

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 2015

For further information: www.edexcel.org.uk

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 2015

For further information:

www.edexcel.org.uk/about/policies/centrepolicies/

www.edexcel.org.uk/sfc/feschools/qa

All Saints Academy Plymouth

Internal Verification Policy BTEC Specific

Aim: To ensure that IV is valid, reliable and covers all assessors 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.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

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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

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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.

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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 College Principal 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 exclusive:

- 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)

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