

Meadowhead School Academy Trust



BTEC POLICY & STAFF HANDBOOK 2017-2018

Revised by M. Dunbar July 2017

OVERVIEW

This handbook has been designed to ensure Quality Assurance on BTEC courses is standardised. This handbook contains important information for the delivery, assessment and quality assurance of all BTEC courses. In order to minimise the amount of information within the handbook, you will be directed to where to find particular information, if it is not included with the handbook. If you have any questions please do not hesitate to contact the QN.

WHO DOES WHAT 2016-2017?

Centre Level

Senior Leader – MRA
 Quality Nominee – MDU
 Examinations Officer – GRO

Programme Level

Level of qualification	Title of programme	Lead IV	Programme Leaders	Internal Verifiers	Assessors/ Practitioners
Functional	Maths	THE	THE	MDU	THE
L2/1 – NQF	Sport	MDU	MDU	MDU/EFA/RBO/SPE/GH/JTY/LWI	MDU/EFA/RBO/SPE/GHI JTY/LWI
L2/1 – NQF	Music	KWE	KWE	JJO	KWE
L2/1 – NQF	Performing Arts	EPO	EPO (Drama /AST (Dance)	EPO/KMA/SJH JTY/AST	EPO/KMA/SJH AST
L2/1 – NQF	Health and Social Care	MDU	EFA/RBO	EFA/JBO/RBO	EFA/JBO/RBO
L3 - NQF	Business	YMU	YMU	YMU/PKA	YMU/PKA
L3 NQF	Information Technology	PKA	PKA	HAL/YMU/PKA	HAL/YMU/PKA
L3 - NQF	Sport	API	API	MDU/API	MDU/API
L3 - NQF	Applied Science	VOB	VOB	SBU/VOB	SBU/VOB
L3 - NQF	Performing Arts	EPO	EPO/KMA	EPO/KMA	JJO

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WHAT ARE BTEC QUALIFICATIONS?

Vocationally based (work related), managed by external and internally set assignments/assessment quality control processes applied at Academy level, quality control measures checked and supported through external samples and an annual visit.

What support is available to help me?

Help	Link/Contact	Information
Edexcel Online	www.edexcelonline.co.uk	Log in and view information relating to the courses being run and links for OSCA2 for Lead Internal Verifiers (QCF) and standardisation material (NQF)
BTEC Specification	www.btec.co.uk	A page for BTEC specifications, set out in subject areas. Includes assessment material, mandatory units, delivery guidance and information relating to external assessment.
BTEC Guidance	http://www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx	Key documents and guidance on the delivery of BTEC qualifications.
Edexcel	http://www.edexcel.com/Pages/Home.aspx	One stop shop for information on all courses and roles within BTEC courses.
Intranet	J:\Teaching Resources\Subjects\BTEC	All documents and relevant information about running BTECs, plus subject folders for all QMR visits, plus meetings, CPD's and sharing good practice, as well as Quality Assurance and all proforma's.
Quality Nominee	dunbarm@meadowhead.sheffield.sch.uk	Information regarding the running of courses and quality assurance information. Any questions you may have relating to BTEC. Student progress and support for all your BTEC groups and delivery.
Exams Officer	ronksleyg@meadowhead.sheffield.sch.uk	Student registration numbers, results and course registration. External assessment guidance.

HOW DOES A DEPARTMENT SET UP A BTEC PROGRAMME?

Action	Who to contact / responsible?	Date Completed
Plan using template	SLT person in charge of curriculum & HoD of Voc Ed.	
Register	Examination Officer	
Design	Programme Leader	
Market	SLT person in charge of curriculum & HoD of Voc Ed.	
Recruit	Staff – Programme Leader Students - Programme Leader	
LIV	Edexcel Online / QN to support with process	
Write Assignments	Programme Leader	
I.V. Assignments	Internal Verifier(s) Lead Internal Verifier	
Prepare resources and secure storage for students' work	Programme Team	
Set up all documentation e.g. mark grids/assessment plans.	Programme Leader	
Train programme team	Quality Nominee and Programme Leader plus Edexcel staff as appropriate/Internal CPD	

KEY PERSONAL IN YOUR DEPARTMENT

Department	
Head of Department	
Programme Leader(s)	
Lead Internal Verifier (QCF)	
Lead Internal Verifier (NQF)	
Reserve LIV	
Internal Verifiers	
Qualification(s) being run (Include full titles and levels)	
Assessor(s)	
Examination Officer	ronksleyg@meadowhead.sheffield.sch.uk
Quality Nominee	dunbarm@meadowhead.sheffield.sch.uk
Standards Verifier	
Academy Quality Reviewer	TBC

REQUEST FOR A NEW PROGRAMME TO ADD TO CURRENT BTEC/PEARSON PROVISION

Please discuss with your line manager in the first instance. Then complete and pass to BTEC Quality Nominee who will then pass to the senior leader in charge of curriculum via the Senior Leadership Group for consideration as far in advance of your start date as possible. Once completed (if agreed) please forward to Examinations Officer who will then register you on your course and begin the process of registering learners.

