

Full Exam and BTEC Policy

Purposes

- To ensure clarity with regard to examinations offered and delivered
- To communicate methods and practice with regard to THS examination systems
- To ensure compliance with regulations

Outcomes

- All exams fall within the remit of this policy
- Clarity as to the method and practice with regard to examination

Govs	Learning and Progress
Staff	CHY / CDL
Ratified by FGB (L&P)	Spring 2020
Review due	Spring 2022

Exams Policy

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The Exam Policy

The purpose of this Exam Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Head of Centre, Exams Line Manager, Exams Manager and Governors.

Exam responsibilities

Having overall responsibility for the school as an Exam Centre, the Head of Centre:

- Advises on appeals and re-views.
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - Suspected malpractice in examinations and assessments.

Exams Manager

Manages the administration of public and internal exams:

- advises the Senior Leadership Team (SLT), subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- consults with teaching staff to ensure that necessary coursework/statutory assessment is completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- receives, checks and stores securely all exam papers and completed scripts.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams in liaison with the School Business Manager.
- Advises HoDs, if applicable, when they can submit coursework marks online. Exams Manager tracks despatch and stores returned coursework/statutory assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-view requests.
- maintains systems and processes to support the timely entry of candidates for their exams.

SLT member responsible for curriculum

- Organise teaching and learning.
- Manage external validation of courses followed at key stage 4/post-16.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

The SENCo is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Assessor administers access arrangements using the JCQ Publications Access Arrangements, reasonable adjustments and special consideration.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework/statutory assessment regulations and signing a declaration that authenticates the coursework as their own.

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre, Heads of subject and Senior Leadership Team.

The qualifications offered are GCE, GCSE, Cambridge National/Technical, BTEC, Vocational and Entry level. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exams Office must be informed.

Informing the Exams Office of changes to a syllabus is the responsibility of the Head of Centre and Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, subject teachers and Deputy Head.

Exam series and timetables**Exam seasons**

Internal exams and assessments are scheduled in 'On demand'.

External exams are scheduled in November, January, May and June. In addition, throughout the year, there will be subject controlled assessments and course work.

The Head of Centre, Head of subjects and Senior Leadership Team decides which exam series are used in the Centre.

Timetable

Once confirmed, the Exams Manager will circulate the exam timetable for Internal exams and External exams.

Entries, entry details and late entries

Under normal circumstances, all pupils who opt for an Upper School course which carries an examination will be entered for that examination. Usually, this examination will be the General Certificate of Secondary Education (GCSE), although some departments are able to offer Entry Level Qualifications for those candidates who may find difficulty with GCSE. Vocational options may carry a separate vocational qualification.

The Centre does not accept external candidates. The centre does not act as an Exam Centre for other organisations.

Entry deadlines are circulated to Heads of Department via email, briefing meeting and internal post/pigeon hole.

Late entries are authorised by Heads of Department and Exams Manager.

Retake decisions will be made in consultation with subject teachers, Exams Manager, Head of Centre, Heads of Department and Heads of curriculum.

Controlled Assessments

Definition

Controlled Assessment is a form of internal assessment which replaces GCE/GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Controlled Assessment applies control over internal assessment at three points; task setting; task taking; and task marking. Three levels of control apply – high, medium and low.

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting controlled assessments.
- Responsible to relevant awarding bodies to ensure that all controlled assessments are conducted according to qualifications specifications.

Examinations Manager:

- To be familiar with JCQ instructions for conducting controlled assessments and other related JCQ documents.
- To be familiar with general instructions relating to controlled assessments from each relevant awarding body.
- In collaboration with Head of Departments/ Subject Teachers, to submit controlled assessment marks to relevant awarding body.
- In collaboration with Head of Departments/ Subject Teachers, dispatch students' assessments for moderation.
- In collaboration with Head of Departments/ Subject Teachers, make appropriate arrangements for the security of controlled assessment materials.

Head of Department:

- To be familiar with JCQ instructions for conducting controlled assessments.
- To understand and comply with specific instructions relating to controlled assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of controlled assessments.
- In collaboration with the Examinations Manager, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with the Examinations Manager dispatch students' assessments for moderation.
- Make appropriate arrangements for the security of controlled assessment materials.
- To liaise with SENCO over students with access arrangements.

SENCO:

- To be familiar with JCQ instructions for conducting controlled assessments with reference to special access arrangements.
- Co-ordinate requests for special access arrangements.

Subject Teachers:

- To undertake controlled assessments in accordance with specific instructions from the relevant awarding body.
- To take part in appropriate departmental standardisation assessments.

Task Setting

In accordance with specific awarding body guidelines, Head of Departments/ Subject Teachers will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking

Controlled Assessment tasks will be undertaken with three levels of supervision:

- High level of control
- Medium level of control
- Low level of control

Heads of Departments/Subject Teachers will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At this school High level supervision means:

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher.
- Use of resources and interaction with others will be limited to what has been specified by the awarding body.
- Tasks will be undertaken during normal timetabled lessons.
- Use of mobile phones and internet/email access will be prohibited.
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible.
- Subject specific display material with direct relevance to an assessment task will be covered.
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all students present for the assessment session(s).
- A separate record of any incidents which occur during assessments will also be kept.

At this school Medium level means:

- Interaction with others, including group work is permitted.
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final/formal assessment is the candidates own work.
- Sources used by candidate are clearly recorded.

At this school Low level means:

- Some aspects of work may be undertaken completely without supervision/outside the classroom – this may include research and data collection.
- Class teachers will make closer reference to the relevant awarding body's specifications when applying limited supervision.

