



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## BTEC COURSES

## QUALITY ASSURANCE STAFF

## HANDBOOK 2017-2018



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## Overview

This Handbook has been developed to ensure that quality assurance (QA) of BTEC courses is standardised. This Handbook has copies of all the documents that you should implement to ensure quality assurance is achieved to a high standard.

As well as using these documents every department should have a QA File for every BTEC course taught. Should you wish to see an example of a course file please see Katie Ward.

The documents have been produced with the advice of a BTEC External Verifier and have been created to make your job more manageable. This Handbook explains some of the policies and procedures that are required in order to run a successful BTEC programme.

All BTEC co-ordinators should keep a QA course file for every BTEC course and ensure that documentation for each BTEC being taught in the department is included in that folder.

The QA BTEC course file does not mean you have to do extra work, it means that as you complete the different quality assurance measures required, you keep a copy in your course file. I have produced master copies of standardised documents; these can be found in the "Staff Shared Documents". Please note, should anybody wish to see a completed course file then I am happy to share mine with you for guidance.

## Course File Contents

Guidance for these documents is available from Edexcel website.

<b>SECTION ONE</b>	
1	Marketing information (leaflets, option booklets etc)
2	Details of industrial links with external agencies i.e. Industry & educational
<b>SECTION TWO</b>	
1	Syllabus (including all unit/module descriptors)
2	Schemes of work
3	Course specifications (student Handbook)
4	Tutorial plans (schemes of work for tutorial sessions/extra sessions etc)
5	Book lists
6	Lists of other learning resources (CD ROM's, websites, videos etc)
7	Course information sheets/booklet
<b>SECTION THREE</b>	
1	Course calendar (including parents evening, open days, business enterprise etc) – BTEC meeting dates on whole school calendar.
2	Course timetables (student, staff & rooms)
3	Assessment plans (including assignment/homework deadlines) IV plan (ensuring all assessors have each unit IV'd)
4	Copies of Assignments and front covers
<b>SECTION FOUR</b>	
1	Minutes of team meetings (last 3 years)
<b>SECTION FIVE</b>	

1	List of all students (current cohort – including details of progress)
2	Data on students on course, with TG and predicted grades
<b>SECTION SIX</b>	
1	Induction checklist
2	Induction Assignment and Induction Evaluation (students)
<b>SECTION SEVEN</b>	
1	Individual action plans, IEPs
2	Details of additional support provided (TA's etc) SEN students
3	Individual student progress documentation (grades, copy of tracking sheets etc)
<b>SECTION EIGHT</b>	
1	Details of work experience and work placements/Business Enterprise
2	Documentation to be used in work placements/Business Enterprise activities
<b>SECTION NINE</b>	
1	Course and/or subject reports and action plans
2	Self-Assessment Reports/Department Improvement Plan
3	Moderators/External Verifiers reports (at least 2 years)
4	Course targets – recruitment, retention and achievement

**A second folder is needed to show all Internally Verifier work, with all documentation alongside each piece of work.**

Please ensure that internally verified work is photocopied – using reprographics, with a two day turn around given. This then means students can keep their original work in their course work folders.

## Assignments

The assessor teaching the unit within a subject area will produce an assignment (s) when planning each unit, ensuring that the awarding body criteria within the unit syllabus is met, The assignment should have a vocational scenario and the criteria within the unit must be displayed alongside the assignment task. It must be clear to the students how they can achieve all the grade boundaries. All assignments must have a standardised front cover sheet with a delivery and submission date and spaces for both teacher and student's comments. Plus each front cover must have an authentication signature to say that the work is the student's own. This must be signed by the student.

Support and training will be provided by Subject Leaders and experienced assignment writers to new staff.

Each assignment brief will be internally verified by a BTEC Subject Leader before it is delivered to the student with feedback given to the assessor.

During the teaching and learning of BTEC courses registered from September 2014, model assignments and or class activities should be used for formative assessment of students work.

Summative assignments can only be distributed to students once the teacher is confident in the student's ability to complete the assessed work independently. This work can only be assessed once.

## **Assessments**

### **Internal Assessment NQF**

During the assessment of students' work, staff should be vigilant to ensure that plagiarism is not an issue. See our plagiarism policy for further information.

An assignment will be marked by the teacher who delivered the Unit according to the specific criteria.

The assignment can only be marked once by the teacher.

Once completed, subject specific assignments will be assessed with constructive feedback given to the student to explain what criteria has been met and what criteria has not been met. The teacher must then formally record the grade and confirm the work is authentic and the students own. Then 25% of the cohort's work (or a minimum of 4 students for a small cohort) will be internally verified by a BTEC Subject Leader/Verifier or assessor. (A sample of a third will be normal with up to 100% for staff new to teaching BTEC).

The lead IV for each subject area can allow a student to amend assessed work. The student must have met all deadlines, authenticated their work and be able to improve their grade independently without advice or support of how to make improvements. If a resubmission is granted, a 10 day turn around must be set, within the academic year.

