



BTEC Curriculum

Staff Handbook

(S Callear – Nov. 2015)

(Updated A Wills – Nov. 2016. See purple updates)

(Updated K Tyler, Nov 2018, see orange updates)



Contents

Programmes Offered & BTEC Staff Organisation

Registration and Certificate Policy

Induction Process

Assessment Policy

Internal & External Verification Policy

Appeals & Complaints Policy / Policy

Assessment Malpractice Policy

QA Assurance Templates:

- ◆ IV of assignment Briefs
- ◆ IV of assessment Decisions
- ◆ Tracking sheet - Grading criteria
- ◆ Tracking sheet - Unit achievement
- ◆ Year Plan overview

Programmes Offered

Level 1/2:

BTEC First Award Performing Arts Dance (old Specification)

BTEC Level 1 and Level 2 Tech Award in Performing Arts

BTEC Level 1 and Level 2 in Digital Information Technology

Level 3:

BTEC National Subsidiary Diploma Music Performance **QCF**

BTEC National Extended Certificate in Music Performance

BTEC National Extended Certificate Performing Arts

BTEC National Extended Certificate in Business

BTEC National Extended Certificate in ICT

BTEC Staff Organisation

Senior Staff Member – Nick O'Connor

Quality Nominee – Keith Tyler

Exams Officer – Nicki Lill

Lead Internal Verifiers:

Level 1/2:

Performing Arts / Dance - Abbie Wills

Digital Information technology – Keith Tyler

Level 3:

Business - Keith Tyler (NQF)

Performing Arts / Acting – Briony McLaren (NQF)

Music - Richard Bannister (QCF and NQF)

ICT - Keith Tyler (NQF)



LIV Registration Confirmation:

Digital Information Technology Level 1 and 2

Qualification/Programme Group
Qualification: BTEC
Programme Group: DIGITAL INFORMATION TECHNOLOGY
No standardisation materials have been made available at this time.

Standardisation materials will be available for this program in early 2019 according to Pearson

Performing Arts Level 1 and 2:

BTEC - Registrations					
Qualification					
Qualifications: BTEC	Registration Type:	Centre: HIGHCLIFFE SCHOOL (55215) ▼			
QCF					
Programme Group	Centre/Subsite	Registration Status	Accreditation Status	Accreditation Expiry Date	Actions
Lapsed/Withdrawn Registrations					
DANCE LEVEL 2	HIGHCLIFFE SCHOOL (55215)	Withdrawn	Not Attempted		Re-Register
DANCE LEVEL 3	HIGHCLIFFE SCHOOL (55215)	Withdrawn	Not Attempted		Re-Register
NQF					
Programme Group	Centre/Subsite	Registration Status	Standardised		Actions
Active Registrations					
DANCE LEVEL 1/2 (NQF)	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>		Withdraw
DANCE (TECH AWARD)	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>		Withdraw
Lapsed/Withdrawn Registrations					
PERFORMING ARTS LEVEL 1 / 2 (NQF)	HIGHCLIFFE SCHOOL (55215)	Withdrawn	<input type="checkbox"/>		Re-Register

BTEC National Subsidiary Diploma Music Performance QCF

Lead Internal Verifier: Mr Richard Bannister

Centre number: 55215

Programme group: MUSIC LEVEL 3

Results of your Lead Internal Verifier Online Standardisation exercise

Outcome: Accredited, subject to Standards Verification

BTEC National Extended Certificate in Music Performance NQF

OSCA	BTEC - Registration for a Programme Group											
18/12/2018 11:23												
<ul style="list-style-type: none"> Select Qualification Registration Induction Materials Standardisation Materials Online Standardisation 	<table border="1"> <thead> <tr> <th>Qualification</th> </tr> </thead> <tbody> <tr> <td>Qualifications: BTEC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Registration</th> </tr> </thead> <tbody> <tr> <td>Please select a Programme Group to register as Lead IV. You should register on the highest level programme that your centre is approved to offer.</td> </tr> <tr> <td>Principal Subject Area: <input type="text" value="MUSIC NQF (Next Generation)"/></td> </tr> <tr> <td> <table border="1"> <thead> <tr> <th>Programme Group</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>MUSIC LEVEL 1/2 NQF</td> <td>Select</td> </tr> </tbody> </table> </td> </tr> <tr> <td><input type="button" value="Next"/> <input type="button" value="Cancel"/></td> </tr> </tbody> </table>	Qualification	Qualifications: BTEC	Registration	Please select a Programme Group to register as Lead IV. You should register on the highest level programme that your centre is approved to offer.	Principal Subject Area: <input type="text" value="MUSIC NQF (Next Generation)"/>	<table border="1"> <thead> <tr> <th>Programme Group</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>MUSIC LEVEL 1/2 NQF</td> <td>Select</td> </tr> </tbody> </table>	Programme Group	Actions	MUSIC LEVEL 1/2 NQF	Select	<input type="button" value="Next"/> <input type="button" value="Cancel"/>
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<table border="1"> <thead> <tr> <th>Programme Group</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>MUSIC LEVEL 1/2 NQF</td> <td>Select</td> </tr> </tbody> </table>	Programme Group	Actions	MUSIC LEVEL 1/2 NQF	Select								
Programme Group	Actions											
MUSIC LEVEL 1/2 NQF	Select											
<input type="button" value="Next"/> <input type="button" value="Cancel"/>												

