



Wychwood School
OXFORD

BTEC Qualification Delivery
Draft: June 2019
Date of Next review: June 2023

This policy covers the delivery of Pearson's BTEC qualifications. First teaching at Wychwood, Oxford took place in September 2018. It should be read in conjunction with the school policies relating to teaching and learning of other subjects.

Roles and Responsibilities

This is the second year of delivering BTEC programs. The school's vision is that in order to cater for a more diverse KS5 population the introduction of more BTEC courses will take place. The roles will be expanded as a greater number of staff are involved in delivering these vocational qualifications. For the academic year 2018-2019 the roles are as follows:

Examinations officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners as well as the appropriate administration of access to secure areas of Edexcel on line

Mandy Constance m.constance@wychwoodschoo.org

Quality nominee: responsible for coordinating and monitoring the learner details held with Edexcel. The quality nominee will also have access to details of all learners in all BTEC programs and their progress information through my BTEC.

Georgina Troth g.troth@wychwoodschoo.org

Programme leader, Assessor and Internal Verifier : responsible for the production of an appropriate programme of study meeting the requirements of the appropriate BTEC qualification and the assessment of student work. As this is a small school with a limited number of students and assessors a triad cycle of assessment and verification will take place with assessors of one BTEC programme verifying the work in another BTEC program. Since there is only one member of staff delivering each program, the programme leader for each course will also be the assessor.

Georgina Troth (Level 3 business) g.troth@wychwoodschoo.org

Future courses

Briony Walster (level 2 music) b.walster@wychwoodschoo.org

Mandy Constance (level 3 travel and tourism (should it be approved by the DfE at some point in the future) m.constance@wychwoodschoo.org

Senior management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

Internal Verification Procedures

Registration: registration initiates our Quality Assurance processes. Learners following a standard academic year are registered by 1st November.

Transfer: learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. If such a case were to arise the programme leader would inform the exams officer who in collaboration with the quality nominee would seek the relevant information from the previous centre and inform Pearson of any necessary changes. They will also ensure that adequate information about the transferee's position and progress is communicated.

Withdrawal: If a learner leaves before completion of the course, the programme leader will ensure that the quality nominee and the exams officer are notified. Withdrawals can be made via Edexcel Online by the examinations officer. A withdrawn learner may be reinstated at a later date again through communication with both the quality nominee and the examinations officer.

Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online through contact with the quality nominee and the examinations officer. August certification should be received by 5th July.

BTEC Internal verification at Wychwood, Oxford

Purpose/Scope

- that assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards
- that the assessment instruments are fit for purpose
- to assure the assessment of all BTEC programmes delivered by a centre
- to be part of an audit trail of learner achievement records
- to provide feedback to inform centre quality improvement.

Definitions/Terminology

Internal verification: a centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and those assignments are fit for purpose.

Standards verification: an external verification process used to check centre assignments and assessment against national standards, and internal verification processes.

Responsibilities

Quality nominee: the quality nominee ensures that centre internal verification and standardisation processes operate, and acts as the centre coordinator and main point of contact for BTEC programmes. The Quality nominee ensures Edexcel reports are monitored and any remedial action is carried out.

Lead internal verifier: a member of the team within a Principal Subject Area who oversees the implementation of an effective internal verification centre system. The Lead Internal Verifier gains accreditation via the successful completion of an online standardisation exercise. This is the key to releasing certification for their Principal Subject Area.

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Internal verifier: a member of staff able to verify assessor decisions, and validate assignments. The internal verifier records findings, gives assessor feedback, and oversees remedial action.

Standards verifier: Where allocated to a Principal Subject Area, the standards verifier samples the quality of your assignments, assessment and internal verification.

Procedures

Staff briefing: all assessors, lead internal verifiers and internal verifiers require regular briefing on BTEC processes. This will occur throughout the year as information comes to the quality nominee and examinations officer directly from Pearson through their email update system. Relevant information will be forwarded on to the relevant parties, and also through department time available for meetings and during INSET days.

Verification schedules: annually agreed to cover all assessors. Schedules will be drawn up and monitored through the year.

Internal verification of assignments: carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned.

Internal verification of learner work: will verify sufficiently to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support will be given. The process does not involve the learner.

Internal verification records: are correctly maintained in a secure place for 3 years after certification. Pearson's standard forms are used for this purpose.

Standards verification. Once the standards review procedure is complete the outcomes will be discussed and information disseminated to all BTEC staff by the quality nominee through a standards verification feedback meeting. The outcomes of the standards verification will lead into the departments development aims for the following cycle of teaching and assessments.