### **External Assessments (NQF)**

NQF courses now have a percentage of externally assessed units of work, please see the specification of your course to ensure you fully understand the weighting of the externally assessed units of work. Students must be registered for these external units before they are eligible to sit these. This should be discussed by the Lead IV with the Examinations Officer at the start of each academic year. The Examinations Officer will send entry statements to each community to ensure the correct students are entered for each BTEC assessment.

It is the Lead IV's responsibility to ensure external assessments are completed effectively and follow BTEC procedures. In the case of a public examination, the Examinations Officer will ensure the exam follows the Examinations Policy (see Policy). In the case of a Controlled Task, it is the responsibility of the Assessor and Lead IV to ensure that these follow the BTEC procedures for each course and also the controlled assessment policy (see policy). The Assessor and Lead IV should refer to and adhere to the guidance found in the Administrative Support Guide, which can be found on the Edexcel website. There is a separate guide under each subject area, as the guidance may vary for each subject. If you do

require any further information regarding controlled assessments, please speak to the Quality Nominee or Examinations Officer.

### **Assessment (QCF)**

Students can still resubmit work however this work must be re-internally verified, re-authenticated and all copies of documentation and work must be kept.

All BTEC Subject leaders should ensure that assessment plans and Internal Verification plans are available and regularly monitored to ensure quality assurance. The assessment plans are a working document so can be amended throughout the year, as long as a timely approach is given. Specific dates must be given within the assessment plans (not month and year.)

The assessment plans and Internal Verification process will be used to support the Quality Assurance process within each Community and the IV paperwork will be expected to be seen in the Work Scrutiny in each Community also.

As the QCF does not allow for compensation if a student does not meet pass criteria, if a student fails to meet the criteria after resubmission, the lead IV may allow for one retake opportunity.

The retake opportunity must be a new assignment and the student may only meet pass criteria. This should only be allowed in exceptional circumstances, where it is believed necessary and fair to do so and each student is only allowed one retake.

### **Issues with Assignments and Assessments**

Staff should follow all procedures as highlighted in the BTEC staff QA Handbook and by adhering to Edexcel's recommendations on the BTEC website.

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

In the event of issues not being resolved the Quality Nominee will need to be informed and will have to become involved.

Should a student disagree with an assessment decision then the appeals procedure will be implemented.

### **Student Handbook/Induction Checklist**

All students should have an induction onto their specific course in the first week. This is where you explain what the course entails, who is teaching the course, who to see regarding any issues, how work is assessed and types of assessments etc. External Verifiers can request evidence that this has taken place at any time. It is therefore important that an

induction evaluation is also carried out following this period. The Student Handbook (separate document) can be delivered to the students during the induction period. A generic induction will be delivered to all students who are enrolled on a BTEC course at level 2 and level 3 during a timetabled assembly slot. This Induction will be delivered by Katie Ward.

## **Student Folder**

All students should set up a folder for completed course work and assignments. This is their portfolio of work, which allows them to show they are making progress and completing the course. This can be called for at any time by BTEC.

The folder should include:

1. A yearly overview – this should show dates of when units will be completed and show staff that are completing the units of work with students. (This should match your assessment plan and mark sheets.)
2. Assignment sheets at the start of each unit of work - These must all be in the same format and there should be an assignment sheet per task.
3. Unit check sheets at the start of each unit of work – These show student engagement and are used by the student to mark off formative and summative marking and record any comments that they may need for themselves or you.
4. All course work should be kept in the folder – Formative mock assignments and class work should be annotated and a formative mark sheet must be at the front of each piece of work. Summative course work should be marked, with the summative mark sheet displayed at the front.
5. A course work progress booklet can be used for students to set their own targets during course work time. This will help you to monitor their progress during lessons and over time.

All electronic copies of the above documents are saved in the “staff shared documents.” Printed copies are in the appendices.

**The monitoring of the student folders is the responsibility of the Director of Community or The TLR holder responsible for BTEC. They will be assessed during Work Scrutiny and during the BTEC review to ensure monitoring and tracking is in place.**

## **Unit Format**

All units in Edexcel’s BTEC qualifications have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

## **Each unit is set out in the following way:**

Unit Title: The unit title is accredited by QCA and this wording will appear on the learner's Notification of Performance (NOP). All BTEC qualifications will have guided learning hours and these will vary between levels of qualifications.

Guided Learning Hours: Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.

Learning Outcomes: Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit Content: The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the Pass, Merit and Distinction criteria within that unit. The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material maybe further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'e.g.', it should be noted that this provides an indicative range of material to support the specific topic item.

Grading Grid: Each Grading Grid contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a Pass, Merit or Distinction grade. It is important to note that the Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence.

## **Essential Guidance for Tutors**

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

### **Delivery**

This explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.

### **Assessment**

This provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

## **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This sets out links with other units within the qualification. These could be used to ensure that learners can relate to different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment.

Links to the Occupational Standards will be highlighted here.