When you go to register for Music NQF, Next Generation, the only program that comes up as available is the Level 1 and 2 NQF and we do not do this. The National Extended Certificate in Music Performance does not come up.



BTEC National Extended Certificate Performing Arts

NQF			
Programme Group	Centre/Subsite	Registration Status	Standardised
Active Registrations PERFORMING ARTS LEVEL 3 (NQF)	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>

BTEC National Extended Certificate in Business

NQF			
Programme Group	Centre/Subsite	Registration Status	Standardised
Active Registrations BUSINESS LEVEL 3 (NQF)	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>
INFORMATION TECHNOLOGY NQF LEVEL 3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>

BTEC National Extended Certificate in ICT

NQF			
Programme Group	Centre/Subsite	Registration Status	Standardised
Active Registrations BUSINESS LEVEL 3 (NQF)	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>
INFORMATION TECHNOLOGY NQF LEVEL 3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>



Registration and Certification Policy:

Aims:

- ✓ To register individual learners to the correct programme within agreed timescales.
- ✓ To claim valid learner certificates within agreed timescales.
- ✓ To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate, which is issued for each learner.

In order to do this the centre will:

- ✓ Make sure that all learners are registered on the appropriate programme. If it is a new program, it is the QN's responsibility to let the exams officer know what course is to be registered. Once the course is registered, the LIV for that program can then go through the registration and standardisation process.
- ✓ All learners should be registered by 31st October that academic year. Late registrations are handled by the exams officer.
- ✓ Once learners are registered, the exams office will send a list of learners to the programme LIV to confirm numbers. Any withdrawals or changes are to be communicated to the exams office and NOT to Pearson itself. Exams office will handle this.
- ✓ All programmes keep tracking sheets of assessment so accurate certification claims can be notified.
- ✓ Using those tracking sheets, the exams officer and the LIV will enter the results together and confirm overall result. Deadline to have these results entered is 5th July if learners want to receive their certificates in August.
- ✓ Exams officer will keep records for three years post certification.



Induction Process:

All Students enrolled on course will need to be registered with Edexcel by date specified by Exam Board, **usually by 31st October** (**Contact school examinations officer for actual date**)

As part of Course Management Induction all students to be issued with the following information:

- ✓ How many and title of units to be covered
- ✓ Unit specifications from Edexcel – (**see Appendix 1**)
- ✓ Calculating units credits and calculating final award - (**See table on next page for both QCF and NQF qualifications**)
- ✓ Assessment Plan, to include - (**issue date/submission date/return date – see Appendix 2**)
- ✓ Details of requirement for continued attendance during the year 12 to year 13 exam and transition period. Subject teacher should use this period as an assignment catch up period, rather than teaching any new theory and for any student not completely up-to-date attendance is compulsory. **If all assignment work has been completed, research work can be set for the units to be studied in year 13.**
- ✓ **Monitored attendance** – For all BTEC courses, it is vital that students' attendance stays above 90% for each course. Guidelines are in place where attendance is regularly monitored to identify students whose attendance falters. This, along with sanctions, will be detailed in the Student Handbook (**See attendance guidelines page 12**)
- ✓ BTEC Assessment guidelines, to include - (**presentation, sourcing & referencing, meeting deadlines, re-submission, malpractice and progression to year 13**)
- ✓ Prior Learning. Any student that joins the school that may have completed eligible units at another establishment needs to make the school aware of this when joining. The subject Lead IV or examinations officer should request details of an appropriate contact at the student's previous establishment and make a request for them to send formal notification and evidence of any completed units. If this is not successful, it will be the responsibility of the student and their parents to attain this evidence otherwise the student will have to complete all units necessary for the award. **You cannot use RPL for external assessment, set exams or set assignments.**
- ✓ **If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. Evidence of previous learning or achievement must be:**
 - Valid and current
 - Reliable
 - Authentic
 - Sufficient.



