



Carshalton High School for Girls

Excellence: everywhere, every day.

BTEC Policy

Reviewed and Agreed by Carshalton Local Governing Body:

Jan 2021

Next Review:

Jan 2022

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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1. BTEC Registration & Certification Policy

1.1 Statement of Intent

Carshalton High School for Girls is committed to ensuring that standards of registration and certification are consistent, transparent and in line with the requirements of our awarding bodies.

1.1.1 Objective

To ensure all learner registrations and certification claims are accurate, open and transparent.

1.2 Range and scope of the policy

The range of the policy covers all level 3 BTEC courses and offered but may well apply to other assignment-based courses should they become a part of the curriculum in future.

BTEC Registration & Certification Procedures

1.3 Registering learners with Pearson

All learners undertaking Pearson qualifications at level 3 on either the QCF or NQF framework must be registered prior to the Pearson set deadline (usually 31st October) in their first year of the qualification.

The registration process is as follows

- a) In September of the first year of the qualification, all confirmed student class lists should be forwarded to the exams officer detailing the following
 - i. Full title of the qualification to be studied
 - ii. QAN code
 - iii. Full name of student(s) to be registered
- b) The exams officer is to register the students through the appropriate means
- c) Confirmation of registration is to be obtained by the exams officer
- d) Once registration is confirmed, class lists are to be returned to the relevant class teacher(s) detailing the names of the students and the course the students are registered for.
- e) The class teacher is to sign the list to confirm its accuracy and return to the exams officer for storing. A copy should also be retained by the Quality Nominee

1.4 Registration of learner's part way through a course

Should any learner be required to register on a course part way through the course, this must be done as outlined in section 3. Learners can only be registered late on to the course if circumstances prevented the learner from being registered at the start of the course. E.g. late entry in to the school

1.5 Transferring of learners

1.5.1 Transfer of a learner between programmes at the same centre

A learner registration may be transferred between programmes approved at the centre with current open validity for registrations; the centre must ensure that the learner is able to complete the programme on to which transfer is made, eg that arrangements for accreditation of learning on the existing programme can be made. A learner may not be transferred from an individual unit registration to a full programme (qualification). In such cases, the learner must be re-registered for a full programme.

1.5.2 Transfer of a learner to another centre.

A learner may transfer to another centre; normally if a registration is being transferred, it is to enable the learner to complete the same programme of study. For a certificate to be awarded the learner's record at the final centre will have to show all the required completed units. Prior to transfer it is essential that a comparison of units previously undertaken is made against the requirement of the new programme. The learner must be advised of any additional work that may be needed to meet in full the requirements of the receiving centre. The initial centre must ensure that all completed units are notified to Pearson, and that all the relevant assessment records are passed to the receiving centre. The receiving centre should not process the transfer until all previous achievement has been notified.

1.6. Certification of Learners

1.6.1 Before the school can claim certification for any learner, the following must be completed

- a) The learner must have completed all necessary components of the course
- b) Any outstanding Internal Verification and Standards Verification procedures must have been carried out.
- c) Any amendments/actions, as identified within the standards verification report, have been carried out, e.g. the report requires the centre to check other assessments, learners to improve work etc.

1.6.2 The process for claiming learner certification is as follows:-

- a) All grades on the subject based tracker are to be checked by the lead IV in consultation with the relevant subject teachers to ensure accuracy.
- b) The Lead IV and a nominated person within each programme area is to enter the grades on to the centrally held grade tracker.
- c) The exams officer together with the Quality nominee are to enter the grades for each candidate and subject area through the online BTEC bulk grade reporting system where possible.
- d) Where using the BTEC bulk grade reporting system is not possible or appropriate certification is to be claimed through the online individual learner reporting process.
- e) Whichever process is used to claim certification it cannot be done alone as all entries must be double checked for accuracy.

1.6.3 Certification timeline

All certification claims for must be complete by 5th July

2. BTEC Assessment & Internal Verification Policy

2.1 Statement of Intent

2.1.1 Carshalton High School for Girls (CHSG) 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 programmes we offer and facilitate the achievement and wider development of our students.

2.1.2 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 in 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 their course.

2.2 Range and scope of the policy

The range of the policy covers all BTEC courses offered at CHSG but may well apply to other assignment-based courses should they become a part of the curriculum in future. This should be read alongside the school's Assessment, Recording and Reporting Policy, the Examinations Policy, the BTEC Malpractice Policy and the Policy on Internal Appeals Procedures and Enquiries about Results for Public Examinations but is written in recognition of the specific nature of BTEC and similar programmes.