## **Essential Resources**

This identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

## **Indicative reading for learners**

This provides a short list of learner resource material that benchmark the level of study.

## **Quality Assurance**

Edexcel's qualification specifications set out clearly the standard to be achieved by each learner in order to gain the award of the qualification. This is covered in the statement of outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the Essential Guidance for Tutors section of each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Edexcel operates a quality assurance process which is designed to ensure that these standards are maintained by all Internal Verifiers and External Verifiers. It achieves this through the following activities:

### **Approval**

As we are a well established Edexcel BTEC Centre, we will be allowed 'accelerated approval' for any new programmes; approval must go through the Quality Nominee via Edexcel On-line.

### **Risk Assessment**

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

## **Internal Verification**

We are required to have processes in place reviewing each assessor's decisions to ensure that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this may vary from subject to subject but Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Edexcel's own documentation is also available to use for this process.

All documentation must be signed and dated by the assessor, internal verifier and the lead internal verifier (where necessary).

If any amendments are needed, the amendments must be re-internally verified and again, signatures and dates must be included.

Within the Internal Verification process, The Lead IV/ IV must ensure that students have met deadlines, authenticated work and plagiarism have not occurred, as well as verifying that criterion has been fully met and feedback is accurate and complete.

Re-internal verification must take place if amendments are needed.

Please be aware that free plagiarism software is available to check students work. Please see Katie Ward if you require assistance with this software.

## **External Verification**

Since the introduction of the standardisation tests on line (October 2010), Lead Verifiers from all subject areas who pass this test will be responsible for ensuring that all Assessors in their subject areas work to the correct standards and therefore be ultimately responsible for ensuring that verification is consistent and valid across a range of students' work. If a subject area has not yet passed their standardisation test, then work will still be verified by an Edexcel External Verifier, by either postal sampling or a centre visit.

New Generation (NQF) subject areas will need to re-register and complete the standardisation tasks each academic year. An External Verifier will sample students work for these courses each academic year also.

Enhanced sampling may also take place for any subject area that has a high volume of students achieving high grades. This involves an External Verifier visiting the centre to verify students work, grading of work and ensure IV procedures are being followed.

Reports are generated by the External Verifier, where clear guidance is given. These targets must be used in your Action Planning to demonstrate to BTEC that you have acted upon these targets within your next sample.

## Calculation of the Qualification Grade

### Awarding a Qualification Grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. Learners will achieve a Pass, Merit, Distinction or Distinction\* qualification grade based on the attainment of a stated minimum number of points for each Unit grade. The number of points available will be dependent on the Unit grade achieved and the credit size of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC, the learner must:

- Complete all designated Units that make up the qualification;
- Achieve a minimum point's score for all Pass criteria;
- Achieve a minimum Pass grade for all designated units.

**Specific point values are in the BTEC specification booklet for each subject area and will be discussed with students at the induction period. The grade achieved will be identified on the SRF sheets prior to being sent to Edexcel – who will then calculate the final grade award.**

### Access and Recruitment

Edexcel's policy regarding access to its qualifications is that:

- The qualifications should be available to everyone who is capable of reaching the required standards;
- The qualifications should be free from any barriers that restrict access and progression;
- There should be equal opportunities for all wishing to access the qualifications.

We are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. We will take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the Assessment for the qualification. We will also show regard for Edexcel's policy on learners with particular requirements. We also need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress further from a Level 2 to a level 3 qualification. The majority of BTEC Level 2 qualifications are available to learners aged 14–16 to enhance their curriculum and to help them gain experience of vocational skills which will prepare them for the world of work.

## **Progression**

Our school policy is that a student achieves a Level 2 Pass grade on any external assessment on a Level 2 course before progressing to study at level 3.

## **Access Arrangements and Special Considerations**

NVQ qualifications aim to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Further details are given in the policy 'Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications', which is on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## **Timetable**

Whilst studying the BTEC qualification a student will be allocated sufficient time to complete all units of study at the relevant level and depth of the qualification taken.

## **Assessment**

Students will be assessed by assignments for each unit of study. These assignments will be internally and externally verified to ensure that they have been graded fairly. Other means of evidence include witness testimonies, peer assessment, video evidence and work experience reports where relevant.

## **Recording Assessment Data**

An Excel mark sheet must be set up for each class and each unit. - This should record a formative grade for mock assignments and summative grade for final assignment for each criterion.

This mark sheet should include dates to track students' progress. – This should match your curriculum plan and the IV dates within your IV schedule.

This should be printed half- termly and kept in your teaching and learning folder.

**(Templates are on the "staff shared documents".)**

## **What to do if there is a Disagreement with an Assessment Decision**

If a student disagrees with an assessment decision, they can follow the Schools' Assessment Policy which is discussed in the Student Handbook.

## **Induction Checklist/Plan**

Each BTEC team will have an induction programme – here are some requirements for that programme.