Task Authentication and Marking

Each year, before the first controlled assessment is conducted in the school the Examinations Manager will inform all students in Year 10 that the JCQ Notice to Candidates GCSE and Principle Learning: Controlled Assessments is available on line. Candidates will be reminded of the key points from this document before completing each assessment task.

Before assessment tasks are submitted, candidates will be required to sign a declaration form confirming that the work is their own and that assistance given/sources used, have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Head of Department and Examinations Manager who will follow the guidance set out in the JCQ instructions for controlled assessment.

Internally assessed tasks will be marked by the subject teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his/her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

Factors affecting individual candidates

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will co-ordinated by the SENCO.

Exam fees

1. Registration fees, when required, to be paid from the examination budget.
2. Students completing a course, to have one entry per module/test, paid for from the examination budget.
3. Entries or entry amendments made by departments after the external entry deadlines have passed and which will incur late entry fees, will be paid for by the Department concerned.
4. Late entries made by students, that incur late fees, will be paid for by the student(s) concerned.
5. Students who fail to attend for a module test and/or an examination paid for by the school and for a reason not considered valid, will be charged retrospectively for the entry fee.
6. Students, who fail to submit coursework/ statutory assessment, therefore disqualifying them from an award, will be charged retrospectively for the entry fees previously incurred for that subject.
7. After results have been published a student can request that the paper be reviewed. The request should be directed to the Examinations Manager and will not be processed until payment has been received. HoDs (Head of Department) should not authorise reviews. A HoD may, however, advise a student that a review might be appropriate.
8. Under exceptional circumstances a HoD may request that the school pay for a review. This request should be made to the HT (Head Teacher) who will give final agreement. Once agreement has been given, the HoD will inform the student that the review is to take place and seek student agreement,

explaining that this has been sanctioned by the HT. Once agreement has been received, the HoD should then inform the Examinations Manager that a review is to take place. The cost of the review will be met by the Department concerned.

9. Any resits, where available, for AS units will be paid for by the student and an entry will not be made until the funds have been received.

Equality Act 2010

All Exam Centre staff must ensure that they meet the requirements of the Equality Act 2010 (EA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The EA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the EA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the EA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre, Exams officer and SENCo.

Access Arrangements

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SEND Department, SEND Assessment Co-ordinator.

Making access arrangements for candidates to take exams is the responsibility of the SENCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SEND Assessment Co-ordinator.

Rooming for access arrangement candidates will be arranged by the Assistant SENCo with the Exams Manager.

Invigilation and support for access arrangement candidates will be organised by the Assistant SENCo with the Exams Manager.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exam Manager's Line Manager.

Private candidates

Taverham High School do not accept private students.

Managing Invigilators

External staff are used to invigilate examinations.

These invigilators will be used for Internal exams and External exams.

Recruitment of invigilators is the responsibility of the Exams Office in liaison with the Schools Business Manager.

Securing the necessary Disclosure and Barring Service Criminal Record checks clearance for new invigilators is the responsibility of the Exams Office.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Office.

Invigilators rates of pay are set by the Centre administration.

Malpractice

The Head of Centre is responsible for investigating suspected malpractice.

Exam days

The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The exams officer will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department the following day at the earliest.

Candidates

Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Manager or senior invigilator.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Manager is responsible for handling late or absent candidates on exam day or subsequently.

Clash candidates

The Exams Manager will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Manager, or the Exam Invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Exams Manager will then apply for special consideration online to the relevant awarding body.

Internal Assessments and Appeals

Taverham High School is committed to ensuring that whenever their staff assesses students' work for external qualification; this is done fairly, consistently and in accordance with the appropriate specification for qualification. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student does not accept any assessment decision which has led to the mark awarded, s/he may make use of this appeals procedure. Please note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

Written Appeals Procedure

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the relevant examination series.
- Appeals should be made in writing to the Exams Manager who will arrange for the appeal to be investigated by a person who has not played any part in the original internal assessment process.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interest of the candidates.

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the school's control will not be considered in the school's appeals procedure.

1. Appeals against External assessment Marks

Submission by the School

- Decisions about whether an appeal should be submitted are a matter for judgement, and the final judgement rests with the Headteacher, as Head of Centre, in consultation with the Exams Manager.
- Heads of Department should submit individual cases, with rationale, to the Headteacher by the start of the September term, for consideration.
- The **principal criterion** by which eligibility for submission should be judged is that the student has missed the school's officially expected grade by more than one level, and the department feels there is a strong chance that a re-view could lead to a change in the candidate's favour.
- Any other given reason for a re-view should be judged by the Headteacher.

By the end of the second week of the September term the Headteacher will decide on the appropriateness of each case and submissions will be made by the Exams Manager.

This category of re-view will be paid for by the school.

Submission by parents

- Requests by parents should be made *in writing* to the Examinations Manager, and will be considered after the above process is complete. The Examinations Manager may advise the parents on whether our information suggests that the re-view is likely to be successful. Dependent upon the parents' view of this, the submission will then be made.

This category of re-view will normally be paid for by the parent(s), and payment must be received in advance.

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, in person at the centre.

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Head of Centre.

ATS

After the release of results, candidates may ask subject staff to request the return of papers, if payment is required; the candidate will meet this cost.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE reviews cannot be applied for once a script has been returned.

Certificates

Certificates

Once Certificates are received and collated a letter is sent home to advise they can be collected from reception.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for one year minimum at which point they can be confidentially destroyed.

A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Assessment and Malpractice

1. Policy Statement

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. This refers to acts and omissions made by staff or students involved with the assessment process.

2. Scope

This policy and procedure relates to staff malpractice and applies to all internal assessments, and internal and external examinations. Where awarding bodies have their own published procedures these will take precedent over the school policy. The duties outlined in this policy are extended in the school BTEC policy.

3. Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring the policy is known understood and implemented.

4. Actions to Implement and Develop Policy

- Curriculum Leaders should, at the appropriate time, introduce new members of staff to this policy.
- Course teams use robust internal moderation/verification procedures
- Course teams should use the induction period, or other appropriate time, to introduce learners to this policy.

5. Definitions and Examples

Staff malpractice: Any deliberate action by a member of staff that has the potential to undermine the integrity of the assessment process.

The following are examples of malpractice by centre staff; this list is not exhaustive and other examples of malpractice may be considered by the school at its discretion.

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Fraudulent submissions that could lead to false claims for certificates.
- Inappropriate retention of certificates.
- 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 amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.

- Failing to keep assessment/examination/test papers secure prior to the assessment/examination test.
- Falsifying records/certificates. For example by alteration, substitution, or by fraud.

Learner malpractice: Any action by the learner that has the potential to undermine the integrity and validity of the assessment of the learner's work.

The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the School at its discretion:

- Plagiarism of any nature; in which case reference should be made to the Plagiarism Policy.
- 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.

6. Procedures used to deal with the above

- Where the School discovers or suspects an individual, or individuals, of malpractice it will conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- Such an investigation will be initially undertaken by the Head of School, who will interview all personnel linked to the allegation.
- The School will make the individual(s) aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of possible consequences should malpractice be proven.
- The investigation will proceed through the following stages:
 - Preliminary investigation, conducted by the appropriate School, into the allegation to determine whether a full investigation is necessary. If the allegation appears to have substance, then all assessments by this member of staff should be halted until the investigation is complete.
 - Should it be determined that a full investigation is necessary it shall be conducted by a senior member of staff appointed by the Headteacher, who is neither a teacher in the subject area or a line manager for the subject area.
 - During the investigation the School will give the individual the opportunity to respond to the allegations made.
 - All stages of the investigation shall be documented by the person leading the investigation.
 - The individual will be informed of the avenues for appealing against any judgments made.

- The member of staff investigating shall produce a report of their findings for the attention of the Headteacher.

7. Monitoring and Evaluation

Internal monitoring/verification of assessment activity within each department will include malpractice checks.

Evidence of both assessment and internal verification/moderation must be available for review.

Quality Assurance

Purposes:

- To ensure quality assurance in all we do
- To strategically monitor the quality of provision in both a formative and summative way

Outcomes:

- Feedback from external sources (such as exam boards) verify the quality assurance procedures are contributing to the success of the school
- Taverham High is committed to Quality Assurance and believes it is an integral part of the school's processes.
- The focus of the School is on student progress and staff skills with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The curriculum is regularly monitored and reviewed by the Leadership team and Governors.
- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained. This is primarily through the dept and school self-review.
- Internal Verification is carried out on an on-going basis.
- Moderation of student work is undertaken in depts to assure quality and consistency.
- New staff will be mentored and guided through any curriculum assessment requirements and will be moderated in their judgements.
- All new exam invigilators are observed conducting at least one assessment to ensure that regulations are followed.
- Existing exam invigilators should be observed conducting an exam at least once a year.
- Internal Verification is recorded on candidate work and records and on central recording systems through the external examination marking proforma.
- Information from awarding bodies is disseminated to all members of staff involved in assessing.
- The school will ensure that all external providers for Curriculum and extra-curricular activities will be quality assured and monitored by a designated member of the school staff.

- The school's policy for Equal Opportunities is followed and monitored.

BTEC Specific Policy and Procedure

BTEC Centre Agreement - Taverham High School

1. My centre ("Organisation") will:

- i. co-operate fully with Pearson;
- ii. ensure that all Pearson learners are registered with Pearson on the correct mode of study;
- iii. research the need for and obtain, prior to the delivery of any programme, at its own responsibility and expense, all necessary licences, permissions or other form of authorisation required to operate as a centre in the jurisdiction in which the centre seeks approval; Pearson disclaims all liability in connection with and arising from the need for and procurement of or failure to procure any and all such licences, permissions or authorisations;
- iv. not undertake any activity or advertising that could bring the name of Pearson into disrepute;
- v. not use Pearson and/or, as applicable, JCQ/Ofqual/SQA/Qualifications Wales/QAA/CCEA or other relevant standards setting body name or logos without consent from the owner;
- vi. not deliver any Pearson approved qualifications at any other address other than that approved, without prior approval from Pearson;
- vii. adhere to all of Pearson and, as applicable, JCQ/Ofqual/SQA/Qualifications Wales/QAA/CCEA policies and procedures, terms and conditions for continued centre recognition and qualification approval, as amended from time to time, and whether provided in hard copy or made available on the relevant body's website. These can be found respectively at:
<http://qualifications.pearson.com/en/home.html> <http://www.jcq.org.uk/exams-office>
<https://www.gov.uk/government/organisations/ofqual> <http://www.sqa.org.uk/sqa/70972.html>
<http://qualificationswales.org/splash?orig=/> <http://www.qaa.ac.uk/en> <http://ccea.org.uk/>
- viii. in the case of vocational qualifications, adhere to the policies, procedures, guidance, regulations and/or terms and conditions of any standards setting bodies and/or sector skills councils referred to in any qualification specifications.
- ix. fully indemnify Pearson for all loss, damage, costs and expenses (including legal fees) caused by my Organisation's breach of the policies and procedures;
- x. following approval, retain a copy of the signed centre approval form for the duration of centre approval and provide Pearson with a copy upon request at any time;
- xi. fully support Pearson's centre/qualification monitoring process, including, but not limited to, allowing nominated representatives of Pearson full access to all relevant records, premises and learners which can include short notice and or unannounced visits;
- xii. assist Pearson and, as applicable, Ofqual/JCQ/SQA/Qualifications Wales/QAA/CCEA and other relevant standards setting body in any monitoring and investigations being conducted by them or under their direction and provide them with all information or documentation - including learner work, internal verification and assessment documentation - that they request as soon as practicable;
- xiii. in the case of vocational qualifications, retain evidence of learner work for a minimum period of twelve (12) weeks following certification of the learner, unless any other specific agreement has been reached in writing with Pearson;

