



CHATHAM & CLARENDON GRAMMAR SCHOOL

BTEC Policies 2017/18

This document contains policies regarding

Registration and Certification

Assessment

Internal Verification

Malpractice

Appeals

This document applies only to BTEC Level 3 courses in Business and IT

BTEC Registration and 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 QN

BTEC 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 formative and summative 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.
- NQF external assessments are planned within assessment plans and are booked by the Examinations Manager. Exam invigilators are used to conduct examined (externally assessed) units.

This policy will be reviewed every 12 months the QN

BTEC 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 BTEC 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 confirm 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 QN

BTEC Assessment Malpractice Policy

Definitions/Terminology

- Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work (plagiarism, collusion, cheating, etc.).
- Assessor malpractice: any deliberate action by an Assessor which has the potential to undermine the integrity of BTEC qualifications
- Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own
- Minor acts of learner malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question
- Major acts of learner malpractice: extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for the Assessor to deal with.

Responsibilities

- Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work
- Quality Nominee: required to inform BTEC of any acts of malpractice
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

- Promote positive and honest study practices
- Learners should declare that work is their own: check the validity of their work
- Use learner induction and handbook to inform about malpractice and outcomes
- Ensure learners use appropriate citations and referencing for research sources
- Assessment procedures should help reduce and identify malpractice

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements
- Use robust Internal Verification and audited record keeping
- Audit learner records, assessment tracking records and certification claims

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond
- Investigate in a fair and equitable manner
- Inform BTEC of any malpractice or attempted acts of malpractice, which have compromised assessment. BTEC will advise on further action required
- Penalties should be appropriate to the nature of the malpractice under review

Gross misconduct should refer to learner and staff disciplinary procedures. 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 source 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/Principal/ CEO and all personal linked to the allegation. It will be processed through the following stages:

1. Inform the QN for discussion with the Head of Centre
2. The QN to take statements from all parties and collate work sample from suspected parties
3. Head of Centre informs BTEC if formal action is deemed necessary.
 - 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 allegations made
 - Inform the individual of the avenues for appealing against any judgement made
 - Document all stages of any investigation.

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

1. Refuse to forward assessment/entry to board
2. The QN will reassess all subject entries
3. Head of Centre will inform Edexcel for proceedings to take place by the board.

This policy will be reviewed every 12 months by the QN

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 instance 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 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.

BTEC Appeals Policy

Appeals

Purpose/Scope

- That there are clear procedures for learners to enable them to enquire about, question or appeal an assessment decision
- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal
- That the Head of Centre facilitates the learner's ultimate right of appeal to BTEC, once the centre's appeal procedure is exhausted.

Definitions/Terminology

- Appeal: a request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her
- Appeals procedure: a standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

Responsibilities

- Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased
- Head of Centre: responsible for submitting an appeal in writing, to BTEC if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Procedures

- Learner induction: Should inform the learner of the appeals procedure
- Learner appeals procedures: A staged procedure to determine whether the assessor:
 - used procedures that are consistent with BTEC's requirements
 - applied the procedures properly and fairly when arriving at judgements
 - made a correct judgement about the learner's work

Appeals procedure stages:

Stage 1 – Informal: Learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2

Stage 2 – Review: Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3

Stage 3 – Appeal hearing: Senior Management hears the appeal: last stage by the centre. If unresolved, move to stage 4

Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to BTEC within 14 days of the completion of Stage 4: a fee is levied

Recording appeals: each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months

Monitoring of appeals: undertaken by Senior Management/QN to inform development and quality improvement.

This policy will be reviewed every 12 months by the QN