Name of staff making application

Course Title (description and course code)

Proposed start date

Staff responsible

Pupils involved

Resources Required

Has consideration been given to: (Please put Y/N)

Risk assessment

Pathways/options

Workload

Rooming

Budget

Staffing

Health & Safety

Facilities

Please discuss with your line manager in the first instance. Then complete and pass to BTEC Quality Nominee who will then pass to the senior leader in charge of curriculum via the Senior Leadership Group for consideration as far in advance of your start date as possible.

Agreed by SLT

Denied by SLT

Comment

Head of Centre signature:

Date:

STAFF INDUCTION CHECKLIST FOR ALL STAFF NEW TO BTEC

Induction Checklist		
	Date	Completed
Read the documentation on the processes for BTEC, attend the BTEC Internal CPD and discuss contents with Programme Leader/Quality Nominee.		
Read the Staff Guide to BTEC Qualifications and discuss contents with Programme Leader/Quality Nominee.		
Clarify what you will be expected to contribute to the BTEC programme within your PSA.		
Familiarise yourself with the qualification specification for units offered by your programme team at SWR and SWR pro-forma's.		
Read relevant documentation on Quality Assurance from www.btec.co.uk and access documentation on the J-Drive Discuss with Programme Leader/Quality Nominee.		
Practise assessing Students' work and have it checked by the IV/LIV.		
Read the Guide to Quality Management Review and Development.		
Make contact with the Quality Nominee and Examinations Officer.		
Observe experienced BTEC teachers in practise.		
Ask questions!?!		

Staff Training

- If you would like to go over a particular area of BTEC delivery please contact the QN to arrange for this to happen. A CPD session can be set up to answer any questions and support your delivery of BTEC courses.
- Edexcel offer a range of courses from generic information to subject specific courses. A lot of courses are online and usually free. If you feel you need training speak to your Programme Leader/Head of Department in the first instance then contact your Quality Nominee.

Training Available from Edexcel –

<http://www.edexcel.com/resources/training/Pages/default.aspx>

KEY ROLES AND RESPONSIBILITIES EXPLAINED

CENTRE LEVEL

Quality Nominee

Each Edexcel vocational centre is asked to identify a member of staff as the Quality Nominee for BTEC provision. This person is the main point of contact for information related to quality assurance. They therefore fulfil the regulatory requirement of being the key point of contact in the centre for NQF-accredited qualifications.

Quality Nominees will receive regular information from Edexcel about all aspects of BTECs and other Edexcel qualifications, which they should share with the

relevant staff in their centre. Therefore, it is very important that Quality Nominee details are kept up to date on Edexcel Online.

The Quality Nominee is someone with responsibility for the Edexcel BTEC curriculum, as they will be involved in monitoring and supporting staff in your centre.

Responsibilities

The Quality Nominee should ensure that BTEC programmes are managed effectively, and actively encourage and promote good practice in the centre.

They will be the main person involved with Quality Review and Development in your centre and will liaise directly with the Centre Quality Reviewer.

They will liaise with the appropriate centre and Edexcel staff to ensure that:

- All programmes are approved and registrations are accurate and up to date
- All staff are aware of Edexcel requirements
- There is an accredited Lead Internal Verifier in place for each Principal Subject Area.
- Assessment and internal verification is effective on all Edexcel BTEC and vocational programmes
- Standards Verification is completed successfully
- Edexcel's approval conditions and policy requirements are implemented consistently and effectively.
- Share BTEC updates with the team.
- Run BTEC calendared meetings.
- Represent the BTEC provision at a senior level.
- Ensure adequate BTEC staff and student induction is in place and effective.
- Ensure the vocational competence of staff delivering BTECs.
- Ensure that the LIV have registered with Edexcel and achieved OSCA.
- Prepare the annual QMR report for the review meeting.

Examinations officer

The examinations officer is the person designated by the centre to take responsibility for the correct administration of learners with Edexcel. This person acts

as the administrator for Edexcel Online, which is the system for facilitating direct access to learner administration.

Responsibilities

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners for 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.
- Check that certification details are accurate.
- Give Edexcel Online access to Lead IVs so that they can register on to the OSCA2 system. Ensure that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners.
- To use Edexcel Online, you will need to be set up with an account to obtain a username and password.
- Edexcel Online also includes access to services for teaching staff, including OSCA 2.

Senior Manager.

The Head of Centre is formally responsible for ensuring that the centre acts in accordance with Edexcel's terms and conditions of approval.

These include ensuring the provision of appropriate resources, recruiting learners with integrity, providing full and fair access to assessment, maintaining full and

accurate records of assessment, complying with all of Edexcel's quality assurance processes and ensuring that all certification claims are secure and accurate.