Wychwood, Oxford BTEC Assessment Overview

Purpose/Scope

- that assessment of BTEC programmes is to the national standard
- that there is equal and fair access to assessment for all learners
- to ensure that learners are given realistic targets and informed of their progress
- that achievement is accurately recorded and tracked
- to ensure that assessment leads to accurate and valid certification claims

Definitions/Terminology

Assessor: the person responsible for making decisions about whether learners' work achieves the national standard required for certification.

Formative assessment: used to review learner progress and inform improvement.

Summative assessment: the definitive assessment of the learner's achievement and must be to national standards. This assessment contributes to credit achievement and informs a unit grade

Standardisation: a method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning outcomes: what the learner should know, understand or be able to do as a result of completing the unit.

Unit content: the unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Unit grading grid: each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Responsibilities

Programme leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Assessor: responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement. As stated earlier at Wychwood, Oxford the programme leader is also the assessor.

Lead internal verifier: by registering with Edexcel, has access to standardisation materials which may be used with assessors to ensure that national standards are understood.

Procedures

Learner induction: should inform learners about all aspects of assessment and progress monitoring. Reference should be made to national standards, assessment deadlines, the need for authentic work, and learner appeals. Further details have been discussed earlier in this document.

Assignment design: will have a practical vocational focus and reference unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates will be planned and monitored during delivery of the programme as discussed earlier in this document.

Assessment schedule: annually agreed to ensure coverage of all grading criteria.

Assessment of learner work: should be to the published unit assessment and grading criteria only. The punitive 'capping' or limiting of grades is not allowed.

Tracking assessment: a secure audit trail will be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit/credit achievement for the programme. These records will be held securely for 3 years after certification as discussed earlier in this document.

Certification claims: need to be based on accurate, audited records.

BTEC at Wychwood, Oxford Internal Verification Guidelines 1

Purpose/Scope

- that assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards
- that the assessment instruments are fit for purpose
- to assure the assessment of all BTEC programmes delivered by a centre
- to be part of an audit trail of learner achievement records
- to provide feedback to inform centre quality improvement

Definitions/Terminology

Internal verification: a centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and those assignments are fit for purpose.

Standards verification: an external verification process used to check centre assignments and assessment against national standards, and internal verification processes.

Responsibilities

Quality nominee: the quality nominee ensures that centre internal verification and standardisation processes operate, and acts as the centre coordinator and main point of contact for BTEC programmes. The Quality nominee ensures Edexcel reports are monitored and any remedial action is carried out.

Lead internal verifier: a member of the team within a Principal Subject Area who oversees the implementation of an effective internal verification centre system. The Lead Internal Verifier gains accreditation via the successful completion of an online standardisation exercise. This is the key to releasing certification for their Principal Subject Area.

Internal verifier: a member of staff able to verify assessor decisions, and validate assignments. The internal verifier records findings, gives assessor feedback, and oversees remedial action.

Standards verifier: Where allocated to a Principal Subject Area, the standards verifier samples the quality of your assignments, assessment and internal verification.

Procedures

Staff briefing: all assessors, lead internal verifiers and internal verifiers require regular briefing on BTEC processes as outlined earlier in this document.

Verification schedules: annually agreed to cover all assessors. Schedules should be drawn up and monitored through the year as discussed earlier in this document

Internal verification of assignments: carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned as discussed earlier in this document

Internal verification of learner work: should verify sufficiently to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.

Internal verification records: are correctly maintained in a secure place for 3 years after certification. Pearson's standard forms are used for this process.

Standards verification: The monitoring and review procedures for standards verification outcomes is discussed earlier in this document.

Internal Verification Guidelines 2

Aims:

- **Aim:** To ensure there is an accredited lead internal verifier in each principal subject area for future courses.
- 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:

- a lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise
- each lead internal verifier oversees effective internal verification systems within each principal subject area
- staff are briefed and trained in the requirements for current internal verification procedures
- effective internal verification roles are defined, maintained and supported
- internal verification is promoted as a developmental process between staff
- standardised internal verification documentation is provided and used
- all centre assessment instruments are verified as fit for purpose
- an annual internal verification schedule, linked to assessment plans, is in place
- an appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements
- 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 Quality Nominee and the BTEC Team.

