BTEC Centre Handbook

Valid to July 2019

Introduction

This guidance document has been produced for the efficient delivery of BTEC courses in Key Stage 4, to support the staff involved in the planning, delivery and assessment of these courses. It is essential that systems and procedures are strictly followed so that necessary documentation is completed accurately and thoroughly.

Each subject area will have an allocated lead IV (OSCA) for the subject area. This person will be responsible for the internal verification of BTEC qualifications in that subject area. The lead IV (OSCA) for each subject will use the internal verification documentation in this booklet.

External Verification ceased from September 2010 and IV policies / procedures / processes are now reviewed at Quality Review and Development (QRD) – the replacement process for Centre Risk Assessment. However subject sampling will still take place and it is the responsibility of the Lead IV and Programme Lead to ensure this takes place efficiently and effectively.

It is intended that this document will be used to compliment the materials provided from the examination board and all documents produced internally by the BTEC team.

It is the purpose of this guidance book to provide staff with:

- Information about the processes involved in the planning of BTEC courses
- Information about the assessment of BTEC courses
- Generic documentation which can be used to support the planning, assessment and delivery of BTEC courses

This handbook is reviewed each academic year to reflect any changes to the BTEC courses being offered.

General Information

All members of staff teaching the BTEC qualification will have a copy of this handbook to ensure consistency in approach.

Approval for all BTEC courses is sought by the Examinations Officer via the Edexcelonline facility. This is following consultation at SLT / line management meetings, with teams using departmental meetings to identify courses to be offered in the school. Evidence of approval is stored electronically by the Exam Officer. Approval for new courses is completed by the Examinations Officer immediately upon the course being confirmed as an addition to the curriculum by SLT.

All students are informed about malpractice and information about what malpractice entails is displayed in BTEC classrooms. Any incident of malpractice is reported immediately to the QN.

There is an appeals process in place and information about this is at the back of this handbook and in the examinations file held by the Exams Officer.

After four weeks (beginning of October), students should be securely established on their courses, and at this point, the Examinations Officer requests confirmation from the QN about the BTEC courses which are being delivered. The QN will provide this information and ensure approval is received for all new courses via the Examinations Officer, who will also electronically send a class list for each group to BTEC staff for checking. BTEC staff must CAREFULLY and THOROUGHLY check the list to ensure it is absolutely correct, also checking the registration details for each registered student against the course programme number. Any changes or amendments must be immediately e-mailed to the Examinations Officer and copied to the QN for information.

Registrations will all be processed before November 1st each year.

All BTEC courses have an **IV schedule** for delivery that outlines which units will be taught and when. These schedules show when units will be planned, delivered, assessed and internally verified.

All internal verification information will be shared with subject teams.

All ICC assessment and IV procedures meet the BTEC requirements and are adhered to by all staff. These procedures are shared with all BTEC staff as a part of the staff induction process, with sample exemplar documentation shared and discussed to ensure clarification of purpose (BTEC folder on staff shared area).

Programme Leaders write the assignment briefs which are fit for purpose and these are verified by the Lead IV for the subject area before being issued to learners. If the Lead IV is the only member of staff delivering a course, or has written the assignment brief, other BTEC staff within ICC will be designated to check that each assignment is fit for purpose. All relevant documentation is completed to evidence this process is taking place. Subject teams will comment on the assignment brief (this will act as step one for the IV process

and also ensures the team is fully aware of the assignment contents). All Lead IV must have 'passed' the accreditation process by Edexcel (OSCA). These assignment briefs and all IV documentation are then either printed and maintained in an IV file, or saved to the shared area on the IT network, ready for the Quality Review & Development process.

Internally, the deadline for BTEC staff to ensure that the correct certification claims have been passed to the Examinations Officer is 30th June, or the Friday beforehand if this falls on a weekend. The official EDEXEL deadline is 5th July and failure to submit these results on time may result in late certification for students.

When certificates are received by the Examinations Officer, they are checked against reported results and any anomalies will result in the certificate not being issued.

All ICC policies and procedures are appropriate and regularly reviewed.

The responsibility for planning and delivering the programme rests with the delivery team and this requires effective communication.

BTEC qualifications are supported by SLT who are updated as required on BTEC issues and progress in line management meetings.

Information about progression routes for all BTEC courses is provided for students.

When introducing new BTEC qualifications to the curriculum, consideration is given to the GLH suggested by Edexcel.