Day-to-day responsibility is normally delegated to the centre's Quality Nominee.

Senior managers should:

- Appoint a Quality Nominee who can act as a key point of contact with Edexcel
- 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 processes.
- Retain evidence of meetings and actions, regarding the centres BTEC provision.

The Head of Centre, or other senior manager, may need to be directly involved in:

- Dealing with appeals from learners that have not been resolved through the immediate programme team.
- Investigating malpractice allegations of a serious nature related to learners or members of staff.
- Liaising with Edexcel where any serious breach of approval conditions has occurred
- Any aspect of quality assurance that relates to the overall integrity and security of Edexcel BTEC or Edexcel vocational qualifications.

PROGRAMME LEVEL

Lead Internal Verifier.

A Lead Internal Verifier (Lead IV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area (for example, Edexcel BTEC Firsts).

The Lead IV has access to accreditation and should register through the online standardisation system, OSCA2.

The Lead IV has to re-register with Edexcel every year and has responsibility for annual training for them and their team.

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes. Ideally, this would 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.
- Centres deliver BTEC programmes in different ways and use various sizes of programme team and management structures.

Responsibilities of the LIV.

- Register with Edexcel through edexcel online and confirm registration every year.
- Undertake induction training through booking on to an event (you'll only need to do this once).
- Complete the accreditation process: practice exercise and assessment exercise. This is completed every year.
- Make other assessors and verifiers aware of the practice exercise, for example, through a team development event.
- Working with the QN, ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements.
- Undertake internal verification sampling for individual units.
- Ensure that records of assessment and samples of learner work are being retained for use for Standards Verification if necessary. Plan to set aside examples of work that has been 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 deputy or replacement if unable to carry out the role.
- Work closely with QN to ensure the quality of the BTEC provision.

Programme Leader

A programme leader is a person designated by a centre to take overall responsibility for the effective delivery and assessment of BTECs and other qualifications within the subject area.

For Edexcel BTEC qualifications up to Level 3 and Foundation Learning programmes, the Programme Leader may also act as the Lead Internal Verifier.

Responsibilities

- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements.
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers.
- Ensure that there are sufficient resources to deliver the programmes and units being completed. This includes ensuring that staff have the necessary expertise and, where relevant, qualifications.
- Comply with the centres assessment and internal assessment policy.
- Review the reports arising from quality assurance and standard verification ensuring that appropriate actions are taken, informing the quality nominee of all actions.
- Liaise effectively with the examinations officer regarding the registration and certification of learners.
- Liaise with the LIV if not the programme leader.
- Ensure that the whole team are aware of the BTEC provision, progress and updates.
- BTEC needs to be a standing item on the team meeting agenda, team meetings action points should be retained as evidence for the annual QMR meeting. Copies to be held in the programme staff handbook.

Team of assessors and internal verifiers

Assessment Procedure

The programme team consists of the teachers who are responsible for the delivery, assessment and internal verification of the Edexcel BTEC or other qualification.

All team members should:

- Read and understand the specification –construct assignments that involve applied learning and cover the vocational content.
- Understand the construction of the units and the evidence required.
- Identify opportunities to generate evidence.
- Create and agree a plan of assessment activities, with timescales with head of programme, QN and LIV.
- Except where specified in the criteria, assessment instruments may make use of a variety of methods for evidencing achievement.
- A unit may be assessed through one or more assignments.
- When devising assignment briefs, the criteria to be achieved in each will be specified and identified against the tasks.
- Ensure the assessment plan, assignments and assessment decisions are internally verified and appropriate action is taken by the team. This will need

to be completed in conjunction with the QN IV schedule. Copies provided for the QN and LIV.

- The evidence must demonstrate authentic achievement by the specified learner; normally the learner should attest that their work is their own.
- Ensure all are documented using the correct paperwork and retained as evidence.
- The appropriate minimum size of the programme team will depend on the number of units and the number of learners.
- The absolute minimum is two, as no person can internally verify their own assessment decisions.

HOW ARE BTEC PROGRAMMES ASSESSED?

Assessment on BTEC courses have changed and different rules now apply for NQF courses (Sept 2014)

Key Terms

Formative Assessment (mock assessment)

Formative assessment involves both the assessor and the student in a process of review about progress and takes place prior to summative assessment. Students should be provided with formative feedback on their draft evidence or performance and should be given the opportunity to act to improve their performance. Formative assessment must be constructive and provide clear guidance and actions to improve. Formative assessment should not in any way give detailed information and guidance on what to write, it should direct the student to utilise their unit outline and should only take place once during the draft process of work. If formative feedback is given the student should do a resubmission of work. This resubmission needs to be passed by the Lead IV and should only be given if the learner has a chance to achieve the criteria.

Summative Assessment

Summative assessment is a final assessment decision on an assignment task(s) in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the Student's achievement.

Assessors should annotate where the evidence supports their grading decisions against the unit assessment criteria.