Calculating unit's credits and final award - LEVEL 3 QCF:

BTEC Level 3 Subsidiary Diploma – Certification Criteria

	<u>PASS</u>	<u>MERIT</u>	<u>DISTN</u>	
LEVEL 3 –	7	8	9	Each Unit is worth 10 credits
Points for credits				
(Example; 6 Units results are	P	M	M	D P P)

P = 7 * 10 = 70 points, M = 8 * 10 = 80 points.

The above would score total 460 achieving a merit award overall

Students **must pass** all Units

To achieve a Pass 420 – 459 points

To achieve a Merit 460 - 499 points

To achieve a Dist 500 – 519 points

Calculating units' credits and final award - LEVEL 3 NCF:

In order to be awarded a qualification, a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P or U) for all units within a valid combination
- achieve the **required units at pass or above**
- achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all the required units shown in the appropriate induction will not achieve a qualification. For example, learners who have not passed the required external units or who have not taken enough optional units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade:

Points for internal units

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points for external units

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

Calculation of total grade:

All programmes at Highcliffe School are following the Extended Certificate programme. This involves:

- ✓ 1 x 60 GLH Unit (internal)
- ✓ 2 x 90 GLH Unit (internal and external assessment)



- ✓ 1 x 120 GLH Unit (external)

The points are added up and then a grade awarded. See table opposite. All programmes will be responsible for keeping their own tracking sheets, which will update students' on progress and their overall grade.

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
P	36
M	52
D	74
D*	90



Assessment Policy:

To access the BTEC Documents for the following policies, please go to Shared Docs, Staff Only, BTEC Documentation 2018:

- ✓ **A guide to Internal Assessment**
- ✓ **Dealing with Malpractice**
- ✓

New Assessment Requirements:

Presentation of Work

Sourcing and Referencing

Malpractice

Special Consideration/Access Arrangements

Appeal

Progression to Yr. 13(second year of study)

Storage of certificated work and assessment records

Learner Certification

New Assessment Requirements for NQF Qualification:

Under the new requirements for assessment, all assignment start, submission, resubmission and verification dates should be identified in the course assessment plan. Once an assignment has been issued, the assessor is no longer allowed to give any guidance or feedback to the learner to assist with meeting the criteria. The agreed submission date must be met by the learner; otherwise, the learner will forfeit the chance for a resubmission so the first grade will be their final mark. Provided the learner meets the agreed deadline, they are eligible for a resubmission where they will have the opportunity to improve their first grade. If a resubmission is granted, the learner will have up to 15 working days to resubmit the work. It is not acceptable for the learner to be able to complete this work if the 15 working days are split by period of school holidays. If a learner submits an assignment late, they can still achieve PASS, MERIT or DISTINCTION awards.

In the event that a learner submits an assignment late and fails, the subject IV should contact Pearson for guidance. If it can be scheduled, Pearson may grant the centre permission to issue the learner with a completely new assignment in an attempt to meet the failed criteria but in this circumstance, the learner will only be capable of achieving a PASS award.

For BTEC ICT and Business programmes, there is now a formalised process for hand in of assignments. This is:

- ✓ On hand in day, an electronic copy will be sent to the appropriate teacher
- ✓ On hand in day, a hard copy is to be posted into the BTEC box that is in the library. Students need to sign the sheet to acknowledge posting of the assignment
- ✓ If you are absent from school, an electronic copy must be sent, no excuses. If an electronic copy is not sent on the day, then a resubmission is not available and the first mark is accepted.
- ✓ When receiving feedback, feedback sheets will be uploaded onto My Highcliffe. Students are responsible for accessing the sheet, reading the feedback and getting it signed for resubmission.



