



BTEC POLICY

Introduction to Policy

The following policy covers the aims and responsibilities of Plantsbrook School as a registered 'centre' for the delivery of BTEC courses from Entry Level to Level 3, in a range of subjects offered across the curriculum for KS4 and KS5.

The BTEC Quality Nominee is responsible for ensuring that the activities described below are monitored and implemented in accordance with the aims and objectives of this policy.

This policy covers the aims and responsibilities for:

1. Recruitment
2. Registration and Certification
3. Roles
4. Assessment
5. Internal Verification
6. Malpractice
7. Appeals
8. Resources

1. Recruitment

We seek to ensure that learners are recruited with integrity onto appropriate programmes that will:

1. Meet their needs.
2. Enable and facilitate learning and achievement.
3. Enable progression.

In order to achieve this, principle subject areas will:

- provide relevant programme information, guidance and advice, to enable informed learner choice
- publish entry and selection criteria
- demonstrate that learners are recruited with integrity
- carry out comprehensive learner induction that addresses programme and organisational requirements, explains learner facilities, identifies learners' development needs, considers the best way for individuals to address the assessments.

2. Registration and Certification

Administrative processes and procedures must ensure that all registrations and certificate claims:

1. Are accurate and timely.
2. Reflect a learner's course of study and level of achievement.
3. Are reported to BTEC where they are inaccurate or unsafe.

In order to achieve this, Plantsbrook School will:

- have a procedure for the timely and accurate registration of learners that is operational and monitored
- provide a mechanism for the checking of the accuracy of learner registrations

- follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records
- have a procedure for registering learners for any externally set assessment that forms part of an Edexcel BTEC qualification. This procedure should take account of any requirements for the re-assessment of learners that may be in force
- audit certificates received against assessment records, prior to issue
- investigate and report all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management, to BTEC
- provide unit certification claims for learners where appropriate

3. Roles

The Head of Centre

This person is formally responsible for the management and delivery of BTECs at Plantsbrook School. They will:

- provide appropriate resources
- ensure the recruitment of learners is done with integrity
- provide full and fair access to assessment, maintaining full and accurate records of assessment
- ensure compliance with all BTEC quality assurance processes
- ensure the certification of claims is secure and accurate
- identify a Quality Nominee to act as a key point of contact with BTEC
- liaise with the Quality Nominee to ensure that all processes are being conducted
- effectively support the Quality Nominee in putting actions in place to respond to reports on quality assurance
- deal with appeals from learners that have not been resolved by the programme team
- investigate malpractice allegations related to learners or members of staff
- liaise with BTEC where any serious breach of approval conditions has occurred
- review any aspect of quality assurance which relates to the overall integrity and security of BTEC qualifications.

Quality Nominee

This person will ensure the effective management of Plantsbrook School's BTEC programmes and actively encourage and promote good practice in the School. They will be:

- the main person involved with Quality Review & Development and will liaise directly with the School Quality Reviewer
- the initial point of contact for our Standards Verifiers, making sure that they are put in touch with the relevant Lead Internal Verifier to conduct sampling
- the person with overarching responsibility for BTEC, allocating roles to colleagues at Plantsbrook School.

They will liaise with the School staff and BTEC to ensure that:

- all programmes are approved and registrations are accurate and up to date
- the approval conditions and policy requirements are being implemented consistently and effectively
- all staff are aware of all support and guidance available and understand programme requirements
- assessment and internal verification is effective on all BTEC programmes
- there is a registered Lead Internal Verifier in place for each Principal Subject Area, where required

- where required, Standards Verification is completed successfully
- appropriate measures are taken to prevent malpractice and that any suspected malpractice is thoroughly investigated and reported, if proven, to the Exams Officer.

Examinations Officer

This person will:

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1st November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required
- Give Edexcel Online access to the Quality Nominee
- For relevant programmes, give Edexcel Online access to Lead Internal Verifiers so that they can register onto the OSCA system and access standardisation materials
- Give Edexcel Online basic access to all other BTEC staff as necessary
- For programmes that include externally assessed units, ensure that all exam entries are made according to Pearson requirements
- Report any cases of proven malpractice to BTEC and follow their procedures.

Programme Leader

These persons will liaise with the Quality Nominee to be aware of information updates and quality assurance requirements, they will also:

- Liaise effectively with the Examinations Officer to ensure accuracy of registration and certification of learners
- Liaise with the programme team to confirm assessment and internal verification schedules
- Liaise with relevant Edexcel appointed staff undertaking quality assurance
- Ensure that there are sufficient resources to deliver the programmes and units
- Ensure that programme staff have the necessary expertise and, where relevant, qualifications
- Review reports arising from quality assurance and ensure that appropriate actions are taken
- Appropriate measures are taken to prevent malpractice and that any suspected malpractice is thoroughly investigated.