Exams

Btec First Award and Btec National programmes consist of one unit that is externally assessed by an exam. For L3 programmes the exam date is set by Pearson and can be written or online. One retake only is permitted. Retakes for a January exam should be submitted to the exams officer by the end of September. The L2 sport exam is 'on demand' and can be taken once the students have completed the content and students are allowed more than one retake.

Synopsis

From 2016 some NQF programmes have included a synopsis style assessment unit. This is similar to a controlled assignment and is set and marked by Pearson.

Grading criteria

All grading criteria should be made aware to the students at the start of the course/unit. Students should be aware of what they need to do to achieve a (Level 1) Pass, Merit or Distinction. Assessment feedback should reflect this to

provide students the opportunity to improve. This will also be evident on the assignment briefs.

Managing Deadlines

Deadlines for assessment are an important part of any BTEC. Students must be encouraged to develop good habits that will stand them in good stead for the future. It is important that Students are assessed fairly and consistently and that some Students are not advantaged by having additional time to complete assignments. As assessors you are at liberty to refuse to accept work that is late for assessment but must ensure that Students are made aware of the consequences of failing to meet deadlines.

Once work has been submitted, Students cannot be penalised purely for submitting work late i.e. work must be marked to the standard that it is, even though it is late.

NB – Good Practice -Wherever possible all units should be delivered by the Easter of the year the course is coming to a close (students due to be certificated). This will allow all deadlines both internal and external to be met and allow time for any chasing of student work, marking time and internal verification to take place.

Resubmissions

Summative assessment is the culmination of the learning and assessment process. Assessors should ensure that Students have sufficient learning and preparation before undertaking assessment.

Any re-submissions must be signed off and agreed by the Lead Internal Verifier, please refer to the guide on assessment from the CPD June 2014. If you are unsure on any part of this process please see the QN for support and guidance. Re-submissions can only be given if the student has met the deadline and is capable of achieving a higher grade independently.

External Assessments

Each NQF qualification has external assessment (s) included within the course. This could be a task, test or performance. Please follow the specification guidelines for this, which can be found in your specification for your subject. You must ensure that you check and plan accordingly using the external assessment timetable. It is important that before students take any form of external assessment, that they are fully prepared.

All external assessments will be carried out following the JCQ guidelines and run by the Examination Officer. BTEC Tech awards will also include a synopsis task. Please

make sure that LIV liaise with the exams officer to make sure the date for this is on the assessment calendar.

ASSIGNMENT DESIGN

Assessment criteria within each unit require improvements in the quality of evidence from Pass to Merit and Distinction (Level 1, 2 or 3). Evidence produced is likely to be more detailed, analytical and evaluative at the higher levels. When setting tasks, you need to consider this carefully, within the nature of the evidence and the support and direction given to the Student.

You should plan and deliver courses so that students can access all criteria and not simply deliver to a Pass Level or Level 1 for example.

Programme planning at the beginning of the year must include assignment mapping.

This will ensure that you have fully met the content of the units in your delivery and that Students are able to provide evidence for assessment that demonstrates full achievement of all the learning aims/outcomes/criteria.

Assignment tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory Assessment Guidance within the unit. (Look at your specification for this).

Assignment mapping will allow you to monitor:

- That all assessment criteria from every unit being delivered will be assessed,
- Arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment,
- The planning of the internal verification of assessment during the programme.

Contextualised assessment criteria for each unit are provided. These are the only criteria that are to be used to assess Student performance. They show the qualitative characteristics required in the evidence submitted by the Student.

(Please note, for the **new next generation NQF BTEC Firsts**, the Level 1 criteria are a “fall back” position for Students who have not met all the Level 2 Pass criteria.

Students are not expected to “work through” the Level1 criteria in order to reach Level 2.)

Assignment Briefs

The assignment brief is the document issued to Students at the start of the assessment process.

Clear assignment briefs will:

- Inform the Student of the tasks set
- Inform the Student of the methods of assessment
- Set clear deadlines for submission of work
- Use the Edexcel proforma for assignment briefs- found on j drive, new forms 2017

Assignment briefs must contain the following information:

Key information

- Assignment title
- Assessor
- Date issued
- Interim Deadline (for formative assessment and feedback)
- Final deadline (for summative assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Learning aims covered (new next generation NQF BTECs only)
- Duration (approximate time it expected that the assignment will take to complete)

Purpose / Scenario

- Overview and aims
- Vocational scenario (if appropriate, giving you the opportunity to place the assignment within a vocational context)

Tasks

- The detailed description of specific activities the Students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks
- You must reference the tasks to the learning aim/objective and criteria they address.
- A task should encompass the Pass, Merit and Distinction criteria within a learning aim/objective
- Higher level criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for a task

- Learning aims/objectives must not be split across different tasks or assignments
- Tasks should signpost the evidence required to which the criteria can be applied
- Tasks should be written in appropriate language for Students at the level of the qualification
- Include any specific preparation Students will need to make

Assessment criteria

- The brief must state exactly which assessment criteria are being addressed
- You must not rewrite any aspect of the published criteria, nor add your own Academy devised criteria
- **Please note:** For new next generation NQF BTEC Firsts, tasks must not be designed for the level 1 criteria. Evidence which does not meet the Pass criteria at level 2 should then be assessed against the level 1 criteria.

Forms of evidence

- A clear statement of what the Student is expected to produce as evidence
- Guidance on how the evidence will be assessed, including qualities such as length, coverage, scope, etc. as applicable

Other information may include:

- Resources and reference materials (specifications provide examples)
- Wider assessment opportunities built into the assignment or mapped within the specification
- Employer links

Assignment Planning

The assessor teaching the unit will produce an assignment(s), when planning each unit, ensuring awarding body criteria is met, the specification will be needed in order to do this. The unit must be internally verified and passed before the unit is

delivered. Under no circumstances must any unit be delivered until it has been internally verified and agreed to be 'fit for purpose'.

The assignment must have a vocational scenario and the criteria 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 be written using the standardised BTEC Documentation. (Completed examples can be provided by the QN).

Support and training should be provided by Programme Leaders and experienced assignment writers to new staff. Support and advice can also be gained through the internal CPD sessions and support provided by the Quality Nominee.

Assessment

During the assessment staff will need to be vigilant to ensure that plagiarism is not an issue. (See plagiarism policy for further information.)

An assignment will be marked by the teacher/assessor of the unit according to specified criteria.

Subject specific assignments will be internally verified by nominated members of staff within the Programme Subject Area and must adhere to the Internal Verification Policy. (Please see the relevant section of this handbook).

All BTEC Programme Leaders/Lead Internal Verifiers should ensure that assessment plans and Internal Verification plans are available and regularly monitored. These should be written in line with the Academies Internal Verification Policy.

Issues with Assignments and Assessments

Staff should follow all procedures as highlighted in the BTEC Policies and guidance in the specifications.

All documentation should be completed and any actions should be followed up. In the event of issues not being resolved the Quality Nominee must be informed in order to ensure all actions are carried out.

Should a student disagree with an assessment decision then the appeals procedure will be implemented, this is available in the policy section and students also have a copy in the BTEC student handbook.

MONITORING AND TRACKING

It is essential to track and record Student achievement throughout your BTEC programme.

All assessment must be recorded in such a way that:

- Assessment evidence is clearly measured against national standards
- Student progress can be accurately tracked
- The assessment process can be reliably verified
- There is clear evidence of the safety of certification

Therefore, you should plan a timetable of assessment activities with clearly identified evidence requirements and target completion dates. Include internal verification of:

- Assessment plans
- Assignment briefs prior to distribution to Students
- Assessment decisions

This enables a holistic approach to assessment of the programme and organises the sequence of delivery and assessment of units.

Prepare assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level. Incorporate time for regular formative feedback. This helps to motivate Students and provide learning targets and goals. Track Student progress, recording what each Student has achieved and what still has to be done. This helps to ensure full coverage of the units and provide

opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required.

INTERNAL VERIFICATION PROCEDURE AND SCHEDULE

Internal verification is an internal quality assurance process to ensure that assessment is completed fully, accurately and on time in accordance with Edexcel policies and regulations.

Internal verification encompasses;

- Scrutiny of all assignment briefs against unit specifications prior to their use with feedback to tutors on how briefs should be improved if necessary.
- Monitoring the accuracy of assessors' decisions for every unit and providing appropriate feedback to assessors with an action plan where necessary.
- Monitoring consistency across teams where more than one team is delivering the same programme.
- Ensuring that internal verification procedures and records are completed on time for units being sampled by the externally -Standards Verification.

Recording internal verification

- We will use a standardised pro forma for recording internal verification of briefs and sampling of assessment decisions.
- Where a unit is assessed through several assignments, we will use a matrix to check coverage of all the criteria through the briefs.
- Evidence will be available as to how internal verification has been undertaken on the QN schedule.

Sample size

- The QN will use their professional judgment in choosing a suitable sample size for the checking of assessor decisions.
- Internal verification will sample all units, levels, subjects, students and assessors -it will tracked by the QN.
- Checking of assessor decisions will take place early in the assessment process for every unit and regularly during the programme. This is completed by the LIV and the QN.

Planning of internal assessment

- Meadowhead have planned internal assessment coherently across the whole programme so as not to overburden learners at particular times.
- Internal assessment will be in sizeable blocks / completed units appropriate for the level of the learner in order to encourage achievement.
- Assessment will be planned in such a way as to give the learners sufficient time to complete all of the work, and the assessors time to assess it, well ahead of the final date of the programme/planned date for certification.
- The IV timetable will facilitate timely completion of all units enabling learners to attain the grades of which they are capable and to progress successfully to further study.
- Assignments will provide for the unit content. Learners need to evidence coverage of the obligatory content. Content is obligatory for assessment unless it is prefixed with "eg." or the coverage is specifically limited by the relevant assessment criterion.
- Where using assignments based on practical activities, particular care should be given to the evidence requirements, and how evidence will be gathered and recorded. This includes the evidence of internal verification of assessor decisions.
- Meadowhead will make provision for learners needing to improve their evidence in order to fully satisfy criteria, provided that it is feasible to do so

and that the learner is able to provide authentic work that would fully meet the requirements of the criteria. All actions will be documented.

- The examination officer and quality nominee will make students aware of any deadlines set by Edexcel in relation to submission of final portfolios and sampling.

Internal assessment feedback to learners.

- In order to be awarded a grade, all the criteria related to that grade must be achieved.
- There is no concept of 'averaging' across assessments or of 'best fit'.
- There must be thorough internal verification of assessment through checking all assignment briefs and sampling all assessors' decisions with feedback to the assessor.
- Feedback to learners will be constructive and will be formally recorded.
- Learner's work will be annotated to show where criteria have been awarded.
- Feedback will relate to the assessment and grading criteria that have been achieved so far.
- If necessary, advice will be given on what more has to be done in order to achieve the rest of the criteria as specified within the assignment brief.
- The feedback sheet will be signed and dated by the assessor.
- The feedback sheet will also be signed and dated by the learner with a comment from the learner as to whether he/she wants to do more work against the criteria and an agreement on a timescale for this.
- Where a learner opts to do additional work to achieve further criteria, this work will be added as a supplement to the original script and assessed in the normal way.
- The assessor will record additional comments about achievement either on the same form or on an additional form.

Assessment and grading criteria

- In order for a learner to achieve a pass in any unit, the learner must achieve all of the pass criteria specified for that unit
- In order to achieve a merit in the unit, the learner must achieve all of the pass and all of the merit criteria specified for that unit.
- In order for the learner to achieve a distinction in a unit, the learner must achieve all of the pass, all of the merit and all of the distinction criteria for that unit.
- A learner who has not achieved all the pass criteria for a unit, but has attempted the assessment and has evidenced appropriate knowledge, skills and understanding across the pass criteria, is awarded a grade U.

BTEC COURSE FILES

All BTEC leaders should keep an **electronically stored course file** for each course that is run within the department.

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. Please see below for a checklist for documents and

records that should be kept within each file. The Quality Reviewer will want to view all documentation when the visit takes place.

Evidence Required	Y/N
Programme Management & Organisation	
Programme Details	
Programme Team	
Programme Timetable (Year Plan)	
Agendas/Minutes/Meeting Notes	
Teaching & Learning	
Current Programme Specification	
Schemes of Work/Lesson Plans	
Work Placement Information (if appropriate)	
Assessment & Student Records	
Class Lists/Absence Reports (Sims)	
Assignment Briefs/Calendar	
Tracking Sheets – Grading Criteria	
Tracking Sheets – Unit Achievement	
Records of Assessments (Appeals)	
Quality Assurance	
IV Records	
Assessment Plans	
SV Reports/Q,R & D Reports	
Withdrawal/Transfer Data (Exams Officer)	
Programme Review/Evaluation	
Staff Review & Development Information	
Retention/Achievement Data	
LIV Details & Accreditation Records	
LIV Standardisation Records/Materials	

Subject Handbook

As well as the programme files all departments should provide the following information to all students registered and participating on a BTEC course in a subject specific handbook

- Qualification Details
- Programme Overview/Timetable
- Unit Details

- Assignment Schedule
- Assessment Information
- Tutorial Arrangements
- Key Skills Information for your Subject

This can be completed using the BTEC Student Guide. Departments are welcome to adapt the student guide to meet the needs of the students and the subject area.

Recruitment of Students

- The recruitment of students onto the course will be determined by:-
- Options assembly and parents evening.
- Presentation to parents of vocational course content.
- Individual interviews with prospective students and parents
- Looking at individual targets for KS3 and identifying possible suitable students.
- Careers information through PSHE/Careers lessons.

Induction for Students

Students will have an induction programme at the start of every BTEC programme which follows the BTEC student induction booklet, each programme area will expand on the basic handbook to suit their subject.

Which includes:-

- Taster activity/day
- What makes BTEC different?
- A general overview of the programme and expectations.
- Health and safety
- Assignments –how to understand the brief.
- Assessment and grading
- An introduction to the terminology and vocabulary of the programme and the Industry with appropriate activities.
- Progression.

Recognition of prior learning

This will apply to learner's who leave Meadowhead or arrive mid-course.

It is the responsibility of the programme leader to ensure that the work and relevant paperwork is sent with the learner to the new centre or recovered to be checked by Meadowhead

New BTEC candidates to Meadowhead will have their existing work IV'd unless the unit has already been claimed.