Presentation of Work:

When issued with an assignment all students will receive a **Learner Front Sheet (see appendix 3)**. This will detail the candidate name, issue and submission dates and all assessment criteria. When submitting the work, the student should attach this front sheet ensuring this is signed as declaration of independent work and originality and that all sources are fully acknowledged. Any written or electronic work submitted for assessment should have the candidate's name clearly visible. For electronic submissions, the student should have:

HEADER to include NAME/ UNIT / ASSIGNMENT &

FOOTER to include ASSIGNMENT PAGE NUMBERS

Sourcing and Referencing:

All assessed work should show clear evidence of sourcing and referencing. For example, any quotes or information taken directly from literature or the internet should be followed by the source detailed in brackets. For example:

"I have a dream, I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character"

(Martin Luther King Jr. August 1963)

All books referenced or used in research should be included in a bibliography at the end of the assignment. Full details of this can be found in the JCQ document that is distributed to all students enrolling on a BTEC course.

The new Level 3 NQF specification indicates that Harvard Referencing should now be used.

Special Consideration/Access Arrangements

As with all other examination boards, formal examination under BTEC will take account of any access arrangement necessary. Information for students eligible is recorded on SIS and arrangements are administered by the school's SENDCO representative. As part of preparation for a Unit exam, it will be the responsibility of either the subject Lead IV or school examinations officer to inform the SENDCO representative of the examination date so that any appropriate measures can be arranged. Any application for special consideration in terms of assessment should first be made through the assessor and Lead IV who will liaise with the school's examinations officer and Pearson to decide on the best way forward. In the case of a short period such a week, if the student makes the assessor aware of the circumstance for absence and this is justified then it is acceptable for the assessor to grant an extension and to amend official dates for submission stating the reason why the extension has been granted. In such cases, the learner will still qualify for a re-submission of work as this does not constitute a missed deadline.

Learner Certification

When certificating, subject lead IV's will need to complete a BTEC Certification Form, (**see appendix 6**). This will accompany a hard copy of assessment outcomes. Once entered, the subject lead IV must sign the form as evidence that they agree with the final grades entered.



Internal Verification Policy:

- ◆ Lead IV
- ◆ Qualifications overview
- ◆ LEVEL 2 requirements
- ◆ LEVEL 3 requirements

Lead IV

All curriculum areas delivering BTEC qualifications should have a nominated Lead IV. Once decided, this person should contact the school's examination officer to register with Edexcel Online. This will allow access to all material for course management and verification procedures including OSCA and standardisation. There is a requirement for each Lead IV to re-register with Edexcel Online at the start of each academic year.

CPD – evidence of all induction training and continued professional development training for staff delivering BTEC's is recorded (*see appendix 7*). This training record is updated annually

Qualifications Overview

QCF (Qualifications Credit Framework) and NQF (National Qualifications Framework) are the two different qualifications under the BTEC banner.

NQF qualifications cover the next generation BTEC Firsts and are a Level 1/2 qualification; introduced this year are the new Level 3 qualifications that replace some of the existing QCF programmes. The NQF was introduced as a direct result of the Woolf report into the validity of qualifications through BTEC and then more recently another change to the Level 3 qualification frameworks in 2015 . Under the NQF, all BTEC qualifications registered learners in 2014 for certification in 2017 are eligible for inclusion in the school's results league table.

Highcliffe School is currently introducing the new qualifications at Level 3 as the specifications are released by Pearson as from September 2016.

LEVEL 1/2 & New 3 – NQF Verification Requirements

Any Lead IV under QCF will need to access OSCA and up- date profile to include NQF.

For verification of BTEC NQF qualifications there is no online standardisation test; however, the lead IV and all other teachers are required to [download, read and complete tasks within the NQF document and tick box as confirmation this has been read by the 30th November 2016.](#)

Every year, a nominated external (SV) Standard Verifier will request a sample:

For BTEC First AWARD (1 GCSE) – 1 units of 4 or 1 of 3, is externally assessed the other units are assessed internally. Sample will require a minimum of 5 candidates for 2 completed units.

Assessment Plan - An assessment plan needs to be in place to detail all assessment start, submission and verification dates. (See Example Appendix 2i)

Verification Plan - It is now a requirement to complete a schedule of the IV processes, detailing: number of learners selected, IV of AB and Assessment Decision IV dates completed for each programme and unit. (See Example Appendix 2ii)

LEVEL 3 – QCF Verification Requirements

Requirements for Internal Verification are not specific in terms of sample size, but to be classed as 'comprehensive' then it must comply with the following:



- ◆ All teachers that are assessing work must have samples that are verified
- ◆ All assignment briefs need to be verified (before issue). This does not need to be repeated if the assignment or specification has not changed, **but please resign and date IV document noting this.**
- ◆ All units delivered need to be verified
- ◆ All registered learners must have at least one unit of work verified

Assessment Plan. An assessment plan needs to be in place to detail all assessment start, submission, resubmission and verification dates. (See Example Appendix 2i)