- xiv. in the case of vocational qualifications, retain records of assessment and internal verification for a minimum period of three years following certification of the learner;
- xv. deliver qualifications in accordance with the law including any relevant Equality, Copyright, Freedom of Information and Data Protection laws;
- xvi. operate required internal/external assessments in full accordance with Pearson and, as applicable, JCQ/Ofqual/SQA/Qualifications Wales/QAA/CCEA and other relevant standards setting body policies and procedures;
- xvii. monitor, review and evaluate its operations, policies and procedures and keep auditable records;
- xviii. monitor the approval and accreditation period for all of the qualifications approved and seek re-approval as and when required;
- xix. commit sufficient managerial and other resources to allow it to efficiently and effectively undertake the delivery of Pearson qualification(s).

2. I confirm:

- i. my Organisation or key members of the management/assessment team have not previously been involved with a centre which has had centre recognition/qualification approval withdrawn by any awarding Organisation, nor had sanctions imposed by Pearson or another awarding organisation, other than as previously disclosed;
- ii. no material supporting this approval has been plagiarised; I confirm that any material supporting this application that is the intellectual property of another person or Organisation is used with the express permission of that person or Organisation;
- iii. my Organisation is fully committed to employing, training and updating a sufficient number of appropriately qualified staff to ensure appropriate management, delivery, assessment and quality assurance as per qualification requirements;
- iv. the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
- v. we will promptly make available records, information or documents associated with the delivery/review of the qualification(s) and allow Pearson and or Ofqual/SQA/Qualifications Wales/QAA/CCEA or other relevant officials access to such materials, records, premises and learners which can include short notice and or unannounced visits;
- vi. we will keep confidential the names and contact details of Pearson and or JCQ/Ofqual/SQA/Qualifications Wales/QAA/CCEA and other relevant personnel;
- vii. learners are located in the country named in the Centre Approval Form and we will not deliver Pearson qualifications overseas without prior authorisation from Pearson;
- viii. information supplied to Pearson for the purposes of registration and certification will be complete, accurate and fully comply with all applicable Data Protection and Freedom of Information laws; Learners will also be informed of their registration and certification status;
- ix. the assessment procedure will be open, fair and free from bias;
- x. Pearson will be notified of any issues which put at risk my Organisation's ability to meet the centre approval criteria, including any issues which have the potential to cause an adverse effect on any learner or other stakeholder;
- xi. Pearson will be notified immediately of any changes to my Organisation which materially affect the way in which we conduct business, including but not limited to a change in the management or ownership of the Organisation, and changes to the sites at which qualifications are provided;
- xii. if we require further guidance or assistance from Pearson in respect of the provision of Pearson qualifications in accordance with our obligations set out in this application form and/or Pearson, JCQ/Ofqual/SQA/Qualifications Wales/QAA/CCEA or other relevant Standards Setting

Body's policies and procedures, and terms and conditions for Centre Recognition, as amended from time to time, we will inform Pearson immediately in writing of the same;

- xiii. my Organisation will forward to Pearson a copy of all complaints received, which are not resolved by my Organisation within 28 days of receipt, and will co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters;
- xiv. if any of the matters I have agreed to on behalf of my Organisation, as set out in this Section, changes, I will immediately notify Pearson in writing of the same;
- xv. my Organisation consents to Pearson sharing information relating to my Organisation with Ofqual and other awarding Organisations and relevant bodies, as it sees fit;
- xvi. systems are in place to ensure only authorised members of staff have access to Pearson platforms;
- xvii. my Organisation will monitor and ensure only authorised staff have access to email accounts (generic and/or named accounts), including the sending and receiving of emails involved in the support and delivery of Pearson qualifications;
- xviii. my Organisation will, at all times, securely hold and transmit details of assessment outcomes to Pearson in line with Pearson requirements and Data Protection laws and will comply with any direction given from time to time by Pearson in respect of the handling of learner work;
- xix. my Organisation will ensure that its staff and representatives will at all times treat Pearson staff and representatives respectfully and without threat of or actual verbal or physical abuse and I understand that any breach of this term may lead to withdrawal of centre approval.

3. Financial:

- i. my Organisation will comply with Pearson's terms and conditions for payment of invoices;
- ii. I understand that approval of a qualification by Pearson does not imply or guarantee that it will be supported by public funding bodies;

4. Approval:

- i. I understand that Pearson has the right to refuse approval without giving reasons as to their decision;
- ii. I understand that there is no right of appeal against approval decisions;
- iii. I understand that my centre will be asked by Pearson on an annual basis to confirm that, unless as previously notified to Pearson, there have been no material changes that would affect centre approval or qualification delivery;
- iv. Pearson centre approval and product approval constitute a binding agreement between Pearson and the Organisation and may not be transferred, sold or otherwise assigned to any third party, save as part of a change of centre ownership notified and approved by Pearson. Should my Organisation close, I shall inform Pearson in writing;
- v. I understand that my Organisation must adhere to the specific terms of approval granted by Pearson, and failure to do so could result in the application by Pearson of a sanction in accordance with published Pearson policy and which might include removal of centre and/or qualification approval;
- vi. I understand that if my Organisation withdraws from qualifications delivery for any reason, my Organisation will take all reasonable steps to protect the interests of the learners;
- vii. In addition to the provisions in the "Withdrawal of Approval" section below, I understand and accept that circumstances might arise at any time during centre approval or even before approval is granted which are beyond the control of Pearson such as the imposition of sanctions on any country, individual or Organisation by the government of any country or body, or conflict, acts or threats of terror in the country of qualification delivery that prevent Pearson from being able to maintain centre approval or which force Pearson to suspend approval for an

indefinite period; in this case, notwithstanding the limitation of liability provisions below, I understand and accept that Pearson shall in no way be liable to my Organisation for such interruption to, cessation or loss of my Organisation's business and I understand and accept that my centre might need to re-apply for centre approval at a later date and Pearson does not guarantee nor accept any liability in relation to the outcome.