Ensure you include in your programme:

- The timetable.
- The teaching staff (assessors and their roles.)
- The Course Co-ordinator (and their role.)
- Lead Verifier (and their role.)
- The units being studied.
- The Student Handbook.
- The class rules.
- The course rules.
- The course requirements.
- What to do if they disagree with an assessment decision.
- The resources they require.
- Induction assignment.
- Induction evaluation sheet.

## **Tracking, Marking and Verification of Work**

It is our school policy that all assignments are assessed with valid feedback within a two week turn around window. A minimum of a third of students' work for each subject area must be internally verified and evidence of this recorded on a Verification Sheet. You must use the Internal Verification sheets that are found on the Edexcel website, which are designed for the course you are delivering. A link to this website can be found on RM Staff – BTEC Paperwork.

## **Assessment and Verification Methods**

All assessment methods operated within the qualification will be covered by the sampling plan. All new assessors will have all of their assessment methods verified at least once with their decisions counter signed by a competent assessor/verifier. In verifying the assessment practice internal verification will employ a range of evidence gathering methods.

Possible Assessment Methods are:

- Completed assignments
- Observations
- Oral questioning
- Written tests
- Accreditation of prior learning (APL)
- Simulation
- Witness testimony

All students will be covered by the IV sampling, the internal verification process can also include interviewing of students.

### **Documentation and Administration**

The internal verification process will use awarding body documentation or the documentation produced by the department. Evidence of internal verification must be kept safe as the visiting quality reviewer may wish to see this on one of the visits.

### **Assessment Plans/Internal Verification Plans**

Internal verification must be planned and carried out regularly to ensure standards are met across a subject area. Should a student appeal against an assessment decision an investigation will follow. If you do not have an assessment and IV Plan the student will always 'win' their appeal. The students will also 'win' their appeal if your assessment plans indicate that the students have been put under too much pressure This can happen if the students are given the same deadline dates for more than one assignment. Therefore delivery of assignments across a programme must be planned effectively to prevent overloading a student with the same submission dates.

The Internal Verification Plans must ensure that all Assessors have all assessment types internally verified at some stage of the course. For example if you do observations, then you should have an internal verifier present during one of these to verify standards and give constructive feedback.

The Internal Verification Plan should also ensure that all students have some assessed work internally verified at some stage; an effective tracking chart will allow you to see this is happening across the cohort.

Templates can be found on the "Staff Shared Documents."

### **Internal Verification Feedback**

External Verifiers require evidence of internal verification procedures. There are specific internal verification feedback forms on the Edexcel website which are available to download and a copy of which is attached to this Handbook When internally verifying it is important to remember that you are giving feedback to the assessor and not the student. You are also checking that work has been accurately assessed and that feedback is constructive, linked to relevant grading criteria, identifies opportunities for improved performance and has actions identified where possible. The Internal Verifier must also state whether the grade is agreed or not. All of this can be completed on the following form.

Internal verification should also be completed for resubmission. The Lead IV should authorise any resubmissions of work to ensure that students have met the criteria of:

- Meeting the set deadline
- Completing the work independently
- Authenticating their work

- Being able to complete the resubmission independently, without further guidance
- All resubmissions should be submitted within 15 working day of IV taking place
- All IV'd work must be kept for 3 years, along with calculations of grades, IV documentation and Confirmation Reports from Edexcel Online.

### **Tracking Records**

There are copies of all tracking material, assignment front covers, and progress covers, internal verification sheets and all other documentation that you may need in "Staff Shared Documents." If you require help to find these or are unsure of anything, please see Katie Ward.

### **New BTEC Subjects**

Any new proposals for new courses must be taken to Senior Assistant Head for Curriculum to be approved.

The following pages are documentation that should be used within your programme (or could be adapted for your programme) and should be kept in your personal programme file. The BTEC website contains lots of additional information, copies of documentation and support that you may find useful when organising your programme.



Cannock Chase High School



# CONTROLLED & INTERNAL ASSESSMENT POLICY

- 1 It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the exam boards.
- 2 The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
- 3 The Controlled Assessment may take place during timetabled class time.
- 4 Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
- 5 Relevant display materials must be removed or covered up.
- 6 All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- 7 During the controlled summative stage of BTEC assessment, students can use all formative work and resources but may not receive any further guidance from the teacher. In the case of a BTEC controlled task, teachers must refer and adhere to the Administrative Support Guide to ensure all BTEC procedures are followed.
- 8 All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- 9 Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
- 10 If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- 11 For long absences, special consideration should be applied for.

- 12 Entries for controlled assessment must be made at the appropriate time.
- 13 Attendance records from assessment sessions should be kept by the class teacher.
- 14 Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- 15 Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- 16 Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 17 If suspected malpractice occurs, the Exams Officer, and BTEC coordinator if relevant, must be informed. All teachers are required to sign the security of controlled assessments agreement.
- 18 All teachers must take all reasonable steps to prevent plagiarism. Any member of staff who is suspected of knowingly allowing plagiarism will be subject to investigation under the school's staff disciplinary procedures.
- 19 If a student's work is lost within the school, this must be reported to the exam board.
- 20 Authentication forms must be signed by the teachers and candidates.
- 21 Access arrangements do apply to controlled assessment.
- 22 The assessment marks must be submitted to the exam board by the appropriate date.
- 23 Candidates' work must be securely stored as in 8 above until all results have been verified.
- 24 Re-sits of controlled assessment may be allowed in the next exam session.
- 25 After the results are published it may be possible to request details of their moderated work.