Lead Internal Verifier

Each Lead Internal Verifier should be:

- a subject specialist
- someone with the authority to oversee assessment (This may be the programme leader, as this would normally be a key part of their role)
- 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.

For BTEC (QCF) Entry to Level 3 qualifications the Lead Internal Verifier will:

- register with BTEC via OSCA and confirm registration every year
- undertake induction training (once only)
- access practice standardisation materials (available annually for use with programme teams)
- complete the accreditation process by undertaking online standardisation (normally once every three years).

For BTEC (NQF) qualifications the Lead Internal Verifier will:

- register with BTEC via OSCA and confirm registration every year (Note there is no requirement to gain accreditation via OSCA)
- undertake induction training (once only)
- access standardisation materials and work through these with their programme team.

Regardless of qualification, the Lead Internal Verifier should:

- ensure that there is an assessment and verification plan for their programmes which is fit for purpose and meets requirements
- sign off the plan and check that it is being followed at suitable points
- where possible, undertake some internal verification and/or assessment for individual units within at least one of the programmes
- ensure that assessment plans, records of assessment and samples of learner work are retained for Standards Verification if necessary (plan to set aside examples of work 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 colleague if they're unable to carry out the role.

Internal Verifiers

These persons will:

- agree an assessment and verification plan for each programme
- 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 their subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable
- ensure their 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.

Assessors

These persons will:

- ensure that they have read and understood the programme specifications and the requirements of all units being assessed
- agree an assessment and verification plan for each programme ensuring full coverage of the required units
- teach learners the knowledge and skills required to achieve the qualification

- design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content
- provide formative feedback to learners on work in progress, identifying areas for improvement
- provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content
- accurately record all summative assessment decisions
- follow up any advice from their Internal Verifier.

4. Assessment

4.1 - Our assessment strategy, processes and management underpin an assessment system that:

1. Delivers valid and reliable outcomes.
2. Follows Edexcel regulations and requirements currently in force for external assessment, where this is appropriate
3. Reflects national standards.
4. Leads to the safe certification of learner achievement.

In order to achieve this, Plantsbrook School will:

- have clearly defined assessment roles and personnel
- have clearly defined internal and/or external assessment procedures that are operational at all assessment locations and across all assessors, units and learner, as appropriate
- have assessment recording documentation that is clearly understood by assessors and learners, and is utilised consistently across the centre
- use assessment methodology that leads to valid and reliable assessment outcomes, which are in line with regulatory and standards setting body requirements (For external assessment, the centre will follow the Edexcel regulations and requirements currently in force.)
- provide equal access to internal and/or external assessment for all learners, as appropriate
- provide adequate support mechanisms for assessors
- comply with the Edexcel externally set assessment and testing requirements currently in force, as appropriate.

4.2 - All assessment is recorded in such a way that:

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

In order to achieve this, Plantsbrook School will:

- store all assessment records securely and safely relating to both internally and externally set assessments
- maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards
- retain both internal and external assessment records for centre and awarding body scrutiny for a minimum of three years following certification
- ensure current learner evidence is available for centre, and awarding body, verification processes.

4.3 - Our learners are supported, monitored and their progress continually reviewed in order to:

1. Provide constructive feedback.
2. Enhance progression.
3. Maximise achievement.
4. Identify progression.

In order to achieve this, Plantsbrook School will:

- establish a learner review process that is clear, equitable and open equally to all learners
- identify learner development needs and provide appropriate support to assist progression and achievement
- engage learners through effective teaching and assessment methodology that fosters a sense of individual responsibility
- ensure that learners are aware of, and prepared for, the internal and external assessment requirements of their programme, as appropriate
- review learner progress and develop agreed action plans through a process of constructive feedback and dialogue.

5. Internal Verification

We have a robust, consistent and transparent approach to verification and the management of any BTEC external assessment undertaken at the centre, that:

1. Enables internal verification to drive and maintain assessment standards.
2. Utilises the outcomes of Edexcel Standards Verification and Quality Review and Development to inform and enhance internal verification.
3. Ensures that BTEC regulations are followed.