5. Disputes:

- i. I agree that this application, any subsequent centre approval and qualification approval, and all aspects of the relationship between the applicant and Pearson (together the "Agreement") are governed by and shall be construed in accordance with English law;
- ii. My Organisation submits to the exclusive jurisdiction of the English courts for all purposes relating to and in connection with the Agreement or its subject matter (including its formation, enforceability, validity and interpretation);
- iii. I agree that if any provision of the Agreement is or becomes, or is declared by any competent court or body to be, illegal, invalid or unenforceable under the law of any jurisdiction this shall not affect or impair the legality, validity or enforceability of the remaining provisions of the Agreement;
- iv. my Organisation will notify Pearson in writing of any issues or concerns it has in respect of Pearson or its representatives promptly or within one month of becoming aware of such issues by completing the online complaints form available at <http://qualifications.pearson.com/en/support/contact-us/feedback-and-complaints.html>
- v. I agree that, following centre approval, if any dispute arises in connection with the Agreement (other than in respect of a decision by Pearson to withdraw centre approval for reasons set out below), the parties' respective representatives shall meet together as soon as reasonably possible, and in any event within two months of the dispute first being notified, and seek to resolve the dispute and agree any necessary action, and if the dispute cannot be settled by such discussions, the dispute shall be referred to mediation before a mutually agreed mediator, or if such mediator cannot be agreed, by a mediator appointed by Centre for Effective Dispute Resolution (CEDR);
- vi. I note that nothing in the Agreement limits Pearson's liability for death or personal injury resulting from Pearson's negligence or fraud;
- vii. I agree that Pearson's aggregate liability in respect of any loss or damage suffered by my Organisation and arising out of or in connection with the Agreement, whether in contract, tort (including negligence) or for breach of statutory duty or in any other way, shall not exceed the amount of the fees actually paid to Pearson under the Agreement;
- viii. I understand that Pearson will not be liable for any loss of profits, business or opportunity, any loss of goodwill or reputation, or any indirect or consequential loss or damage suffered or incurred by my Organisation or any third party arising out of or in connection with the Agreement;
- ix. I understand that these terms and conditions including any policies and procedures referred to herein and together with the centre approval application (as updated) that forms part of this Agreement constitutes the entire agreement and understanding between the parties and supersedes all previous agreements between the parties relating to its subject matter; I acknowledge that, in signing this application, that I do not rely on and shall have no right or remedy in respect of any assurance, statement, warranty or representation made (whether innocently or negligently) of any person, including a Pearson regional representative, but note that nothing in this paragraph excludes Pearson's liability for fraud;
- x. I understand that Pearson reserves the right to vary these terms and conditions from time to time and will communicate variations to the terms electronically. The prevailing version of the terms and conditions will be published on the <http://qualifications.pearson.com> website.

6. Withdrawal of approval:

- i. I understand that Pearson reserves the right to withdraw centre approval and/or qualification approval if Pearson considers, in its absolute discretion, that:
 - a) my Organisation fails to continue to meet the centre approval and/or qualification approval criteria or quality is otherwise not maintained
 - b) there is any breach of, or failure to comply with, Pearson's centre policies and procedures;

- c) my Organisation remains inactive for two years or more (that is, makes no new registrations and has no active learners on Pearson programme(s) for two years).
- d) continued approval would bring examination/assessment systems into disrepute or otherwise harm or potentially harm Pearson's reputation;
- e) any of the matters set out in my centre's application are or become incorrect and Pearson has not been informed in writing of such a change and/or such a change is not acceptable to Pearson;
- f) my Organisation fails to comply with any of the obligations I have agreed to on behalf of my Organisation as set out in these terms and conditions;
- g) an insolvency event has occurred, including, but not limited to, circumstances where:
- i. my Organisation suspends, or threatens to suspend, payment of its debts, is unable to pay its debts as they fall due, admits inability to pay its debts or is deemed unable to pay its debts within the meaning of section 123 of the Insolvency Act 1986;
- ii. my Organisation commences negotiations with its creditors with a view to rescheduling any of its debts, or makes a proposal for or enters into any compromise or arrangement with its creditors; a petition is filed, notice is given, a resolution is passed, or an order is made, for or in connection with the winding up of my Organisation;
- iii. an application is made to court, or an order is made, for the appointment of an administrator, a notice of intention to appoint an administrator is given, or an administrator is appointed to my Organisation; or
- my Organisation fails to pay Pearson's invoices within 30 days of such invoices falling due; • my Organisation fails to fulfil any minimum registration requirements set by Pearson;
- iv. I understand that Pearson might be required to notify other Awarding Organisations and other parties as necessary of any withdrawal of centre approval and reserves the right to do so.