## **BTEC Quality Nominee**

### **Role description**

#### **Course planning and preparation**

Being an advocate for BTEC and the BTEC approach with staff, SLT and governors  
Arranging to attend appropriate training  
Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation

#### **Verification**

Ensuring that Subject Leaders have followed procedures by  
'Internally verifying' assignments  
Sampling assignments to ensure evidence of colleagues responding to IV feedback

#### **Administration of student entries**

Convening BTEC Meetings as per School calendar  
Responding to queries from Subject Leaders re; Students' causing concern  
Ensuring that entries are made in a way that maximises the experience of students, adds value and minimises cost to the centre

#### **Teaching tracking and assessment**

Ensuring that subject leaders and their teams complete BTEC trackers as per the assessment calendar.  
Identifying patterns in ongoing and summative data which indicate success and areas for concern and discuss these with Subject Leaders  
Withdrawing students who will not achieve the course, if SLT agree

#### **Quality control**

Comply with the 'Quality Assurance Measures' as per the calendar  
Ensuring adherence of BTEC programme to Edexcel guidance  
Sampling & monitoring individual subjects' documentation  
Evaluating BTEC structures and processes for following year and identifying development priorities



## **BTEC Subject Leader**

### **Role Description**

#### **Course Planning and Preparation**

Obtain Specification and related materials at appropriate level  
Draft Year Plan / timeline with reference to School calendar  
Produce & distribute Course Booklet  
Design generic feedback sheets  
Design Grading Grid & IV sheet for Assignment  
Lead and coordinate the writing of assignments  
Issue Assignment to students after IV adjustments  
Obtain appropriate resources for students  
Arranging to attend appropriate training

#### **Verification**

Internally verifying assignments  
Respond to IV feedback  
Complete OSCA Accreditation (to become a lead IV) in subject area

#### **Administration of Student Entries**

Liaise effectively with the EO regarding the registration & certification of learners.  
Register students at appropriate level  
Identify students causing concern and raise concerns with QN

#### **Tracking and Assessment**

Comparing interim achievement against target grades  
Ensuring that subject teachers complete BTEC trackers as per the assessment timeline.  
Submitting results to Examinations Officer

#### **Quality Control**

Taking part in the 'Quality Assurance Measures' as per the calendar  
Ensuring adherence of BTEC programme to Edexcel guidance  
Sampling & monitoring individual subjects' documentation  
Evaluating course for following year and identifying development priorities  
Liaise with QN to be aware of information updates and quality assurance requirements  
Liaise with relevant Edexcel appointed staff undertaking quality assurance requirements  
Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers  
Review the reports arising from quality assurance and ensure that appropriate actions are taken



## **BTEC Subject Teacher**

### **Role Description**

#### **Course Planning and Preparation**

Promoting the course to students & parents  
Supporting Subject Leader by writing assignments as required  
Supporting Subject Leader in Producing & distributing the Course Booklet  
Issuing Assignment to students after IV adjustments  
Arranging to attend appropriate training  
Obtaining appropriate resources for students

#### **Verification**

Internally verifying assignments  
Responding to IV feedback  
Completing OSCA Accreditation (to become a lead IV) in subject Area

#### **Administration of Student Entries**

Attending BTEC Meetings as appropriate  
Registering students at appropriate level  
Identifying students causing concern and raise concerns with QN

#### **Teaching, Tracking and Assessment**

Producing class lists with target grades based on student progress data  
Regularly check progress/achievement against target grades  
Completing BTEC trackers as per the assessment calendar.  
Submitting results to Examinations Officer  
Teaching units  
Assessing student work, with guidance from Subject leader  
Returning work with constructive feedback  
Obtaining appropriate resources for students

#### **Quality Control**

Taking part in the "Quality Assurance Measures" as per the calendar  
Responding to IV feedback  
Ensuring adherence of BTEC programme to Edexcel guidance  
Evaluating course for following year and identifying development priorities



## **BTEC Examinations Officer**

### **Role Description**

#### **Course Planning and Preparation**

Arranging to attend appropriate training

#### **Administration of Student Entries**

Attending BTEC Meetings as appropriate

Register learners by 1st November (for programmes starting in September) or within one month of enrolment (for other start times)

Register students at the appropriate level, on the instructions of Subject Leaders

Informing the QN of Subject Leader requests to adjust the arrangements for individual students

Register / withdraw students as advised by subject leaders (in consultation with QN)

#### **Teaching, Tracking and Assessment**

Ensuring overview of BTEC trackers and their completion

Supporting the QN in identifying patterns in tracking and other data

Reporting Results to Edexcel

#### **Quality Control**

Support the "Quality Assurance Measures" in relation to the use of data

Evaluate BTEC administration for the following year.



### **Responsibilities of BTEC Students:**

- Reading the 'Student Handbook'
- Attending the Induction Assembly and Quiz
- Completing Course Induction material
- Ensuring attendance to school is 95% or above
- Do not take holidays within school term time
- Completing out of hours learning
- Participating in all activities to the best of your ability, ensuring that where group/pair work is involved, you do not let others in your group down
- Acting on feedback within the Formative stage of assessment
- Being a positive influence on the learning of others
- Submitting work according to deadlines
- Completing revisions to assignments taking into account teacher feedback
- Aiming to achieve at least your target grade
- Completing coursework by the final deadline

## **BTEC Assessment Appeals Policy**

If at any stage during your BTEC courses you have concerns about the procedures used in assessing your work, then you must initially discuss this with your form tutor, the teacher concerned, and/or the relevant Head of Department. Hopefully this will resolve the issue. If the matter is not resolved then you should see the Examinations Officer as soon as possible to discuss whether a formal appeal could be made.

The Examinations Officer will discuss your case with our centre 'Quality Nominee' (a member of our senior leadership team). Any appeal is very much a last resort, and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if you have not kept to the agreed deadlines, which should have been outlined at the start of each assignment (unless this is what the appeal is about), or you have not tried to sort it out within a fortnight of the problem arising. You may not appeal against any mark that has been awarded unless you think that this has been because of a procedural error (people not following standard procedures), and you must be able to identify the procedural error.

Cannock Chase High School is committed to ensuring that:

- Internal assessments are conducted by staff with 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 internal assessment is secured through internal standardisation.
- Staff responsible for standardisation have been properly trained.
- The school will comply fully with the Joint Council for

### **Qualifications guidelines and the guidelines set out by Edexcel as our 'Awarding Body'.**

Appeals may be made to the school regarding the procedures used in internal assessment, but not against the actual marks or grades submitted by the school for moderation by the awarding body. Appeals concerning matters outside the schools control will not be accepted.

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School before the last written paper of the subject in question has taken place.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer or his/her representative.

This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the awarding body.

The school would encourage the candidate to be supported by a parent, guardian, or friend in the presentation of their case. The appeal decision will be recorded and filed.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the awarding body and of any steps taken further to protect the interests of the candidate(s).

### **Post Results Services**

Deadlines for enquires and appeals are set by the Examination Board and must be adhered to. These dates vary between each examination season; you will be notified of these dates on Results Day.

#### **The Examination Board offer two “Enquiry about Results” (EAR) services:**

##### **Clerical re-check (Service 1)**

This service would include the following checks:

- that all parts of the script have been marked;
- the totalling of marks;
- the recording of marks;
- the application of any adjustments;
- the application of grade thresholds;
- the application of any special consideration, where applicable – please indicate on your application if special consideration was requested at the time of the examination;
- **if requested**, a photocopy of the re-checked script(s) for those units/components included in the Access to Scripts service.

##### **Post-results review of marking (Service 2)**

This service will include:

- the clerical re-checks detailed in Service 1;
- a review of marking as described above;
- **if requested**, a photocopy of the reviewed script(s) for those units/components included as part of the Access to Scripts service.

(If the nature of the unit/component is such that access to scripts cannot be undertaken, then a report may be requested. Individual awarding bodies will advise centres of the mechanism by which reports may be requested.)

If a candidate wishes to query a result the following points must be considered and followed:

- Student, parents and staff must all be involved in the final decision.
- Enquiries can result in marks and grades being lowered as well as raised.
- There is a fee for the Post Results services.

Candidates with concerns about their results should discuss these concerns with the appropriate member of staff and seek advice. The school must make all enquiries; the examination boards do not accept enquiries from individual candidates or parents. The school must receive **written permission** before proceeding with any EAR. You must be aware that the marks and grades may be lowered as well as raised. All appropriate forms and list of fees are enclosed with the Statement of Results.

## 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.

*This policy will be reviewed every 12 months by The Quality Nominee and The Examinations Office*

*Last reviewed 21/11/2016*

## 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
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for handout of assignments and deadlines 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
- provide samples for standards verification as required by the awarding organisation
- 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

*This Policy will be reviewed every 12 months by The Quality Nominee  
Last reviewed 21/11/2016*

## Internal Verification Policy

### **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.

*This policy will be reviewed every 12 months by The Quality Nominee  
Last reviewed 21/11/2016*

## **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 and the learner Handbook 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. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:;
- 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;
- give the individual the opportunity to respond to the allegations made;
- inform the individual of the avenues for appealing against any judgment made;
- document all stages of any investigation.

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

### **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.

*This policy will be reviewed every 12 months by The Quality Nominee  
Last reviewed 03/07/2017*

## Long Term Staff Absence Procedures for BTEC Courses

I have established a working link between myself and the Assistant Headteacher who has responsibility for curriculum and staff deployment. They will notify me immediately if any teacher who has responsibility for IV for any BTEC provides a fit note for work. I can then ensure that the process will not be compromised and that an alternative teacher from another BTEC can step in and take over the responsibility.