The BTEC Team in ICC

BTEC Team:

Kim Larsen-Taylor	BTEC Quality Nominee
Tracey Welsh	Examinations Officer
Rachel Lancaster	Teacher/Programme Manager/Assessor Health and Social Care
Rachel Lancaster	Teacher/Assessor Creative and Digital Media, Lead IV for Media
Heather Beecham	Teacher/Assessor/Programme Manager Creative and Digital Media
	Teacher/Assessor Business, Lead IV Business
Jenny Blackburn	Teacher/Programme Manager Dance/Lead IV for Drama
Kerry LLoyd	Teacher/Programme Manager Drama/Lead IV Dance
Julia Sweeney	Teacher Assessor Health and Social Care, Lead IV Health & Social Care

The Quality Nominee (QN)

The Quality Nominee is responsible for maintaining the quality of BTEC qualifications. This includes reviewing the centres' BTEC provision and the effectiveness of quality procedures adopted. The QN is also responsible for ensuring the secure and effective management of programmes.

Edexcel monitors ICC's quality in planning, delivery, organising and assessing BTECs through the QRD process.

Responsibilities

The Quality Nominee should ensure that BTEC programmes are managed effectively, and actively encourage and promote good practice in the centre. They will be the main person involved with Quality Review and Development in the centre and will liaise directly with the Centre Quality Reviewer.

They will liaise with the appropriate centre and Edexcel staff to ensure that:

- All programmes are approved and registrations are accurate and up to date

- All staff are aware of Edexcel requirements

- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required

- Assessment and internal verification is effective on all Edexcel BTEC and vocational programmes

- Standards Verification is completed successfully

- Edexcel's approval conditions and policy requirements are being implemented consistently and effectively.

Examinations Officer

The Examinations Officer is the person designated by a centre to take responsibility for the correct administration of learners with EDEXCEL.
This person normally acts as the administrator for Edexcel Online, which is our system for facilitating direct access to learner administration.

Responsibilities

- Seek approval to register the centre and all BTEC courses for the school
- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners for the correct programmes, using the feedback from BTEC staff to check that these are the specific titles and versions that learners are following
- Liaise with BTEC staff to check registrations carefully, ensuring that all data is correct and following correct procedures if amendments are required.
- For relevant programmes, give Edexcel Online access to Lead IVs so that they can register on to the OSCA2 system. Ensure that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners.

Programme Manager

A programme manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of the BTECs and other Edexcel qualifications within that curriculum area.
For Edexcel BTEC qualifications up to Level 3 and Foundation Learning programmes, the Programme Leader may also act as the Lead Internal Verifier.

Responsibilities

- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to deliver the programmes and units being operated. This includes ensuring that staff have the necessary expertise and, where relevant, qualifications

- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

Lead internal Verifier (Lead IV/OSCA)

A Lead Internal Verifier (Lead IV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area
The Lead IV has access to accreditation and should register through the online standardisation system, OSCA2.

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes. Directly involved in the assessment and delivery of a programme, so that they understand the units
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

Responsibilities

- Register with Edexcel through OSCA2 and confirm registration every year
- Undertake induction training through booking on to an event (you'll only need to do this once)
- Complete the accreditation process: practice exercise and assessment exercise (normally only once every three years)
- Make other assessors and verifiers aware of the practice exercise, for example through a team development event
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements
- Sign off the plan and check that it is being followed at suitable points
- Undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work that has been verified to different levels and grades
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Make arrangements for handover to a deputy or replacement if unable to carry out the role.

Tips for Lead Internal Verifiers

1. You will already be using internal assessment and verification records. Check whether the use may need to be adjusted to ensure that the Lead IV input is recorded

2. You don't have to do all internal verification – in fact, your assessment decisions must still be internally verified. We use the term Lead IV to emphasise the importance of proper coordination of internal verification through a single point of contact.

3. You need to allow time for induction – one session – and then four to six hours to fully complete standardisation without rushing. This is all that is new. If completed successfully, it only needs to be done every three years.

4. Read all the instructions for standardisation carefully and do the practice standardisation first; you can then use these materials with the whole team to help you instil a standardised approach to assessment.

Internal Verifiers

Internal verification is the quality assurance system you should use to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme.
- assessment instruments are fit for purpose.
- assessment decisions accurately match learner work to the unit assessment criteria.
- standardisation of assessors takes place.