7. Declaration:

I represent and warrant that I am the Head, Principal or Chief Executive of the Organisation and/or am duly authorised by my Organisation to execute and deliver this Agreement on behalf of the Organisation and I represent and warrant that this Agreement is binding upon my Organisation in accordance with its terms

Part A : Registration and Certification

Aim :

- To register individual learners to the correct programme within the agreed timescale
- To claim valid learner certificates within the agreed timescales
- To construct a secure and accurate audit trail to ensure individual registration and claims can be tracked to the certificate which is issued for each learner.
- To ensure records are kept for 3 years after certification, in line with Pearson requirement

Procedure:

Registration: registration initiates our Quality Assurance processes. Exams Officers and delivery staff are required to make sure that learners are registered on the correct programme at the outset. Learners following a standard academic year are registered by 1st November. Learners enrolling into flexible start programmes are registered within one month of enrolment. Your procedures need to facilitate accurate, timely registration

Transfer: learners can transfer their registration and achievement to date between centres. Transfer between programmes is also permitted. Procedures need to ensure transfers are accurate and timely. They should also ensure that adequate information about the transferee's position and progress is communicated

Withdrawal: **Quality nominee will let Pearson** know when a learner leaves before completion. Withdrawals can be made via Edexcel Online and a withdrawn learner may be reinstated at a later date

Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online **Quality Nominee does this in collaboration with Head of Subject / Faculty.** Claims can be made at any time of year, but paper-based claims for August certification should be received by 5th July.

Policy:

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

Part B : Assessment

Aim:

- To ensure all programmes are assessed against national standards
- To ensure equal and fair access for all learners (see also Equal Opportunities Policy and Single Equalities Scheme on Taverham High School website)
- To ensure learners are given realistic targets and informed of their progress (see also website information regarding reporting and parental consultation)
- To ensure achievement is accurately recorded and tracked
- To ensure assessment leads to accurate and valid certification

Procedure:

Learner induction: should inform learners about all aspects of assessment and progress monitoring. (see also timeline for learner induction and instructions regarding content of learner handbooks). Reference should be made to national standards, assessment deadlines, the need for authentic work, and learner appeals

Assignment design: should have a practical vocational focus and reference the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates should be planned and monitored during delivery of the programme

Assessment Plan: At the start of the programme the assessment plan needs to be agreed and signed off by the Lead Internal Verifier. The assessment plan is an important document which is required for standards verification. At the start of the Standards Verification process, the Standards Verifier will request a copy. The plan should include a list of all Assessors and the units they are assessing

A list of all Internal Verifiers and when Internal Verification will take place

Confirmation of the learners registered on the programme

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 must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit achievement for the programme.

These records will be held securely for 3 years after certification

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

Policy:

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 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.

Part C : Internal Verification

Aim:

- To ensure assessment is accurate, consistent, timely, valid, authentic and adheres to BTEC standards
- To ensure assessment opportunities are fit for purpose and allow access for all learners
- To assure the assessment design and decisions within the centre
- To form part of an achievement and quality assurance audit trail
- To provide feedback to inform continuous improvement
- To ensure there is a trained lead IV in each subject area
- To ensure internal verification covers all assessors and units within each course of study
- To ensure the procedure is open, free from bias, and is a collective learning opportunity

Procedure:

Staff briefing: all Assessors, Lead Internal Verifiers and Internal Verifiers require regular briefing on BTEC processes **Quality Nominee will ensure this**

Verification schedules: annually agreed to cover all Assessors, units and assignments. Schedules should be drawn up at the beginning of the programme 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 acted upon. Documented records of effective internal verification must be kept

Internal Verification of assessment decisions: must verify a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support should be given

Internal Verification records: must be correctly maintained and kept securely for 3 years after certification.

We recommend that you use the standard templates for Internal Verification available on Fronter

Standards Verification: you should have in place monitoring and review procedures for Standards Verification outcomes. Procedures are required to deal with unsuccessful standards verification samples.

QN supports lead IV on second sample where necessary

Policy:

The centre will:

- ensure a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- ensure 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 conform to national standards
- secure records of all Internal Verification activity are maintained
- the outcome of Internal Verification is used to enhance future assessment practice.

Part D : Appeals

Aim:

- To ensure there are clear procedures for learners to enable them to enquire about, question or appeal an assessment decision
- To ensure all records of appeals are recorded in line with Pearson requirements
- That the Head of Centre facilitates the ultimate right to appeal to Pearson should centre procedures be exhausted
- To reach agreement between learner and assessor in relation to assessment decisions
- To standardise and record the process to ensure fairness and transparency

Procedure:

Learner induction: Should inform the learner of the appeals procedure (as outlined in the learner handbook)

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

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

Appeals procedure stages:

- o 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
- o 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
- o Stage 3 – Appeal hearing: Senior Management hears the appeal: last stage by the centre. If unresolved, move to stage 4
- o Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson 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 to inform development and quality improvement.

Policy:

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 18 months
- have a staged appeals procedure
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- monitor appeals to inform quality improvement.

Part E : Plagiarism and Assessment Malpractice

Aim :

- To ensure that issues are dealt with in an open, fair and effective manner
- To ensure that the centre provides appropriate deterrents and sanctions to minimise the risk of malpractice (see also policy regarding external examinations)
- To identify and minimise risks of malpractice by staff or learners
- To standardise and record investigations
- To protect the integrity of the centre and the qualification

Procedure:

Addressing learner malpractice:

- o Promote positive and honest study practices
- o Learners should declare that work is their own: check the validity of their work
- o Use learner induction and handbook to inform about malpractice and outcomes
- o Assessment procedures should help reduce and identify malpractice

Addressing staff malpractice:

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

Dealing with malpractice:

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

Policy

See also Taverham High School Malpractice Policy – which extends duties to BTEC

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 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 / Principal / CEO and all personnel linked to the allegation. It will proceed through the stages outlined in the school malpractice policy
- 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.