BTEC at Wychwood, Oxford – Learners

Recruitment

Learner recruitment for vocational courses happens in the same manner as learner recruitment for academic courses. For students at KS4 and KS5, in depth discussion takes place between the parents/guardians, students, teaching staff and senior management team about the suitability of the programme of study for each learner. Course booklets are also distributed to students well in advance of the start of the course (usually the December of the year previous to the course commencement) giving details of each of the courses.

RPL (Recognition of Prior Learning)

In the current, first year of the BTEC programme there are no cases where recognition of prior learning needs to be accounted for. As the course expands and more diverse learners attend it may be necessary to review this. Pearson's policy and process on the recognition of prior knowledge will be followed:

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

Special Consideration and Reasonable Adjustment

All special consideration and reasonable adjustments are covered under the examinations policy and processes.

Risk Assessments and Health and Safety

Health and Safety requirements for BTEC courses fall under the same policies and procedures as health and safety requirements for non-vocational subjects. Where required teachers make risk assessments and take necessary actions to ensure the safety of all their learners as they do for academic subjects. BTEC level 3 business and BTEC level ½ music are unlikely to pose any greater risk than other subjects currently on offer.

BTEC at Wychwood, Oxford Appeals Guidelines

BTEC appeals will be dealt with following the examinations policy and procedure for 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 Edexcel, once the centre's appeal procedure is exhausted.

Definitions/Terminology

Appeal: a request from a learner to revisit an assessment decision which she considers to disadvantage 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 she 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 Edexcel 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 as set out earlier in this document

Learner appeals procedures: A staged procedure to determine whether the assessor:

- used procedures that are consistent with Edexcel's requirements
- applied the procedures properly and fairly when arriving at judgements
- made a correct judgement about the learner's work.

The appeals policy and procedure is set down in the schools policies.

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 to inform development and quality improvement.

Plagiarism and Assessment Malpractice Guidelines

Plagiarism and assessment malpractice in BTEC course will be dealt with following the examinations policy and procedure for malpractice

Purpose/Scope

- that centres have policies and procedures in place to deal with malpractice
- to ensure that issues are dealt with in an open, fair and effective manner
- that centres provide appropriate deterrents and sanctions to minimise the risk of malpractice

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.

Responsibilities

Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others. Plagiarism is dealt with from a whole school policy – all students are taught about plagiarism and issued with documentation relating to it on a yearly basis during the autumn term. Teachers stress in their day to day teaching the importance of not plagiarising the work of others and citing sources.

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 Edexcel of any acts of malpractice.

Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Investigations should take place as outlined in the schools malpractice procedure and in line with JCQ requirements.

Procedures

Addressing learner 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 through the quality nominee and the head of centre.
- inform Edexcel of any malpractice or attempted acts of malpractice, which have compromised assessment. Edexcel 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

The declaration made by the Head of Centre when making a centre approval contains the following criteria:

- my organisation will co-operate fully with Edexcel
- my organisation will not undertake any activity or advertising that could bring the name of Edexcel into disrepute
- I have authorised the person named above to act as contact for this application
- no material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation
- my centre will operate any required external tests in full accordance with Edexcel and OFQUAL/ACCAC/CCEA procedures
- I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn

- I understand that approval of a qualification by Edexcel does not imply or guarantee that it will be supported by public funding bodies
- I confirm that we will regularly monitor, review and evaluate our operations
- I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate
- I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures
- I confirm that the assessment procedure will be open, fair and free from bias
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded
- I confirm that we will make available to Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification
- my centre will not extend its boundaries overseas
- learners will be informed of their registration status
- my organisation has not had approval declined or withdrawn by another awarding body
- the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood
- I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria
- my organisation will keep a complete copy of this approval application for the lifetime of the qualification
- my organisation will retain a copy of the learners' assessment and internal verification records for a period of three years following certification of the learner

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

- there are procedures in place for the systematic monitoring, review and evaluation of this qualification
- the centre's policy on equality of opportunity is operational
- routes of progression are identified and made clear to all learners
- there are appropriate teaching and learning opportunities planned
- there will be opportunities for learners to be involved in and be given responsibility for their own learning
- all learning opportunities will have relevance to employment within the sector

- the assessment procedure will be open, fair and free from bias
- assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals
- policies and procedures for the internal verification of assessment are in place
- the physical resources for each qualification, as described within the specification are available and sufficient for all learners
- although your centre will be given approval to offer all units within the relevant specification, you must confirm that you will only deliver units where you have appropriately qualified staff and sufficient resources to support the delivery
- staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications
- a system is in place to ensure ongoing staff development and updating in relation to the vocational areas covered by this application