BTEC Assessment & Internal Verification Procedures

2.3. Assessment

Assessment is carried out through various types of assignments. The process is explained as part of the induction process and is given to the learners in writing in the student handbook. (Appendix 1 is signed by students to confirm that they have understood the process and know where to refer to for clarification)

- a) **Assignment briefs** are issued once the content for the unit of work has been delivered. They are the students reference point for assessment throughout the unit and therefore should always be at hand; especially when writing coursework.

Each assignment brief will include:

- Date issued; Hand in date and assessment date
- Qualification being studied
- Unit covered
- Scenario
- Description of task
- Description of evidence to be submitted

- Criteria Covered
- Resources list

b) Submission of Evidence

The rule framework allows for **one** submission of evidence for each assignment.

Tutors will formally record the assessment result and confirm the achievement of specific assessment criteria.

Students must submit an assignment for assessment which consists of evidence towards the targeted assessment criteria.

A signed-and-dated declaration of authenticity must be submitted with each assignment. Coursework should be word processed unless otherwise stated. Students should always keep an electronic copy of each completed assignment for their reference.

All assessment marks should be regarded as provisional until an assessment sheet has been completed. However, this can still be subject to moderation and change until BTEC results day.

All work within the assignments must be students own work. It should not be copied from another student nor cut and pasted from articles on the internet. This is regarded as plagiarism. This is extremely serious and could jeopardise students obtaining the qualification.

2.4. Deadlines

Students must meet the deadline stated on their assignment brief; failing to meet the stated deadline will mean they are **NOT** entitled to a resubmission date and the Lead Internal Verifier will not be permitted to authorise a resubmission date.

2.5. Feedback to students

Once students are working on the assignments which they will submit for assessment, they must work independently to prepare and produce evidence for assessment.

Before starting the assessment task, teachers will ensure that students understand the:

- **Assessment requirements**
- **Nature of the evidence they need to produce**
- **Importance of time management and meeting deadlines**

Once students begin the work for assessment the tutor must not:

- **Provide specific assessment feedback on the evidence you produce before it is submitted for assessment**
- **Confirm achievement of specific assessment criteria until the assessment Stage**

The tutor **can** continue to give general feedback and support, particularly around the development of knowledge, understanding and skills

Once assignments have been submitted the tutor will create an assessment record.

Assessment records for all assignments completed will include the following information:

- Unit title

- Issue date
- Submission deadline
- Date submitted
- First submission/ resubmission
- Authorisation of resubmission (if applicable)
- Target criteria covered
- Criteria achieved (yes/no)
- Assessment comments- this will include comments on how you achieved or did not achieve specific criteria
- General comment from assessor
- Assessor declaration and signature
- Learner comment and signature

This information will be stored electronically using the appropriate Pearson's forms.

2.6. Re-submission Policy and Procedures

Students must be made aware of the importance of **meeting** formal assessment deadlines in order for their tutor to accept evidence for assessment or for re-submission.

Every assignment contributes towards the final qualification grade the rule framework allows for one resubmission of evidence for each assignment.

Re-submissions can only be authorised by a Lead Internal Verifier, however, for them to authorise the re-submission following conditions must be met: A submission flow chart is included in the student handbook (see Appendix 2)

- Students must have met initial deadlines set in the assignment, or has met an agreed deadline extension
- Assessors can judge that students will be able to provide improved evidence without further guidance
- The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the student

If students do not meet the above conditions they will **not** be authorised for a resubmission. Students will be given a deadline for resubmission within **15 working days** of receiving the results of the assessment

2.7. Retakes

If students have met all of the conditions listed above in opportunities for resubmission, but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake will be a **NEW** task or assignment targeted only to the pass criteria which you did not achieve in the original assignment.

The assessor will agree and record a clear deadline before students start the retake.

The assessor will not be able to award a merit or distinction grade for a retake. Students will not be allowed any further resubmissions or retakes.

2.8. Marking and the IV process

The internal verification process promotes a rigorous commitment to quality improvement. There is a recognised team of Internal Verifiers, who meet regularly to ensure standardisation of procedures. BTEC internal verification forms are standardised across the centre and all Assessors are involved in the internal verification role. Standardisation/team meetings are calendared and the school recognises that time is required for internal verification with the appointment of a Lead Internal Verifier who is given time to monitor and check the iV process for all BTEC subjects.

The internal verification process is monitored in the school, by the Lead Internal Verifier and the Quality Nominee.