INTRODUCTION TO BTEC TECH AWARDS

The BTEC Tech awards will be taught from Sept 2017 in certain subjects- **Health and Social Care and Performing Arts**.

The BTEC Tech awards are very similar to the BTEC First Awards but have fewer units and will be assessed slightly differently. They are still the equivalent to 1 GCSE and their aim is to give students a taste of what a certain sector is like.

The BTEC Tech award has **THREE** components.

Component 1- **Exploring** the sector- finding out the skills needed in that sector.

Component 2- **Develop** skills and knowledge.

Component 3- **Apply**- Apply this knowledge in set tasks.

Component 1 and component 2 will be assessed through internal tasks (assignments etc) and component 3 will be assessed through an external task (exam or synopsis).

The student work is graded in the same way as BTEC Firsts- pass, merit, distinction and distinction*.

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Registration & Certification Policy and Procedures

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:

- Work in tandem with the examination officer to register and award 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.

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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.
- 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.
- Annually provide samples for National Standards Sampling as required by the awarding body. This will include all BTEC qualifications in terms of assessment, IV and EV processes.
- Monitor 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.

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Internal Verification Policy

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the center will:

- Ensure that all center assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and requirements. All documents will be standardised through the IV procedures.
- Plan an annual internal verification schedule, linked to assignment plans. This will take place during the whole school training day on Moderation.
- Define, maintain, and support effective internal verification roles. These will be reviewed regularly through the formal BTEC Team meetings.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

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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 of 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 her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 36 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.

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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 student 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 / Examination Officer/ Curriculum Leader** and all personnel linked to the allegation. It will proceed through the following stages:
 1. Inform the candidate that he/she has been suspected of malpractice
 2. Carry out an investigation and gather all evidence available
 3. Inform the candidate and the awarding body of the outcome
- 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:
 1. Inform the awarding body of the incident
 2. Inform candidate and his/her parents/carers
 3. Disqualify the candidate from the programme of study in conjunction with the awarding body

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this center 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 center 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 center 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.

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Observation records and Witness Statements

Observation record

An observation record is used to provide a formal record of an assessor's judgement of learner performance (process evidence e.g. during presentations, practical activities) against the target grading criteria.

The record will:

- relate directly to the evidence requirements in the grading grid of the unit specification
- may confirm achievement or provide specific feedback of performance against national standards for the learner
- provide primary evidence of performance
- is sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance
- confirm that national standards have been achieved.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- note how effectively these were used to meet the grading criteria
- record the assessor's comments
- be evidenced in learner's portfolios when assessment is carried out through observation along with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor and the learner also include learners' comments.
- An observation record can have greater validity than a Witness Statement since it is capable of directly recording an assessment decision without reference to others.

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Externally Set Assessment Policy

Externally Set Component

The next generation BTEC qualifications include an element of external assessment.

The majority of assessment of the next generation BTECs remains teacher-led and internal, but there will also be one or two externally assessed units, depending on the qualification size.

There are three different types of external assessment, designed to ensure that learners are assessed in a way that's appropriate for the sector.

Aim:

- To outline the roles and responsibilities of conducting the externally set tasks
- To standardise our approach to conducting externally set tasks
- To outline the implications and considerations of externally set tasks
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Audit new procedures and practice
- Outline new requirements and access arrangements
- Develop new materials to complete the assessments
- Apply the administration guidance as outlined by Pearson
- Ensure that students/parents/guardians are informed in writing about externally set testing.

1) 'Paper-based' testing is a traditional method of assessment whereby an exam paper is set and marked by the awarding organisation. These tests are dispatched to the centre after 'entries' or 'test bookings' have been made. These materials should be stored securely, in line with JCQ guidance. These tests are taken at a time and date prescribed by Pearson. Timetables will be released in advance of tests, in order for centres to plan and schedule. Paper-based assessments will work to existing results release dates for level 2 qualifications. This will be one unit of the new BTEC Tech awards 2017.

2) 'Set tasks' are externally assessed set tasks are most commonly used in the creative sectors. All candidates respond to the task, which is set by the awarding organisation. Usually a new task is issued each year, and is made available to centres through secure download on the relevant qualification web pages. This will be one unit of the new BTEC Tech awards from Sept 2017.

3) 'Onscreen' tests involve candidates working through an online test under controlled conditions. The 'on demand' nature of this mode of external assessment means more flexibility for the centre. The outcomes are validated with the same rigour as traditional methods. We will need to book a test date in advance with us prior to the delivery of a test. Please also note that as an awarded qualification the results will not be made available straight away and that Pearson will need sufficient learners to take the test to ensure the awarding process is valid prior to publishing the results.

Resits

Due to the potential for expensive costs relating to resits it will now be the policy to only allow a student to take the exam unit once which is included in the BTEC registration fee and is paid for by the school. In the event that a student fails to meet their target grade or chooses to resit the exam, this is to be funded privately by the parent/guardian. This information will be made available as part of the student/parent handbook at all levels of BTEC

QUALITY PROCESSES

Quality Management Review QMR

What is it?