Process for supporting long term staff absence:

1. Ensure the succession plan is updated annually, or earlier if required by the Quality Nominee, Director of Learning Community's and Lead IV's for each subject area.
2. Discuss absence with Assistant Headteacher.
3. The Quality Nominee is to arrange a meeting with any subject area where the succession plan must be actioned.
4. The Quality Nominee will support the Acting Lead IV and Director of Learning Community to ensure they fully understand the role they will undertake.
5. If there are any disagreements with the IV process with the assessor and Acting Lead IV the Quality Nominee will have the final say to decide the outcome of the IV process.
6. The role of the Lead IV will be discussed annually with each Director of Learning Community to ensure a permanent individual is appointed with the responsibility, this is usually the main subject teacher, the Director of Learning Community or Assistant Director of Community who has responsibility for the Quality Assurance of BTEC subjects.

## **Examination Policy**

### **Objective**

To provide an efficient exam system with clear guidelines for all users. In September the exam officer will circulate to all departments the board and specification used by that department. This must be checked, signed and returned to the exam officer by the SIE (staff in charge of exams).

### **Accountability of departments**

One person should be nominated from each department to take responsibility for exam entries/ withdrawals etc.-to be known as SIE.

Each department will have a labelled wallet, which they will use to give and receive information. These wallets will be kept in a basket in the staff room and should be checked regularly by the SIE and exam officer.

### **Entries**

All candidates will be entered by the due date set by the board. It is the responsibility of the SIE to ensure that the correct lists are issued to the exam officer.

### **Amendments**

Withdrawals will be accepted by the exam officer up to the date set by the board.

Withdrawal forms must be used. These will be placed in the exam wallet and removed by the exam officer. Any late withdrawals/entries except in exceptional circumstances will be charged to the department.

### **Change of Tier**

See note on amendments.

### **External Exams**

The exam officer is responsible for the organisation and conduct of all external exams.

1. Final confirmation of entry numbers and levels will be made with the SIE.
2. All exam papers will be counted in by the exam officer and exam admin assistant and locked away.
3. All sealed exam papers will be checked by the SIE of each department in the presence of the exam officer in good time before the exam date.
4. The SIE or other member of department will be present at the start of each subject exam.
5. No exam papers can be removed from the exam room before the end of a session.
6. All exams will be conducted according to the rules laid down by exam boards and within the start and finish times determined by the board.
7. Any misconduct or irregularity must be reported to the exam officer as soon as possible, who will then inform the exam board concerned.
8. In the absence of the exam officer at the end of any exam, papers will be collected and taken to the front office and given into the care of the exam admin assistant.
9. Students will not be allowed to leave an exam unless their exam paper has been picked up and secured by an invigilator.

Coursework It is the responsibility of each department to ensure all coursework is dispatched at the correct time. The SIE may liaise with the exam officer if necessary. Coursework will be dispatched using the same method as for exam papers.

September 2014 the SENCO, in consultation with the exam officer will complete the special arrangement request forms for special needs candidates at the appropriate time and provide the necessary evidence to reach the exam boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified/enlarged papers for NCTs and GCSEs which must be complied with.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the exam officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the exam officer and locked away.

The necessary re-scheduling of internal and external exams for special needs students will be co-ordinated with the exam officer e.g. students who have extra time cannot fit two exams in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of learning support to ensure that all work is original.

## **Results**

Results **will** be available for collection on the day notified by the exam boards only. Subjects should check for the possibility of a re-mark/re-grade within three days of scrutiny of the results.

If a result is queried the exam officer will investigate the feasibility of asking for a re-mark.

## **Special Needs**

It is the responsibility of the SENCO to liaise with the exam officer about the arrangements for candidates with Special Needs. The SENCO will ensure the exam officer has all information needed on each candidate with special needs. The exam officer will ensure requests for special consideration will be sent to the boards and process the replies.

## **Special Needs Exam Policy**

Staff in departments should inform the SENCO of special needs students who are embarking on a course leading to an examination, and the date of that exam. The SENCO can then inform individual staff of any special arrangements which individual students can be granted during the course and in the exam. In the case of students with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods

- A reader
- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility
- Wheelchair user.

Special arrangements can also be made for students to take their examinations outside school e.g. phobic students, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

SENCO will inform the exam officer, who will communicate with the exam boards at the beginning of a course, if any student is to be given special arrangements for coursework which carries marks towards a final mark.

Any student that is disabled in a Wheelchair must sit there exams in Upper School Hall as this has the correct facilities for ease of access. A member of staff from the Inclusion Team will escort and remove this student to ensure ease of transition.

A separate room and invigilator are required for anyone with a reader and a separate room is required for an individual or group who is/are granted extra time/rest periods/use of a word processor.