All assignments are marked by teachers in relation to the set criteria appropriate to each unit's learning outcome. Students will be awarded a pass; merit or distinction grade for each unit completed and evidence produced that meets the grading criteria.

The assessment process is then subject to internal verification from a second marker from within the Vocational faculty. Moderators second mark samples of work to ensure that marking is consistent and reflects appropriate standards of achievement.

The IV process is led by an Internal Lead IV who will ensure that all BTEC subjects have a timely IV process identified on their Assessment Plans and every six weeks, where coursework is being undertaken will check the IV of Edexcel will also check the grading of randomly selected assignments to make sure marking is correctly done through the standards verification process.

2.9. Appeals Procedure

- Any discrepancies that the student feels has taken place are first discussed with the candidate and the assessor.
- If no headway is made at this point, the assessor and IV meet to discuss the appeal.
- The assessors will then feedback to the candidate the IV's decision.
- The candidate is at liberty to discuss this decision with the IV.
- If this does not clear the situation then the information will be passed onto the Quality Nominee; if the candidate is still not happy with outcome the External Standards Verifier for the subject will be asked to make a decision, which can be upheld by the Awarding Body.
- This should give a prompt, fair and accurate feedback to the candidate.

3. Malpractice Policy

3.1 Statement of Intent

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To 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.

Malpractice Procedures

3.2 Malpractice Procedures

3.2.1 In order to do this, the centre will:

1. Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. Students should be made aware of what constitutes plagiarism and sign to say that they understand what plagiarism is as part of the BTEC Student Declaration Form (see Appendix 1)
2. Show learners the appropriate formats to record cited texts and other materials or information sources.
3. Ask learners to declare that their work is their own. Learners must sign declarations for each assignment submitted.
4. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
5. Ensure that staff are aware of what constitutes assessment malpractice.
6. Conduct an investigation in a form commensurate with the nature of the malpractice allegation.
7. Such an investigation will be supported by the Quality Nominee, the exams officer and the Headteacher and all personnel linked to the allegation.

3.2.2 Minor concerns about authenticity, e.g. work which has been poorly referenced through neglect (not deliberate deception) should be dealt with by the assessor in the first instance.

3.2.3 Where an assessor has serious concerns about the authenticity or validity of a piece of work (e.g. deliberate deception, repeat offence) he/she should immediately inform the Programme Leader.

3.3 Pupil Malpractice procedure

3.3.1 To be led by the programme leader:

1. Inform the learner of the alleged malpractice.
2. Give the individual the opportunity to respond to the allegations made.
3. Inform the individual of the avenues for appealing against any judgment made.
4. Document all stages of any investigation.
5. Where malpractice is proven, the school will inform the pupil's parents. They will work with the students Year Leader to apply an appropriate consequence, which may include:
 - Application of school code of conduct (where applicable)
 - Individualised arrangements for supervision, e.g. parental monitoring
 - Other agreed actions
 - Ejection from the course should only be considered in extreme cases. All such decisions would be subject to the existing school procedures, including approval from the Head Teacher.

3.4 Definition of Malpractice by Centre Staff

This list is not exhaustive:

- 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.

3.5 Where staff malpractice is suspected, you must:

- Inform the staff member's SLT line manager, the centre QN and the Headteacher.
- The alleged malpractice will then follow the school procedure.
- Any malpractice or attempted malpractice must be recorded and Edexcel must be informed.

4. Blended Learning

4.1 Statement of Intent

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

Blended Learning Procedures

4.2 In order to do this, Carshalton High School for Girls will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely through our Remote Learning Protocols
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.



Learner Name		
Subject/Course:		

Induction:

During induction I have: (please tick all that apply)

- **Read the Student Handbook - and know where to access an electronic copy of the Handbook (T Drive)**
- **Had a presentation by my subject teacher about the content of the Handbook**
- **Had the processes involved in the setting and assessments of assignments explained to me**
- **Been given an outline of the course and both internal and external assessment opportunities**
- **Discussed what plagiarism is and the consequences of plagiarism**

Learner declaration

Please sign the statement below to declare that you understand:

- The importance of meeting deadlines
- The procedures for resubmissions and retakes.
- The significance and consequences of plagiarism

I certify that all work submitted is my own. I am aware of the importance of meeting deadlines and the procedures for resubmissions and retake opportunities. I am also aware of what plagiarism is and the consequences should I commit plagiarism.

Name:

Signature:

Date:

Submission Diagram for Student Handbook

Example:

You have been set a deadline for the 29th January 2021- the diagram below will outline the submission and resubmission guidelines:

