



WOOLWICH POLYTECHNIC SCHOOL

BTEC MANUAL

DECEMBER 2015/2016

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The BTEC Team

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| Head of Centre: | Mr Tim Plumb and Mr Byron Parker |
| Quality Nominee: | Mrs Fotari Modhvadia |
| Examinations Officer: | Mrs Jane Woods |
| Lead Internal Verifiers: | Business: Mr W Blades IT: Mrs F Modhvadia Sport: Mr Paul Walsh and Mr K Cooke |

QCF and NQF Programmes from September 2015

1. Sport (L2 QCF Certificate, Extended Certificate & L2 NQF First)
2. Business (L2 QCF Certificate & Subsidiary Diploma)
3. Construction (L1 QCF Diploma) *Via Bexley College*
4. Construction (L2 QCF Diploma Specialist) *via Bexley College*
5. Business (L3 QCF Certificate, Extended Certificate & Diploma)
6. Sport (L3 QCF Certificate, Subsidiary Diploma & Diploma)
7. IT (L3 QCF Certificate & Subsidiary Diploma)

Roles and Responsibilities

Quality Nominee

This person is the main point of contact for Edexcel information related to BTEC programme quality assurance. The Quality Nominee will receive details about the appointment of external verifiers and will liaise with appropriate programme leaders (HOD's) and internal verifiers. The Quality Nominee will prepare for the Centre Review and Development visit.

Programme Leader/Head of Department/Lead Internal Verifier

A programme leader/Lead Internal Verifier or HOD is a person designated to take overall responsibility for the effective delivery and assessment of BTECS. For Edexcel BTEC qualifications up to Level 3 and Foundation Learning programmes, the programme leader may also act as the Lead IV.

Responsibilities

- Liaise with the Quality Nominee to be aware of information updates and quality assurance requirements.
- Liaise with Edexcel staff undertaking quality assurance, including standards verifier (SV)
- 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 the quality assurance and ensure that appropriate action are taken.
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

Course Teachers

A course teacher is a person who has responsibility for the delivery BTEC programmes of study, collating and recording assessment decisions.

Responsibilities

- Provide assessment processes that are fair and meet the requirements of students and of the qualification;
- Provide students with a schedule of assessment;
- Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve.
- Record assessment decision at regular intervals, accurately and systemically, using agreed documentation.
- Certification/assessment records to be stored securely.
- Comply with the School and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- Be aware and keep up to date with Awarding Body guidance in respect of assessment, standardisation, moderation or verification.
- Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the School and Awarding Body.

- Records internal standardisation, moderation and verification decisions accurately and systemically using agreed documentation.

Internal Verifiers are responsible for:

- Verifying assignment briefs prior to distribution to learners
- Verifying a sample of assessment decisions
- Developing the skills of assessors, especially those new to assessment.
- Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.

Examination Officer

It is the responsibility of the Examinations Officer:

- To meet the deadlines for registering learners with the awarding body
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- To claim learners certification
- To claim unit certification when a learner has not been able to complete the full programme of study.
- To provide access arrangements for learners with learning difficulties and or disabilities according to the regulations of awarding body.
- To Liaise and coordinate with the Quality Nominee with regards to the Centre Review and Development visit.

Confirmation sampling (QCF programmes)

Edexcel undertake confirmation sampling every year of some centres for every programme group every year.

Confirmation sampling is for centres where there is an accredited Lead IV and is to confirm operation to national standards. Centres may be included in the programme of confirmation sampling through:

- Routine selection from all centre
- Direct inclusion following review of quality profile e.g. following QRD visits
- Repeat selection where a centre has been given remedial actions

If a centre is selected:

- Edexcel informs the Quality Nominee
- Edexcel gives you specific instructions well in advance of the sampling deadline.
- A Standards Verifier (SV) will contact the Quality Nominee and then the Lead IV and Programme Leader.
- The SV will define the sample required and agree with you a date for submission no later than April for summer certification.

Annual Sampling (NQF First Awards from 2012)

Edexcel will allocate each course a standards verifier (SV) for annual sampling. The SV will sample learners from all internally assessed units. The SV will remain the same over the two years of the course.

Allocation Procedure

- Edexcel allocates an SV
- Edexcel gives you specific instruction well in advance of the sampling deadline.
- A Standards Verifier (SV) will contact the Quality Nominee and then the Lead IV and Programme Leader.
- The SV will define the sample required and agree with you a date for submission no later than April for summer certification.

Assessment

Woolwich Polytechnic School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programme we offer and facilitate the achievement and wider development of our students.

Objectives

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of the course.

http://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/01_Introduction.pdf

External Quality Assurance

What is Centre Review and Development?

- Centre Risk Assessment is an instrument used to monitor the effectiveness of controls put in place by a centre to manage identified risks and to provide a positive, consultative process to assist centres to improve the quality and delivery of BTEC programmes in a centre.
- The quality of the assessment process, teaching and learning and resources is assessed through the Centre Engagement Document. This is a risk assessment of these areas and is completed by the Quality Nominee and sent to the reviewer before the visit.
- The centre will be visited annually by a CRD assessor who will meet with the Quality Nominee, the Examinations Officer and the Lead Internal Verifiers from each subject area.

- Where quality controls on assignment setting and assessment standards are found to be inadequate, a block on certification could be imposed for the course or indeed the entire BTEC programme.

The Internal Verification Process

Internal Verification is the quality assurance system used to monitor assessment practice and decisions, ensuring that:

- Assessment is consistent across the programme
- Assessment instruments are fit for purpose
- Assessment decision 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 IV (LIV) and register with Edexcel to undertake training.

Internal Verifiers 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.

Specific Internal Verification responsibilities

- Check the quality of assessment instruments to ensure they are fit for purpose.
- Keep accurate and up to date records of the internal verification process.
- Advise on the appropriateness of assessment evidence with regards 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.

Policies

Registration and Certification Policy

Aim: To register individual learners to 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 the 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**.

Procedures:

Registration: Learners starting BTEC courses will be registered with Edexcel by 1st November of that year.

Internal Verification

The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

Woolwich Polytechnic will ensure that:

- A lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of online standardisation materials that are shared within delivery teams ((NQF only)
- Each lead internal verifier oversees effective internal verification systems within each principal 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, sites and teams is internally verified, to ensure centre programmes conform to national standards verification requirements
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice
- IV records will be maintained securely for 3 years post certification.

The Role of the Internal Verifier

The Internal Verifier should:

- Not verify their own work or assignments
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria
- Complete an IV template and make recommendations to the assessor on how to improve the quality of the brief if necessary
- Make all IV evidence available to the EV
- Plan with the course team an annual internal verification schedule linked to assignment plans

- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.

Assessment and Malpractice Policy

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the BTEC qualification. All school devised assessment materials must be internally and/or externally verified before being issued to students.

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 assessments 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 learners' evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractices
- Maintain accurate and detailed records of assessment decision
- Maintain a robust and rigorous internal verification procedure
- Annually provide samples for National Standards Sampling as required by the awarding body
- Share good assessment practices 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 completed student assignments will be assessed internally,
- By subject to internal verification and external moderation by the awarding body
- Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body
- The Assessors is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and that judgement of evidence is valid and reliable.
- Students will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.
- All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Head of Department in accordance with the policy on coursework.

Procedures

Learner Induction: will inform learners of teaching and assessment methods, including progress monitoring. That malpractice and appeal procedures will be brought to their attention.

Assessment design: will have an appropriate vocational focus. The assignment and assessment programme will be shared with learners at the start of the year.

Tracking: an audit trail of decisions, IV comments and unit certifications will be maintain and kept for 3 years following certification.

Role of the Assessor

The role of the Assessor is to:

- Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework/portfolio components of a subject and the requirement for external assessment where appropriate.
- Encourage students by giving detailed formative feedback and guidance on how to improve work.
- Set interim assignment deadlines and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- Mark and return drafts within three weeks of submission.
- Adhere to the Awarding Body's specification in the assessment of student assignments.
- Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- Ensure each candidate signs to confirm that the work is their own and this it is endorsed by the teachers after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.
- Verify samples of work – one third of all students per unit and ensure all student's work is scrutinised throughout the duration of the course. New or inexperienced assessors may be given additional support by the IV.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessment (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary records of the assessor(s) will provide their basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template.

- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the EV and records kept.

Authentication of candidates work

- On each assignment students must sign that the work submitted is their own and teachers/assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to Head of Department, who must proceed in accordance with the School's coursework policy.

Student Misconduct

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the School reserves the right to include any other type of cheating under the terms of this policy.

- Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the internet or copied from books.
- Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
- Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.
- Submitting work done by another student as your own.

Preventing Student Misconduct

The School will take positive steps to prevent and reduce the occurrence of malpractice by students. These will include:

- Using the induction period and the course handbook to inform students of the School's policy on malpractice and consequent penalties.
- Showing students the appropriate formats to record cited texts and other materials or information sources including websites. Students should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the student has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies, e.g. plagiarism, collusion, cheating etc. These procedures may include:

- The requirement for interim work to be handed in before final deadlines to give a picture of the students' progress.
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
 - Altering assessment assignments/tasks/tools on a regular basis.
 - The assessor assessing work for a single assignments/task in a single session for the complete cohort of students
 - Using oral questions with students to ascertain their understanding of the concepts, application, etc. within their work.
 - Assessors getting to know their students' styles and abilities.
- iv. Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers.

Investigating Student Misconduct

There will be an investigation if student misconduct is suspected which may lead to disciplinary action.

- a) Students who attempt to gain an award by deceitful means will automatically have their result (s) suspended (held) pending a thorough investigation by a member of senior staff. The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
- b) The outcome of the investigation will determine the appropriate course of action to be taken by the school. Any case where a student malpractice is found to be substantiated will be reported to the awarding body.
- c) If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

Appeals Policy

Aim: To enable the learner to enquire, question or appeal against an assessment decision. To attempt to reach agreement between the learner and the assessor at the earliest opportunity.

To standardise and record any appeal to ensure openness and fairness.

To facilitate a learner's ultimate right to appeal to the awarding body, where appropriate.

To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

Procedures:

Informal: the learner consults with the assessor within 1 week of a decision being informed to discuss the decision. The discussion is recorded if unresolved.

Review: The decision is reviewed (if unresolved) by the IV and or Line Manager. The learner is notified in writing.

Appeal: If unresolved, the learner appeals in writing to the Quality Nominee.

External Appeal: If unresolved, the centre will submit the appeal and supporting documentation to Edexcel within 14 days.