In order to do this, Plantsbrook School will:

- have identified and registered an appropriate Lead Internal Verifier for each Principal Subject Area who is trained and accredited, or seeking accreditation within a defined time scale, where this is required by the qualification
- establish an internal verification process that is compliant with awarding body and regulatory requirements
- ensure that each Lead Internal Verifier is appropriately prepared and clear about their responsibilities in relation to the standardisation of assessment across a Principal Subject Area; incorporating both pre-assessment standardisation activities and the standardisation of assessed learner work
- have processes for dealing with weaknesses in assessment, whether highlighted internally or externally
- collate sufficient evidence of assessment and verification activities to demonstrate that, over time, both processes are effective in upholding national standards
- have cover for absence and succession plans in place for Lead Internal Verifiers
- maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims
- utilise the outcomes of BTEC's external monitoring to improve internal systems, processes and assessment outcomes
- ensure that adequate centre and learner preparation is made to meet the requirements relating to any externally set assessment within an Edexcel BTEC qualification.

6. Malpractice

At Plantsbrook School learner/staff assessment malpractice includes, but is not limited to:

1. Collusion by working collaboratively with other learners to produce work that is then submitted as individual learner work.
2. Fabrication of results and/or evidence.

3. Plagiarism including copying text word for word from a textbooks, copy and pasting text, images, quotes and multimedia files from the internet and copying work from another students (past or present) work without referencing that material accordingly.
4. Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.

In order to reduce malpractice, Plantsbrook School will:

- inform students and staff what constitutes malpractice as outlined above
- ensure that staff are aware of the need to report suspected malpractice immediately to the Programme Leader
- present any person suspected of malpractice with all of the evidence against them.
- allow any person suspected of malpractice the opportunity to respond personally and /or in writing within an agreed timescale
- automatically 'hold' a student's results if they are suspected of malpractice until after the investigate
- fully investigate any suspected malpractice utilising the Programme Leader and Quality Nominee
- report all serious assessment malpractice to BTEC via the Examinations Officer
- award the grade achieved to the student when no evidence of malpractice is found through the investigation.

7. Appeals

At Plantsbrook School learner appeals:

1. Policies and procedures are sufficiently rigorous to meet awarding body and regulatory requirements.
2. Outcomes are fair, consistent, in line with policy and accurately recorded/communicated to all stake-holders.

In order to achieve this, Plantsbrook School will:

- have policies and procedures for dealing with learner appeals (currently within the "policy on internal assessments for external qualifications") and learner/staff malpractice that are in line with BTEC's guidance and operational requirements
- have a means for ensuring all learners and staff are aware of what constitutes an appeal, the related processes for instigating an appeal, the possible outcomes that may be reached, the consequences of both internal and external outcomes and the process that exists to enable learners to make an appeal with Edexcel relating to the external or internally awarded assessment outcomes.
- have robust systems for recording and managing all assessment appeals.

8. Resources

8.1 – Plantsbrook School understands that the delivery and assessment of all BTEC programmes is enhanced by an appropriate programme team that is:

1. Appropriately qualified in the art of teaching and assessment.
2. Vocationally competent to teach and assess the subject.
3. Given sufficient time to effectively fulfil all aspects of the role.
4. Effectively engaged in quality improvement.

In order to achieve this, Plantsbrook School will:

- demonstrate that staffing on programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel
- have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing

- give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities
- ensure that external experts who deliver and assess on programmes are familiar with the specification and assessment requirements.

8.2 - Our induction and continuous professional development ensures the staff is:

1. Up to date with national trends and standards in teaching and assessment.
2. Aware of industrial trends and developments.
3. Conversant with all organisational procedures and policy.

In order to achieve this, Plantsbrook School will:

- Induct all staff new to the centre and/or programmes in local educational policies and procedures, team and programme management structures and accountabilities, vocational assessment philosophy and regulatory and awarding body requirements
- Ensure on-going staff development is provided that meets the needs of the organisation and the delivery and assessment of BTEC programmes
- Evaluate staff induction and development provision to ensure equal access for all staff, that it remains fit for purpose and that it delivers against its outcomes.

8.3 - We ensure that there is adequate provision of physical resources that will:

1. Support general learning and assessment.
2. Enhance subject specific and technical learning and assessment.
3. Ensure learner and staff safety.

In order to achieve this, Plantsbrook School will:

- have specialist and general resources available that are sufficient for learner volumes
- have the required facilities and resources required by Edexcel for the conduct of external assessment, where this forms part of a BTEC programme
- have appropriate and fair access arrangements for all students regardless of ability or disability
- monitor all resources regularly to ensure they are fit for purpose and safe to use.
- consider the provision of general and subject specific resources when planning the introduction of new programmes
- ensure that, when used, external resources are fit for purpose, appropriate and safe.