Verification Plan - It is now a requirement to complete a schedule of the IV processes, detailing: number of learners selected, IV of AB and Assessment Decision IV dates completed for each programme and unit. (See Example Appendix 2ii)

Further New LEVEL 3 – NQF Verification Requirements

Recommended Verification Windows

(September through to October Half Term) - New assignment briefs
or at any time prior to a new or edited assignment being issued to students

(Dec 10th through to Jan 10th) - Recommended sampling of 1 unit for 3 students from both yr. 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

(March 10th through to April 10th) - Recommended sampling of 1 unit for 3 students from both year 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

(June 1st through to July 1st) - Recommended sampling of 1 unit for 3 students from both year 12 and 13. If an intake has not submitted or managed to complete a whole unit then the verification should be for all the assignments submitted/completed up to that point.

Based on assessment plans, it is estimated that this would be approximately 10 - 12 assignments to be verified in each of these windows. By doing this 3 times a year for an AWARD, this should allow sample coverage of all 6 Units over the 2 year cycle and with 3 students in each window; ensuing that most students' work is verified at least once.

Storage of certificated work and assessment records:

The centre's examinations officer and all subject Lead IV's are all aware of the requirement to store certified work and assessment records for 3 years. Due to limitations on space for a central storage facility, these documents are all stored departmentally with the school's quality nominee and examinations officer both aware of these storage locations.



Appeals and Complaints Policy:

Aims:

- ✓ To enable the learner to enquire, question or appeal against an assessment decision
- ✓ To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- ✓ To standardise and record any appeal to ensure openness and fairness
- ✓ To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
- ✓ To protect the interests of all learners and the integrity of the qualification.

Any student that feels the assessment result for a completed assignment is incorrect does have the right to appeal. This procedure follows closely the procedure set out in the official school 'procedure for appeals about internal assessment' (*see appendix 4*)

In the first instance, the student should have followed an informal approach of appeal by requesting for their assessor to clarify the assessment decision and for this to be reconsidered. The assessor should inform the Lead IV that a decision has been queried and if necessary ask the Lead IV or the Internal Verifier for a second opinion. If, after this informal approach the student still feels that the assessment result is incorrect then the following procedure should be followed.

For formal appeal, the student must follow the procedure below:

Using a form available from Data & Examinations Office, the student must make a formal complaint to the school's examination officer, stating the details of the complaint and the reasons why the student believes this assessment is incorrect. This must be within **two weeks** of the date that the assignment was last assessed or returned.

The school's examinations officer will contact the school's Quality Nominee to investigate first if the process used for internal assessment and verification conformed to the requirements of the awarding body.

In the first instance, if this assignment has not been the subject of formal assessment verification, then the subject Lead IV or Quality Nominee will perform this process to check the original assessment decision. The procedure will then follow '**point 3**' of the official school procedure to inform the appellant of the result.

If the complaint highlights an issue with the competency of the original assessor then the school's quality nominee will formulate a plan of action for this to be rectified and take any further action necessary to check the assessment result of other assignments where assessment decisions may also be incorrect.



Malpractice Policy:

Aims:

- ✓ To identify and minimise the risk of malpractice by staff or learners at the centre
- ✓ To respond to any incident of alleged malpractice promptly and objectively
- ✓ To standardise and record any investigation of malpractice to ensure openness and fairness
- ✓ To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- ✓ To protect the integrity of Highcliffe School

Definition of Malpractice:

Malpractice', which includes maladministration, means any act, default or practice which:

- ✓ Compromises, or attempts to compromise the process of assessment, the integrity of any qualification, or the validity of a result or certificate; and/or
- ✓ Damages the authority, reputation or credibility of any awarding organisation or centre or any officer, employee or agent of any awarding organisation or centre.

Malpractice and ways to reduce it:

- ✓ For all details regards completion of coursework, referencing and plagiarism students are required to read the JCQ document (*see appendix 5*), that is part of the school's malpractice policy. This document will be distributed to all students enrolling on BTEC courses and students will be required to sign a declaration to say that they have read this.
- ✓ Use 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.
- ✓ Ask learners to declare that their work is their own and sign sheets to show that work is their own
- ✓ Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- ✓ Checking that access controls are installed to stop learners from accessing and using other people's work
- ✓ Checking that learners do not take prohibited material into an exam
- ✓ Having procedures for assessing work in a way that reduces or identifies malpractice such as plagiarism, collusion or cheating

What to do when malpractice is suspected:

- ✓ Make the individual fully aware, in writing, of the alleged malpractice and the consequences should malpractice be proven. Once this has been done the following will happen for **internally assessed units:**
- ✓ Stage 1 - A form will be filled out detailing the incident of malpractice (see Appendix 6)
- ✓ Stage 2 - An investigation will take place to see if the malpractice is to be upheld
- ✓ Stage 3 - If the malpractice is upheld, appropriate penalties / sanctions will be given. If the malpractice is not upheld, the candidate will be advised on how to avoid future situations.



- ✓ Where learners are suspected of malpractice in relation to **externally assessed units** of vocational qualifications (such as examinations within BTEC NQF), the Head of Centre is required to fill out form JCQ / M1 and send to the Investigations team at pqsmalpractice@pearson.com. This form can be found in the BTEC Documentation 18.
- ✓ For staff malpractice, Head of Centre should inform the investigations team, before any investigation is undertaken. Heads of Centre then need to fill out submit a form JCQ / M2 with supporting documentation to the investigations team at pqsmalpractice@pearson.com. This form can be found in the BTEC Documentation 18.
- ✓ Head of Centre will need to inform learners and centre staff of suspected malpractice of their responsibilities and rights

Penalties and Sanctions for Malpractice:

- ✓ Refusing to accept coursework / examination entries
- ✓ Refusal to issue certificates or withdrawing / invalidating certificates
- ✓ Withdrawing program / centre approval
- ✓ Debarring staff or learners from qualifications



Attendance Guidelines

Due to the practical coursework of the BTEC courses that in some subject areas involves a large percentage of group and ensemble work leading to examination and/or public performances, it is vital that students' attendance stays above 90% for each course. This will be monitored as follows:

- ◆ Sixth form office to supply ½ termly attendance reports to subject Lead IV's.
- ◆ Attendance sanction ladder set in place to ensure students are effective group participators and to avoid impact on other learners. (**see below**) This will be distributed to all students during Induction.
- ◆ To be reviewed in July 2014.

Lesson by lesson	Absent students logged via incident report. Student's responsibility to catch up on work missed in their own time.
Attendance at 95%	Class teacher to discuss with student impact of persistent absence and contact parents to make them aware of the potential consequences.
Attendance at 90%	BTEC Curriculum Leader & Sixth Form Head of Achievement to meet with student and parent to advise that attendance has to remain at 90% or above for student to be able to complete the course.
Attendance below 90%	Sixth Form Head of Achievement to arrange meeting with student/parent & attached SLT personnel to agree support plan.
Attendance falls to 85%	Agreed outcome as a result of failed support plan by Sixth Form Head of Achievement and attached SLT.

The coursework based model of BTEC means that during the examination study period that breaks AS and A2, all students studying BTEC level 3 courses are required to still attend all lessons.

Key Dates

KEY DATES - will obviously change each year and teachers' should look at the current Edexcel Information Manual for accurate information. This is kept in the School Examination Office. Any emails re key dates received by the school's quality nominee will be distributed to all relevant personnel.



Appendix 1 – example Unit Spec:

UNIT 4: DANCE SKILLS

Unit 4: Dance Skills

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that versatile dancers are more likely to be employed within the industry than dancers who are able to perform in only one style?

This unit is all about developing your versatility as a dancer. As part of this development you will be encouraged to develop your physical skills to help you become a stronger and more flexible dancer.

You will explore and develop your dance skills in workshops and/or lessons where you will perform exercises and short sequences, before building up to a longer dance sequence. The unit will then culminate in a final performance where you will showcase your newly acquired skills. You will be assessed on your ability to master new skills and how you apply them in the final performance.

Not only will this unit focus on physical skills to support your technical development, you will also be encouraged to develop your interpretive skills, focusing in particular on how your selected dance style is performed and communicated to an audience. The aim of this is to hone your ability to interpret and convey a variety of styles and choreography to an audience.

In order to improve your dance skills it is important to regularly review your progress. You will therefore be encouraged to understand your own strengths, identify areas for your development and as a result set targets for your improvement.

Learning aims

In this unit you will:

A explore and develop your dance skills and review your own practice

B use your dance skills within rehearsal and performance.