Part F: Recognition of Prior Learning for students enrolling on BTEC courses

Definition : Recognition of Prior Learning is a method of assessment which considers whether learners can demonstrate they can meet the assessment requirements for a unit through knowledge, understanding or

skills they already possess and do not need to develop through a course of learning. Provided the assessment requirements of a unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. *Note partial unit completion is not acceptable so RPL cannot apply for specific assessment criteria.*

Action 1: Where RPL is being applied clear and appropriate records must be kept.

Action 2: Application to accredit RPL must be made to the lead IV, who will work with the Quality Nominee regarding the sufficiency and validity of evidence.

Action 3: Candidates have a right to appeal RPL decisions in the manner outlined in the appeals document.

Explanation: RPL is of particular value where a learner might not have specific qualifications who may have returned to the school to continue their education in the sixth form, or alternatively joined a cohort part way through a year. The assessor must ensure evidence provided by the learner meets the correct standard as specified by the learning outcome. Evidence used for RPL will be subject to standards verification as normal.

Action 4: Prior achievement can be shown in a number of ways. The assessor may ask supplementary questions or ask for a demonstrate particular skills to strengthen an application for RPA

Action 5: If RPL is being applied for based on a candidates' experience and relates to a graded unit, only the pass criteria may be awarded

Action 6: Any claim for RPL must be made as close to the start of the qualification as possible, and no later than within the first cycle of two weeks of lessons.

Action 7: Records of decisions regarding RPL and administration must be kept as per normal and are subject to the normal levels of scrutiny and verification.

Process: Assessing claims for RPL will follow a process whereby students are made aware of RPL in induction materials and student handbooks. Staff will be able to explain the procedure at KS4 options evening and sixth form open evening. Learners will be made aware of the procedures regarding application, awarding and appeals. As an application starts it is the responsibility of the learner to collect, organise and submit evidence to support the claim. Assessment plans and specification material will be made available to allow learners to ensure evidence is clearly related to a scheme of assessment. The assessor (lead IV) will view the evidence and judge whether it is sufficient to meet the criteria for the unit being claimed.

Action 8: Assessment and IV records, along with RPL records, must be kept within the centre for three years and should be available as part of external QA procedures.

Action 9: Candidates have the further right to appeal externally following Pearson Enquiries and Appeals

BTEC Centre Responsibilities

Action	Head of Centre	Exams Officer	Quality Nominee	Head of Faculty / Subject	Lead IV	Assessor
Complete Annual Centre Declaration	✓		✓			
Register students and check registrations		✓	✓	✓		
Complete assessment plan					✓	
Write assignments					✓	✓
IV Assignments					✓	✓
Assess work					✓	✓
IV Student work					✓	✓
Sample assignments			✓			
Sample student work			✓			
Complete marking for final certification and claiming				✓	✓	✓
Claim results and check claim		✓	✓			
Receive certificates		✓				
Liaise with exam board regarding errors or omissions in certification			✓			
Organise forum meetings and arrange training			✓		✓	
Appeals		✓	✓			
Malpractice and plagiarism investigation		✓	✓	✓	✓	
Liaise with board regarding final stage appeals		✓	✓			
Organise BTEC curriculum and take proposals to governing body			✓			
Report results to senior leadership team			✓	✓		
Plan and organise external examinations		✓		✓	✓	
Maintain centre and qualification approval			✓			
Complete materials					✓	✓

for standards verification						
Ensure all elements of centre agreement are met		✓	✓			
Ensure learner details are accurate, up to date, and provide a clear audit trail				✓		
Sign off assessment plan at the start of a course of study					✓	

Quality Assurance cycle 2019 / 2020

Stage 1: BTEC Annual Centre Declaration

In September, the Quality Nominee and Head of Centre will need to complete the Annual Declaration and upload the completed form to Edexcel Online. The purpose of the form is to confirm that all policies and procedures required for the delivery of BTEC qualifications are in place, detailed, effective and have been contextualised for your centre. The Declaration also serves as your acceptance of Pearson's Terms and Conditions of Centre Recognition and Qualification Approval for delivering BTEC qualifications. The Declaration must be signed electronically by your Head of Centre and Quality Nominee before being submitted to Edexcel Online to confirm that staff holding these roles understand and agree to their responsibilities.

Stage 2: Centre Assessor: Standardisation

It's a requirement for centres to identify a single Lead IV (Internal Verifier) for each BTEC Principal Subject Area being delivered. This role acts as the point of accountability for the quality assurance and standards of these programmes. This means that where possible, the Lead IV should be involved in the assessment and delivery of the programme and have a good understanding of the units being assessed.

Stage 3: BTEC Lead Standards Verifier Activity Overview of Quality Assurance Activity

The centre will either receive support from:

- A visiting BTEC Lead Standards Verifier (depending on risk rating)
- A remote BTEC Lead Standards Verifier (depending on risk rating)
- A visiting Work Based Learning Standards Verifier
- A Pearson QA Advisor

Stage 4: Sector Specific Standards Verification

Standards verification is an annual process that will take place each year that you have 'live' learner registrations. A subject sector expert Standards Verifiers will be allocated to conduct sampling of learner work for BTEC Entry to Level 3 qualifications. Standards verification ensures that Assessors are making accurate assessment decisions in a fair and consistent manner.

BTEC Induction – Level 2 Courses

Timeline

October

- Options booklet issued which explains structure and assessment on BTEC courses

December

- KS4 Pathways evening includes subject specific talks. Students then apply for pathway

January

- Options Interviews. Students given more information to assess suitability of the course. Discussion about progression routes.