- QMR is an annual visit to check on implementation against quality objectives and measures.
- It covers all Edexcel BTEC qualifications.
- It provides an overview of our Academy's strengths and areas for development.
- It checks that there are suitable processes and that are being used for all programmes.
- It provides an action plan for improvement of BTEC delivery in the Academy.

Why is QMR important?

- To Drive Quality – Ensure all programmes follow best practice can demonstrate quality both to Edexcel and to the regulators, and ensure that programmes are successful and Students fulfil their potential.
- To Provide Support and Development – Provided through a key expert who can relate requirements to the needs of the Academy, enabling best practice to be cascaded across all programmes.
- To Provide a Report -Against the quality objectives, giving recommendations for action and confirmation that internal verification is driving the quality of assessment.

Who is involved?

In the Academy: the Quality Nominee for Edexcel vocational programmes. This is the person acting as our named point of contact for QCF and NQF programmes. The annual visit will also involve Programme Leaders, Lead Internal Verifiers and delivery staff, as appropriate.

From Edexcel: The Centre Reviewer will undertake the review and provide advice and support.

When does it happen?

Once every year between 1st October and 30th April. This could be a visit or via desk top.

Equality and Diversity

- We are committed to ensuring that no student or staff member is discriminated against on the grounds of disability, ability, race/ethnicity, religion/belief or sexuality.
- The Meadowhead equality and diversity policy is available on the web site.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in the case of unlawful discrimination.
- The BTEC provision will adhere to the school policy.

Data

- Whole school examination data is kept in a secure filing cabinet in a locked facility.
- BTEC data held on computers is password protected and backed up daily.
- BTEC learner assessment records are held for three years in programme areas and centrally.
- The security of the data for BTEC candidates is the programme leaders and the QN's responsibility
- Review data and attainment records are also kept in SIMS

Physical Resources

- Each academic year audit will be carried out on the current resources relevant to the programme
- Annual departmental requests will be submitted to include all improvements to and additions to resources
- All resources are regularly maintained and health and safety checked by the site team
- Appropriate funds will be allocated for the setting up of new BTEC courses

GLOSSARY OF BTEC TERMINOLOGY

Unit Credits: The number of credits allocated to each unit, normally based on guided learning hours.

QCA: Qualifications and Curriculum Authority

NQF: National Qualifications Framework: The old framework for which the BTEC courses and titles were on. They have been moved over to the QCF since 2010 (see above). The new BTEC Firsts for 2013 have been moved back onto the NQF.

GLH: 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 Student initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

IV: Internal Verification: This is an Academy/team based responsibility to verify the quality of assignments before delivery to Students and verifies the quality of the assessor assessment decisions to meet national standards. The internal verifier carries out the internal verification process, which should be led by the Lead Internal Verifier.

LIV: A Lead Internal Verifier: (Lead IV) is the person designated by an Academy to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area.

Quality Review and Development (QRD): Now replaced by QMR (see below)

Quality Management Review (QMR): All Centres delivering BTECs from Entry Level to Level 3 will receive an annual quality visit from a Quality Management Reviewer. Contact is made directly with the QN and a meeting is organised for all Programme Leaders to attend. The focus is on the Academy systems and procedures for managing quality.

QN: Quality Nominee: This is the person nominated by the Academy who acts as the BTEC conduit of information into the Academy (Kelly Swift).

Edexcel Online: This is a multifunctional system for Centre's. Access is password protected and covers areas for examination officers. Screens show programmes and Students within a Academy, allow for new registrations or withdrawals, show SV allocations, Lead Internal Verification and Accreditation take place through OCSA2 and Q,R & D feedback and reporting. It is recommended this is also used for submission of certification applications (Stephen Meakings).

Standards Verification (SV)

The standards verifier is a subject assessment specialist appointed by the awarding body who verifies that Academy assessment decisions meet national standards. Standards verifier activities can be conducted electronically or by post as agreed by the Academy and Standards Verifier.

Standards Verification is an annual process for NQF BTECs.

For **QCF BTECs only**, it is linked to Lead Internal Verifier accreditation:

Confirmation sampling

Principal Subject Areas can expect to be sampled at least once during their Lead Internal Verifier accreditation period to confirm that national standards are being maintained.

Accreditation sampling

If a Academy Lead Internal Verifier for a Principal Subject Area was unsuccessful in achieving accredited Lead Internal Verifier status for a Principal Subject Area, they may achieve this via Accreditation Sampling, provided the sample is successful at the first submission.

Self-Assessment not attempted (SANA)

If an Academy has not registered an individual as a Lead Internal Verifier to complete online standardisation via OSCA for their Principal Subject Area then they will automatically be selected for sampling. A positive outcome will not confer accredited Lead Internal Verifier status however, and the Academy will be required to complete the accreditation process at the next opportunity.