It is preferable that the reader/scribe should be a person within the learning support department who is familiar with and has had practice with the student taking the examination. It is important if for example the student and reader or scribe have worked together in similar situations such as internal tests/exams. It is the duty of learning support to ensure that no unauthorised help is given to these students.

### **Internal Examinations**

The exam officer will be responsible for the overview of the organisation of accommodation and invigilation for these exams. Each department will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. Departments must ensure that they are represented at the start of each exam and collect papers at the end. If an internal exam has to be finished during lunch or after school, it is the responsibility of the department concerned to invigilate.

### **Misconduct**

This should be reported to the exam officer in the first instance, who will decide what action to take.

### **Dispatch of exam scripts**

The school will dispatch exam papers to examiners by a new traceable system. This will be agreed between the exam officer, the carrier company and the school bursar.

## **Invigilation**

### Conduct of invigilators

The exam officer will ensure that each exam session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each.

Senior invigilator or SIE will check attendance according to seating plan.

Invigilators must not take any work into the exam room but give full attention to the conduct of the examination.

It is the responsibility of those invigilating session three to ensure they relieve those invigilating lesson two halfway through break.

### **External Invigilators**

The employment of external invigilators does give assured continuity and responsibility in an exam room even if you use a mix of teachers and externals. This has a direct benefit for your candidates. Teachers who are on release and not used because of the external can be used in other ways for the benefit of the school.

Cover is the obvious benefit but there are other issues such as curriculum planning that can greatly benefit. Study leave often releases a whole department when they would have been teaching Year 11 for example. The whole or majority of a department could be involved in planning review in formalised meetings at this time if not used for invigilation. Other areas can greatly benefit from the non-use of teachers for invigilation and these cannot always be calculated in monetary terms: areas such as professional reviews, appraisals, development plans, and self-review initiatives. Mentoring and target setting can all be planned for in the 'release' time.

The exam officer proposes to set up a team of external invigilators. While school governors will help when it is convenient, this cannot be relied upon.

As funds become available numbers of external invigilators will be increased. As this is a new system it would be an advantage to recruit persons known to the school in the first instance. If this proves successful advertisements can be placed. Obviously persons would have to be vetted and interviewed by senior staff in conjunction with the exam officer.

*This Policy will be reviewed every 12 months by The Examinations Officer and The Quality Nominee*

*Last reviewed 03/07/2017*

## **Employer Engagement Policy**

The purpose of this policy is to set out the commitment of Cannock Chase High School to provide a curriculum offer which supports the development, in both young people, of the skills that are necessary for a productive and competitive economy. The core purpose of the School is to support people to develop skills in the broadest sense and to encourage talent, knowledge, resourcefulness and creativity.

The School seeks to deliver skills at all levels, including Level 2 and Level 3 BTEC qualifications, in order to support the development of an advanced competitive economy and make us a fairer society, offering equal opportunities for all. We will focus on the employability and progression of learners and deliver the skills and qualifications which individuals, employers and the economy need.

This policy covers all of the vocational curriculum offered by the school, it will develop its staffing potential, allocate its resources, in order to continue to move towards a service which is driven by the needs of its learners and its employers.

### **Curriculum offer and range**

The provision of excellent learning opportunities for young people aged 14-19. This will include partnership working with schools, other post 16 providers and other agencies to ensure a balanced and inclusive vocational curriculum at a range of levels which equips all our young people with the skills for employment, further or higher learning and wider social and community engagement.

Working in partnership with other training providers to offer employers clearer information about training opportunities.

Making employers aware of the range of training options through appropriate information channels, project planning to ensure, for each company, an understanding of underlying business need and an adequate analysis of training needs.

Providing briefings for delivery staff, employers and employees to ensure shared expectations.

Providing student research opportunities and employer focussed work based projects, that will inform business practice and that promote knowledge transfer.

Developing flexible lifelong learning to meet both the employer and employee needs.

Engaging employers in curriculum development and embedding employability.

Engaging employers to support the delivery of the curriculum, including learning, teaching and assessment.

Ensuring standardisation of operational and delivery practices, including regular feedback to learners and employers relating to progress.

Performance reviews and observations of the people delivering training solutions.

Regular review of the resources available for training.

Quality improvement through regular feedback from both employers who use the School services, and those who do not, in order to improve perceptions and the overall offer.

Acting promptly to respond to feedback and/or complaints in order to improve services.

Reviewing outcomes following delivery to identify unmet needs and inform further actions.

Managing and maintaining a data base of employer contacts.

Measuring employer satisfaction.

Continuing to evolve and improve the training offer, offering teaching and learning strategies which motivate, stimulate and encourage the learners as well as meeting the employer's requirements.

Regular review of the resources available for training.

Extending and developing identified specialist areas of the School through clearly identifying those areas in which the School will specialise.

Using input from appropriate stakeholders and employers to share good practice and understand each sector's shared business needs.

Developing products and services and staffing to address industry expectations.

SMART targets and performance indicators which measure and monitor success and lead to an improving trend.

Review annually by Quality Nominee

Review Date Aug 2018