For relevant programmes, one person will need to be designated as a Lead Internal Verifier and register with Edexcel.
Internal Verifiers (IVs) can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment. Where there is a team of assessors, it is good practice for all assessors to be involved in internally verifying each other. If there is one main person responsible for delivery and assessment, then another person will need to be identified to undertake internal verification.
As an IV, you will:

- 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.
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable.
- ensure your own assessment decisions are sampled when teaching on the programme.
- ensure that appropriate corrective action is taken where necessary.
- take part in the formal stages of any appeal.

Unit Checklist for Staff

The checklist below should be used to check and double check that the necessary procedures have been followed and that the correct documentation has been completed and given to the Quality Nominee. These steps must be followed for all units.

Task	Checked
Has the teacher become familiar with the unit specification and requirements?	
Has the teacher completed the 'identified human and physical resources' document for the unit?	
Has the teacher completed the 'Internal Verification Schedule' for the unit?	
Has the teacher saved the Internal Verification Schedule in the relevant folder on the shared area of the IT network?	
Has the teacher written the assignments for the unit?	
Has the assignment been internally verified?	
Has the 'Internal Verifier Checklist' document been completed and saved in the relevant folder on the shared area?	
Has the teacher assessed the work as tasks are completed, using the observation sheet / witness statement if appropriate?	
When finally assessing the work, has the teacher completed the 'BTEC assessment Feedback Form' and attached it to the front of the students work?	
Have the results been recorded and saved to the shared area?	
Has a sample of work been internally verified and has the internal verifier completed the 'Recording sample decisions – BTEC qualifications' document and saved this to the shared area?	
If required, has the assessor responded to IV feedback?	
Has students work been safely stored until it has been externally verified?	

BTEC Grid – Identifying Human and Physical Resources

This document must be completed
for all units being delivered.
It shows the resources needed
for each unit to be delivered.

The electronic template is stored in the
staff shared area

ICC BTEC GRID –

IDENTIFIED HUMAN AND PHYSICAL RESOURCES FOR BTEC QUALIFICATIONS

Unit No	Unit Title	Allocated Assessor's Allocated Internal Verifier	Identified Resources (eg texts, journals, equipment, IT, visiting speakers, visits – please refer to requirements in the specifications). External link per unit and descriptions of same.	Gaps/Actions required with deadline

Programme Assessment Plan

This document must be completed for each unit being delivered. It shows:

- Date when assignment briefs will be written

- Date when the assignment brief will be internally verified

- Date for the assignment to be issued to students

- Deadline date for submission of assignment by students

- Date for assessment of student work for respective units

- Date for internal verification of assessment decisions for respective unit

The electronic template is stored in the staff shared area

BTEC Assessment Plan

Programme Title										

Unit No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
Year 1										
Year 2										
Lead Internal Verifier Signature							**Date**			

* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the learner receiving the results of assessment.

Internal Verifier Checklist – Assignment Briefs

This document is completed by the IV when verifying assignment briefs. It is completed for every assignment brief verified.

The electronic template is stored in the staff shared area

INTERNAL VERIFICATION – ASSIGNMENT BRIEF

Programme title			
Assessor		**Internal Verifier**	
Unit Number and Name			
Assignment title			
Assessment criteria targeted by this assignment brief			
Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details. *(Please answer the questions marked * in the checklist only)*			
Has this assignment been submitted to the Assignment Checking Service? *(If Yes, please keep a copy of the ACS feedback with this form)*			

INTERNAL VERIFIER CHECKLIST		Y/N
Are the programme and unit details accurate?		
*Are clear deadlines for assessment given?		
Is the time frame of an appropriate duration?		
*Is there a suitable vocational scenario or context?		
Are the assessment criteria to be addressed stated accurately?		
Does each task show which criteria are being addressed?		
Do the tasks meet the assessment requirements of the unit/s?		
Is it clear what evidence the learner needs to generate?		
Is it likely to generate evidence that is valid and sufficient?		

Overall, is the Assignment fit for purpose?	**Yes**		**No**	

If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken and that the Assignment Brief is authorised for use before the brief is issued to learners.

