling takes place. Edexcel does not prescribe IV methodology but the process should be rigorous. It is recommended that the IV process should be defined and monitored centrally and implemented by all BTEC programme teams – across sites, across assessors and across all BTEC programmes. The function of IV is to drive up quality and it is good practice for the IV to be a sector specialist with a full working knowledge of the programme and the units to be verified. IV process should be constructive and supportive.

#### Assignment Briefs

- All assignments should be IV'd before circulation to learners.
- IV should judge whether the brief is fit for purpose and that it will enable the learners to meet the unit grading criteria.
- IV should comment on each brief rather than merely signing and dating the brief.
- IV should make recommendations to the assessor on how to improve the quality of the brief.
- If any quality issues found, there should be evidence that IV recommendations are actioned by the assessor
- All IV evidence should be made available to the SV
- See Edexcel template for IV Assignment Briefs

#### Assessment Decisions

- The assessment decisions of all units and all assessors should be IV'd.
- IV should judge whether the assessor has assessed accurately against the unit grading criteria.
- IV focus is the assessment decision and not the learner's achievement.
- IV should comment on each assessment decision against specific grading criteria targeted rather than merely signing and dating work.

- If any inaccuracies are found, there should be evidence that the assessor has revised the assessment decisions.
- All IV evidence should be made available to the SV
- See Edexcel template for IV Assessment Decisions

#### **IV of Re-sampling**

- All re-samples should be IV'd before being sent to the SV, including:
  - Revised assignment briefs
  - Revised assessment decisions

Reviewed November 2017

## Appeals Policy

### 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
- 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.

Reviewed November 2017

For further information:

[http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC\\_Centre\\_Guide\\_to\\_Managing\\_Quality.pdf](http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)

## Appeals Policy for all BTEC Courses

### Assignment/ Coursework Grades for all BTEC Courses

You have the right to appeal against the marking of assignments or coursework. The reasons you might want to appeal are:

- You think the assessor may not have taken full account of all the evidence available.
- You believe that the assessor did not follow the correct procedures.

### Stage One

If you disagree with your grading you should discuss your work with the Subject Teacher so you are clear about the marking criteria and how the grade was reached. This would normally allow for speedy resolution of any problems.

### Stage Two

If you are still unhappy about your grading you need to make an appointment to see the Internal Verifier within one week of stage one. The Internal Verifier will meet you within one week of your request.

### Stage Three

If you are still unhappy you should make an appointment to see the Subject Course Leader or the Centre Co-Ordinator (Mr Brake)

Your assessment will be checked by a panel normally comprising the:

Examinations Officer

Internal Verifier of the course or Subject Teacher

Subject Leader

Centre Co-ordinator

You will be notified of the decision as soon as possible.

### Stage Four

If you are still unhappy you can appeal to the Academy Principal who will check that the appeals process has been thorough, fair and in accordance with Exam board guidelines.

Reviewed November 2017



## All Saints Academy Plymouth 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 and 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 BTEC qualifications.

In order to do this the centre will:

1. Seek to avoid and potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
2. Show learners the appropriate formats to record cited texts and other materials or information sources.
3. Ask learners to declare that their work is their own.
4. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledge any sources used.
5. Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Principal and all personnel linked to the allegation. It will proceed accordingly:
  - i. Student discussion with the Subject Teacher.
  - ii. Appointment with IV (decision within 7 days)
  - iii. An appointment to see the Subject Course Leader or the Centre Co-Ordinator (MB), panel decision. Assessment will be checked by a panel normally consisting of the Examinations Officer, IV of the course or Subject Teacher, Subject Leader and the Centre Co-ordinator.
  - iv. Final appeal to the Academy Headteacher who will check that the appeal process has been thorough, fair and in accordance with the Exam Board Guidelines.
5. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
6. Give the individual the opportunity to respond to the allegations made.
7. Inform the individual of the avenues for appealing against any judgements made.
8. Document all stage of any investigation.
9. Where malpractice is proven the centre will apply the following sanctions:
  - \* refuse to issue or withdraw certificates from students concerned.

- \* withdraw a member of Staff from their BTEC Team
- \* withdraw a full programme from the list of BTEC subjects offered.

### **Definition of Malpractice by Learners**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- 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**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- 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.

Reviewed November 2017

For further information:

[http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC Centre Guide to Managing Quality.pdf](http://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)