September

- Induction. Two week cycle of lessons during which the students handbook must be worked through with the cohort. At the end of this period teacher will ask students to sign the induction log to ensure all students understand the nature of the programme of study.

Induction Checklist – Level 2 Courses

All students have been informed of the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

Example lesson outline (guidance only)

Element	Item	Discussion	Time	Check (☑)
1	Timetable	Discuss the timetable and how it will be delivered	15 min	
2	Teaching Staff	Introduce teaching staff	5 min	
3	Course co-ordinator and other key staff	Introduce key staff	5 min	
4	Units to be studied	Introduce the units, who is delivering them and how they will be delivered	15 min	
5	Course handbook	Give students copies of the course handbook and ask them to read through it. Explain assessment plan	20 min	
6	Class rules	Agree expectations for a sixth form class	10 min	
7	Course rules	Explain the course rules, deadlines must be met, no plagiarism and consequences	10 min	
8	Course requirements	Explain the course requirements and assessment, resubmission	10 min	
9	Disagree with an assessment decision	Explain that the course handbook informs students what to do if they disagree with an assessment decision	10 min	
10	Resources	Explain any essential or useful equipment	10 min	

Evidence that students have been inducted onto the BTEC (insert course title)

Please sign below if you agree that you have discussed the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

Student name	Student Signature	Date

Student Handbook

Please follow this contents list to ensure consistency across BTEC subjects

Contents	Person Responsible
Introduction to broad aims of the qualification, link to career aspirations and skills development	Lead IV / Subject Lead
Expectations	Lead IV / Subject Lead
Overview of programme and unit details	Lead IV / Subject Lead
Assessment plan	Lead IV / Subject Lead
Time management / independent learning	Lead IV / Subject Lead
Subject specific health and safety or equipment information	Lead IV / Subject Lead
BTEC Roles and responsibilities	Quality Nominee will provide
Assessment arrangements / resubmission	Quality Nominee will provide
External examination arrangements	Quality Nominee will provide
Appeals Procedure	Quality Nominee will provide
Plagiarism and malpractice policy and procedures	Quality Nominee will provide
Recognition of prior learning	Quality Nominee will provide
Registration and certification	Quality Nominee will provide

BTEC Induction – Level 3 Courses

Timeline

October

- Post-16 Prospectus Issued which explains structure and assessment on BTEC courses

November

- Sixth Form Open Evening includes subject specific talks. Students then apply for pathway

January

- Sixth Form Interviews. Students given more information to assess suitability of the course. Discussion about progression routes. This is particularly important for BTEC Sport Diploma students where the course will make up their entire programme of study. BTEC Music Tech students will choose a third option

June

- Sixth form induction days. Students will spend time in lessons to give a taster of the course they will be starting in September. Students will also be issued with a summer research project which introduces them to the style of learning and content

September

- Enrollment to ensure applicants have correct grades to be registered on the course

September

- Induction. Two week cycle of lessons during which the students handbook must be worked through with the cohort. At the end of this period teacher will ask students to sign the induction log to ensure all students understand the nature of the programme of study.

Induction Checklist – Level 3 Courses

All students have been informed of the following:

11. The timetable
12. The teaching staff
13. The course co-ordinator, centre nominee, exams officer
14. The units being studied
15. The course handbook
16. The class rules
17. The course rules including malpractice and plagiarism
18. The course requirements and assessment
19. What to do if they disagree with an assessment decision
20. The resources they require

Example lesson outline (guidance only)

Element	Item	Discussion	Time	Check (☑)
1	Timetable	Discuss the timetable and how it will be delivered	15 min	
2	Teaching Staff	Introduce teaching staff	5 min	
3	Course co-ordinator and other key staff	Introduce key staff	5 min	
4	Units to be studied	Introduce the units, who is delivering them and how they will be delivered	15 min	
5	Course handbook	Give students copies of the course handbook and ask them to read through it. Explain assessment plan	20 min	
6	Class rules	Agree expectations for a sixth form class	10 min	
7	Course rules	Explain the course rules, deadlines must be met, no plagiarism and consequences	10 min	
8	Course requirements	Explain the course requirements and assessment, resubmission	10 min	
9	Disagree with an assessment decision	Explain that the course handbook informs students what to do if they disagree with an assessment decision	10 min	
10	Resources	Explain any essential or useful equipment	10 min	

Evidence that students have been inducted onto the BTEC (insert course title)

Please sign below if you agree that you have discussed the following:

11. The timetable
12. The teaching staff
13. The course co-ordinator, centre nominee, exams officer
14. The units being studied
15. The course handbook
16. The class rules
17. The course rules including malpractice and plagiarism
18. The course requirements and assessment
19. What to do if they disagree with an assessment decision
20. The resources they require

Student name	Student Signature	Date
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Student Handbook

Please follow this contents list to ensure consistency across BTEC subjects

Contents	Person Responsible
Introduction to broad aims of the qualification, link to career aspirations and skills development	Lead IV / Subject Lead
Expectations	Lead IV / Subject Lead
Overview of programme and unit details	Lead IV / Subject Lead
Assessment plan	Lead IV / Subject Lead
Time management / independent learning	Lead IV / Subject Lead
Subject specific health and safety or equipment information	Lead IV / Subject Lead
BTEC Roles and responsibilities	Quality Nominee will provide
Assessment arrangements / resubmission	Quality Nominee will provide
External examination arrangements	Quality Nominee will provide
Appeals Procedure	Quality Nominee will provide
Plagiarism and malpractice policy and procedures	Quality Nominee will provide
Recognition of prior learning	Quality Nominee will provide
Registration and certification	Quality Nominee will provide