Appendix 2a) – Example Assessment Plan:

BTEC Internal Verification Plan (identify which learners have been internally verified on assessment tracking sheet)

Qualification	BTEC Level 1/2 Performing Arts - Dance	Assessor/s:	A Wills															
Year:	2016-2017	Internal verifiers:	B Smith / A Wills															
Lead IV:	A Wills	Dates of Standardisation/Moderation Meetings:	03/03/2016 - 05/07/2016 - 02/03/2016 - 30/6/2017 - 06/03/2017															
Version No	1																	
Assessor	Internal Verifier	Unit [2] [Preparation, Performance and Production]	Unit [enter no] [enter name]	Unit [enter no] [enter name]	Unit [enter no] [enter name]	Unit [enter no] [enter name]	Unit [enter no] [enter name]											
		Assignment No	Assignment No	Assignment No	Assignment No	Assignment No	Assignment No	Assignment No										
IV of Assignment Brief for g11		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
A Wills		IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)
		03-Sep	02-Sep															
		05-Jul	18-Jan															
IV of Assignment Brief for g10		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
A Wills		IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)	IV (Y/M)
		02-Sep	06-Sep															
		30-Jun	18-Jan															
Assessor Name	Sample Size for Assessment	Rationale for assessment decisions sample size (take into account previous outcomes from IV and SV, experience of assessor, whether the unit is a new one or has been delivered before)																
A Wills	5-6	Year 11 cohort - Assessor - Second year through L1/2 qualification, but will be the third year through SV sample due to maternity leave. A number of points were picked up from last years SV report regarding some documentation whilst assessor was on maternity leave. This sample is 5 of the 11learners, so is sufficient to ensure decisions and documentation is inline with BTEC requirements.																
A Wills	5	Year 10 cohort - Assessor - Third year through L1/2 qualification and will be completing a period of maternity leave during the course. Maternity cover TBC, B Smith will over see IV sample whilst A Wills is absent, planned Keeping In Touch Days will allow IV process to be robust.																

The minimum sample size must be in line with Excelle's requirements for standards verification



Appendix 2b) – Example Assessment Plan:

L1/L2 First Award In Performing Arts ~ Dance											
BTEC											
Programme Title	Unit No & Title	Assignment Title	Targeted Learning Aims or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
Year 1											
Unit 4 Dance Skills	Dance	Training As A Professional Task 1a(b) Dancer In Training	A	2/9/2016	14/09/2016	All Tasks 29/06/2017	30/06/2017*	07/07/2017*	13/7/2017	A Wills	A Wills (B Smith)
		Training As A Professional Task 2) The Improving Dancer	A and B	19/10/2016							
		Training As A Professional Task 3) Showcase Performance	B	07/12/2016							
*I am aware that these dates are very, very close, however, the date of the final performance is dictated by when the School Summer Concert is scheduled and y0 go on work experience a week after, then straight onto Summer Hols.											
Year 2											
Unit 2 Preparation, Performance and Production	Dance	1) Dance Evening Event	A and B	6/9/2017	11/09/2017	11/01/2018	19/1/2018	8/2/2018	16/2/2018	A Wills	A Wills (B Smith)
		External Assessment	A and B	N/A	Preparation start 9/1/2018	Mar 2018 Letter Apr 2018 Practical	N/A	N/A	N/A	N/A	N/A
Lead Internal Verifier Signature											
Date										02/09/2016	

* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the



Appendix 3 – Learner Front Sheet:



LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.



Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:



Appendix 4 - Procedure for appeals about internal assessment:

Rationale

The appeals procedure is open to any student who feels that the moderation and standardisation of their work has fallen short of the quality demanded by the Examination Boards. An appeal cannot be made on the grounds of lost coursework, as it is the responsibility of the student to keep a copy of any work required for assessment.

The Procedure

1) A form, available from the Data & Examinations office, should be completed and returned as soon as possible (and at least two weeks before the end of the examination series), stating the details of the complaint and the reasons for the appeal.

2) The Senior Curriculum Leader, in consultation with the appropriate curriculum area, will investigate the appeal to decide whether the process used for the internal assessment conformed to the requirements of the awarding body and QCA's code of examination practice. The investigation will be completed before the end of the examination series.

3) The appellant will be informed in writing of the outcome of the appeal and any changes made to the assessed work will be communicated to the relevant exam board.

4) If the appellant is dissatisfied with the outcome of the appeal he/she may request a personal hearing. The hearing will take place no later than two weeks after the request has been made and a written record will be kept of the hearing and its outcome.

After work has been assessed by the school, the exam board to ensure consistency between center's moderates it. Such moderation may change marks awarded. The school has no control over this part of the process and so is not covered by this procedure.