Action required: *(If none then please state n/a)*	**Date to be Completed**	**Completed**

General Comments (if appropriate)		

Assignment Brief Authorised for Use				
Internal Verifier signature		Date	
Assessor signature		Date	
Lead Internal Verifier signature (if appropriate)		Date	

BTEC Assessment

This document shows all the assessment methods that can be used when assessing BTEC qualifications

The electronic template is stored in the staff shared area

BTEC ASSESSMENT

Types of assessment methods include:

- Observation
- Question and answer
- Role play
- Essay
- Exercise and demonstrations
- Practical work
- Discussion
- Case study and project
- Seminars
- Handouts and worksheets
- Presentations
- Time-constrained tests
- Formal Examination
- Peer assessment
- Self-assessment

Types of assessment evidence include:

Paper-based
- Notes
- Reports
- Completed handouts and worksheets
- Learning journals/diaries
- Time constrained tests
- Completed assignments
- Case study
- Formal examination scripts
- Print-outs
- Tutor observation sheets
- Question and answer scripts

Non-paper-based
- Practical exercises and demonstrations
- Performance
- Video and tapes
- Artifacts
- Photographs
- Drawings and paintings
- Disks, CD ROMs and other media
- Web pages

BTEC Assessment Feedback Form

Such documents are used to evidence continuous assessment of BTEC qualifications. It records students' progress and students' achievement and is completed by the teacher. This document is completed for each assignment in each unit of work and is attached to the front of students' work. An example is given on the next page

ASSESSMENT RECORD SHEET				
Programme		**Learner name**		
Assignment title		**Assessor name**		
Unit no. & title		**Targeted learning aims/assessment criteria**		
First Submission				
Deadline		**Date submitted**		
		Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?		

Targeted criteria	Criteria achieved	Assessment comments

General comments

Learner Declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature		**Date**	

Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		**Date**	
		Date of feedback to learner	
Resubmission authorisation by Lead Internal Verifier*		**Date**	

* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:
- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

Any resubmission evidence **must be submitted within 15 working days of learners receiving assessment feedback

Resubmission			
Deadline		**Date submitted**	
Targeted criteria	**Criteria achieved**	**Assessment comments**	
General comments			
Learner Declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		

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Learner signature		Date	
Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		Date	
		Date of feedback to learner	

ASSESSMENT RECORD SHEET

Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted learning aims/assessment criteria	

Retake

Deadline		Date submitted	

Targeted Pass criteria	Criteria achieved	Assessment comments

General comments

Learner Declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature		**Date**	

Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Assessor signature		**Date**	
		Date of feedback to learner	

Recording Sampling Decisions

These documents are completed by the Internal Verifier who is sampling students' work. These documents show if the Internal Verifier agrees with the assessor's decisions

The electronic template is stored in the staff shared area

INTERNAL VERIFICATION – ASSESSMENT DECISIONS

Programme title			
Unit(s)			
Assessor		Internal Verifier	
Assignment title			

Name of Learner (If a larger sample is required please add rows or use additional sheets)	Submission Type (First, Resubmission, Retake)	List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade	Assessment Decision Accurate (Y/N)	List the assessment and grading criteria where inaccurate decisions have been made	State why the assessment decision is inaccurate.

INTERNAL VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Has every learner and the Assessor confirmed the authenticity of the evidence?	Y/N	
Is there evidence of collusion or plagiarism?	Y/N	
Does the assessment feedback to each learner: ● Link to relevant assessment criteria? ● Justify each assessment criterion awarded?	Y/N	

Any actions required must be reviewed across the whole cohort.	
Action Required	**Target Date for Completion**
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.	

Internal Verifier signature		**Date**	
Assessor signature		**Date**	
Lead Internal Verifier signature (if appropriate)		**Date**	

Internal Appeal Record Form

These documents contain information about appeals which can be made by assessors and learners. The documents contain information about the three stages of appeal.

The electronic template is stored in the staff shared area

INTERNAL APPEAL RECORD FORM

BTEC Qualification: Unit number:

Student: Assessor:

Internal Verifier: Senior Manager:

Reason for Appeal (please give full details)	Outcome (Response within 5 working days)
Date:	Date: Student Signature: IV Signature: Senior Manager Signature:

I confirm that I have received and read a copy of this internal appeal record form.

Name of Head of Centre: Date:

Signature:

INTERNAL APPEAL RECORD FORM

BTEC Qualification: Unit number:

Student: Assessor:

Internal Verifier: Senior Manager:

Stage One (Unit Assessor)	Response within 5 working days
Reason for Appeal (please give full details):	Outcome:
	Date:
	Student Signature:
	IV Signature:
Date:	Senior Manager Signature:

I agree/disagree with the outcome of Stage One of the appeal.

Student Signature:

Stage Two (Internal review)	Response within 5 working days
Reason for Appeal (please give full details):	Outcome:
	Date:
	Student Signature:
	IV Signature:
Date:	Senior Manager Signature:

I agree/disagree with the outcome of Stage Two of the appeal.