The appeals procedure is published on the school intranet and on the Data & Examinations office notice board.



Appendix 5 - This document is available to download electronically through shared documents, staff general school, BTEC Documentation 18



This notice has been produced on behalf of:

AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC

Information for candidates

GCE, ELC and Project qualifications - coursework assessments

This leaflet tells you about some things that you must, and must not do when you are completing coursework.

Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the Internet.

Using information from published sources (including the Internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

**"the work which you submit for assessment must be your own",
"you must not copy from someone else or allow another candidate to copy from you".**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the Internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:
(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2014.

You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example:
Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

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Appendix 6 – Student and Staff malpractice form detailing incident of malpractice:

Suspected candidate malpractice for internal units

This form is to be used by centres to report instances of suspected candidate malpractice for internal assignments.

Date of incident



Centre number

--	--	--	--	--	--

Centre name and address

Head of centre's e-mail address

Centre telephone number

--	--

Candidate name(s)

Candidate Number

Assignment details

Qualification or specification code	Qualification or specification title
Unit	Assignment title

Describe the nature of the suspected candidate malpractice including details as to how it was discovered, by whom and when.



Supporting evidence

Please indicate below the supporting evidence submitted with this report. All relevant information and materials must be submitted at this time.



Evidence submitted with this form	
Statement(s) from invigilator(s)	<input type="checkbox"/>
Statement from teacher/tutor/head of subject/examiner/internal verifier	<input type="checkbox"/>
Statement from examinations officer	<input type="checkbox"/>
Statement(s) from candidate(s)	<input type="checkbox"/>
Statement from employer	<input type="checkbox"/>
Seating plan of examination room	<input type="checkbox"/>
Unauthorized material removed from the candidate(s)	<input type="checkbox"/>
Copies of sources of plagiarised material	<input type="checkbox"/>
Assessment and Internal Verification or Moderation records	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>

If statement(s) from the candidate(s) is/are not enclosed, please put a cross in this box to indicate that the candidate(s) has/have been given the opportunity to make a statement, but has/have chosen not to do so.

To be completed by the head of centre

Name (please print)	<input type="text"/>	Tel No.	<input type="text"/>
Signature*	<input type="text"/>	Date	<input type="text"/>

|



Appendix 7 – Certification Form:



Certification for BTEC

Curriculum Area	
Name of Lead IV	
Course/ Qualification title	
Level (2/3)	
NQF / QCF	
Course Code	
No. of learners certifying	
Registration Year (i.e. Course start date, e.g. Sept 13)	
Date	

A spread sheet or record of your assessment records for all units should be attached to this sheet and used for entering final unit grades onto the system for certification.

Please also send Examinations Officer an additional copy of this electronically. In all cases please give full unit title and the unit code.

Once complete, the examinations officer will print off a copy of the certification record for verification. As Lead IV you are signing below to confirm that this is a true record of learner achievement.

Examinations officer	<small>signature</small>	<small>Date</small>
Lead IV	<small>signature</small>	<small>Date</small>



Appendix 8:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Employee Name	Department	BTEC courses delivered	Level	Lead IV	Quality Nominee	Click the date for course details													
Mr S Callar	ICT/Business	Business	3	Yes	Yes	Spring 13 - New Quality Nominee Training, Salisbury													
						Nov 14 - Experience Quality Nominee Training, Bourremouth													
						Oct 15 - Experience Quality Nominee Training, Bourremouth													
						Dec 15 - NEW BTEC 2016 training London													
Mrs B Smith	Performing Arts	Acting	3 and 2	Yes		online course for the NQF level 2 BTEC in Performing Arts													
						NEW BTEC training 2016													
Mrs A Wills	Performing Arts	Dance	3	Yes		NEW BTEC training 2016													
						NEW BTEC training 2016													
Miss E Riley	Performing Arts	Music(performance)	3			Nov 12 - Teaching BTEC Level 3 Nationals in Music and Music Technology in London													
Miss G Lockyear	Performing Arts	Music(performance)	3 and 2			Nov 14 - Teaching BTEC Level 3 Nationals in Music and Music Technology													
Mr R Bannister	Performing Arts	Music	2			OCT 13 - Getting ready to teach the next generation BTEC first in Music													
Miss K Berkeley	Science		2	Yes		OCT 13 - General intro to BTEC													
Mrs J Bunnett	Science	Early years	3	Yes															
Mrs M Webber	P.E	Sport				Nov 14 - New delivery of BTEC Level 3 Sport													