Student Signature:

Stage Three (Senior manager)	Response within 5 working days
Please enter here the reason for disagreement with outcome of second stage of appeal: Date:	Outcome: Date: Student Signature: IV Signature: Senior Manager Signature:

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Signature of Head of Centre:
Date:

INTERNAL APPEAL PROCEDURES – GUIDANCE

- Must be written

- Students must be informed about the appeals procedure and have access to a copy of the written procedure

- A member of the Senior Management Team should be responsible for the management of internal appeals and their outcome

- Appeals should be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)

- It is recommended that there is a clear timescale in terms of the student getting a response to the appeal

- Students should be allowed representation by a parent/guardian/friend if requested

- Written records of all appeals must be kept by the centre including the outcome of the appeal and reasons for the outcome

- A copy of the appeals record must be given to the student

- Edexcel must be informed by the centre if any outcome of an appeal has implications for the conduct of assessments of the of the issue of the results at the centre

- Full details of any appeal must be made available to Edexcel on request

APPEALS BY CANDIDATES

ICC should provide fair assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes:

- A formal system of recording appeals
- Prompt responses within clearly stated times
- Stages that give all parties the opportunity to put their case
- Clear outcomes at each stage
- Constructive feedback to you, the candidate

The Appeals Procedure has three stages

Stage 1   Assessor and Candidate

If you disagree with an assessment you must discuss your reasons with the assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look again at what you did for your assessment. He or she must then give you an immediate response, which must be
a) a clear explanation backed up in writing of the assessment decision and
b) a new decision or confirmation of the original decision

If you agree with the assessor's response then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to Stage 2.

Stage 2   Internal Verifier

If you are still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

a) the original assessment record and candidate's evidence where appropriate
b) the written explanation and confirmation of the assessment decision.

The Internal Verifier will reconsider the assessment decision taking into account the following:-

a) The candidate's reason for appeal
b) The candidate's evidence and associated records
c) The assessor's reason for the decision

d) The opinion of another assessor from the centre

The Internal Verifier will then give you the reconsidered decision in writing within 5 working days of receiving the appeal.

You must tell the Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

Stage 3   **Senior Management**

If you are still dissatisfied with the decision after Stage 2 you have the right to appeal to a senior manager

The Internal Verifier who acted at Stage 2 will pass the following details to the senior manager within 24 hours of reaching Stage 3:

a) the written explanation and confirmation of the assessment decision
b) assessment comments of the Internal Verifier
c) any written comments of the Internal Verifier

You will be asked if you wish to speak to the Senior Manager, or you may be represented by a parent, guardian or friend or make a written submission. The assessor who made the original decision will be asked to meet the Senior Manager to answer any questions.

The matter will be discussed in private at Senior Management level and the decision will be given to you in writing within 5 working days of the meeting. At the same time the decision will also be given to the assessor, recorded and kept with all documents relating to the appeal.

These records should be retained and made available to Edexcel if necessary.

The decision made at Stage 3 is FINAL.

Candidate's Signature:_____

Programme Leader's Signature:_____

Malpractice

This document is taken directly from the Edexcel website and gives information on malpractice for learners.

<u>Attention all BTEC Students</u>

Please be aware of the following information regarding malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by the examination board. Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off work as learners own

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learners work

- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment

- Fabrication of results/evidence (for example when carrying out a survey)

- Failing to abide by the instructions or advice of an assessor

- Misuse of assessment and/or examination material

- Use of unauthorised material

- Obtaining, receiving, exchanging or passing on information which could be assessment related

- Behaving in such a way to undermine the integrity of any assessment

- The alteration of any results document, including certificates

- Cheating

Internal Verification Policy

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.

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.

• 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.

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 National Standards Sampling as required by the awarding body.
- Monitor NSS 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.

ICC POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, ICC is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills

- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification

- the consistency of the internal assessment is secured through internal standardisation as necessary

- Staff responsible for internal standardisation attends any compulsory training sessions

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the school concerning the internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgments themselves; you cannot appeal against the mark or grade only the procedures used

- the parent or guardian must make the appeal in writing to the school's Examinations Officer at least two weeks before the date of the last externally assessed paper of the series

- the enquiry into the internal process will normally be led by either the Examinations Officer or the Principal of the school, provided that neither has played any part in the original internal assessment process

- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'

The appellant will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;

- any steps taken to further protect the interest of the candidates.

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