



Highcliffe School

BTEC Centre Guide to
Policies and
Procedures

Updated K Tyler, December 2020

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Programmes Offered

Level 1/2:

BTEC Level 1 and Level 2 in Digital Information Technology (New 2018) but 2020/21 is last year of delivery and course stopped

Level 3:

BTEC National Extended Certificate in Music Performance

BTEC National Extended Certificate Performing Arts in Dance (finish in 2021)

BTEC National Extended Certificate in Business

BTEC National Extended Certificate in ICT

BTEC Staff Organisation

Senior Staff Member – **Mat Downs**

Quality Nominee – Keith Tyler

Exams Officer – Nicki Lill

Lead Internal Verifiers:

Level 1/2:

Digital Information Technology – Keith Tyler

Level 3:

Business - Keith Tyler (NQF)

ICT - Keith Tyler (NQF)

Performing Arts – **A Wills**

Music – D Coggins

LIV Registration Confirmation, Level 2 in Digital Information Technology – K Tyler


NQF				
Programme Group	Centre/Subsite	Registration Status	Standardised	Actions
Active Registrations				
Business RQF L3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw
Information Technology RQF L3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw
Digital Information Technology Tech Award L2	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw

LIV Registration Confirmation, Level 3 in Business and IT – K Tyler:

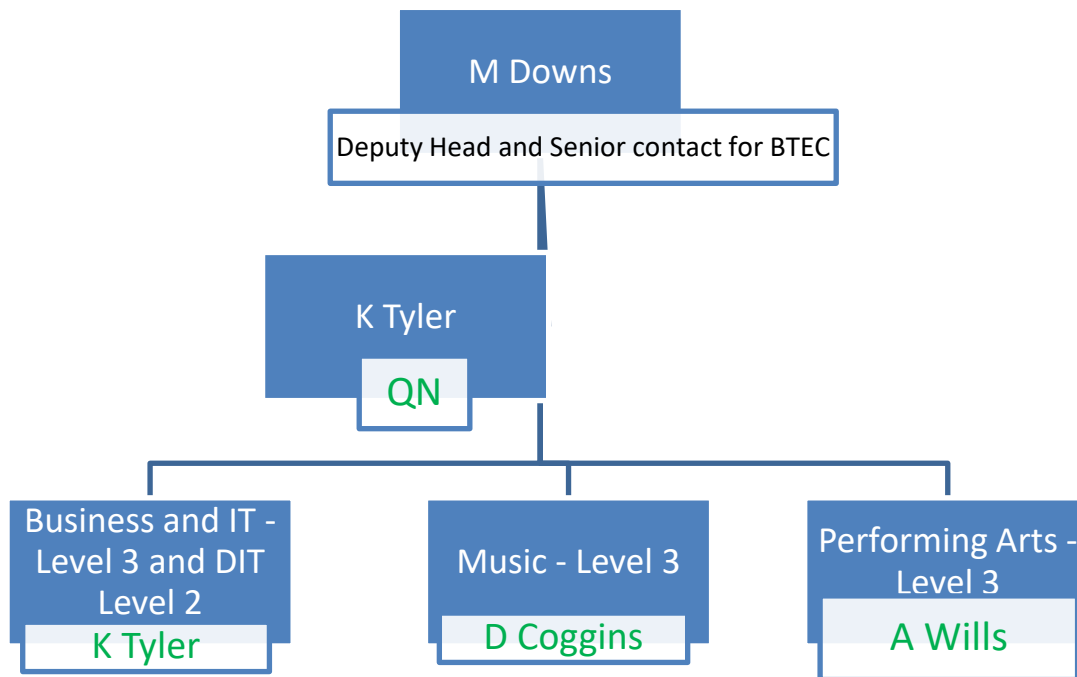
NQF				
Programme Group	Centre/Subsite	Registration Status	Standardised	Actions
Active Registrations				
Business RQF L3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw
Information Technology RQF L3	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw
Digital Information Technology Tech Award L2	HIGHCLIFFE SCHOOL (55215)	Registered	<input checked="" type="checkbox"/>	Withdraw

LIV Registration Confirmation, Level 3 in Performing Arts Dance – K Tyler:

LIV Registration Confirmation, Level 3 in Music Performance – D Coggins:

BTEC - Registrations					
Qualification					
Qualification: BTEC	Registration Types: Centre: HIGHCLIFFE SCHOOL (55215) <input type="button" value="v"/>				
QCF					
Programme Group	Centre/Subsite	Registration Status	Accreditation Status	Accreditation Expiry Date	Actions
Active Registrations					
 Music QCF L3	HIGHCLIFFE SCHOOL (55215)	Registered	Accredited (Subject To SV)		Withdraw

Organisational Chart for Highcliffe School:



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 code. If it is a new program, it is the QN's responsibility (Keith Tyler) to let the exams officer, Nicki Lill, 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 registrations should be made and completed by 1st November. No assessment will take place across our Level 2 and 3 programmes before then. Exam officer sends spreadsheet to appropriate LIV and they confirm students on the programme. Has to be done by this date so it ties in with October census and to check they are all on the right programs.
- ✓ After November, check students are on the right courses and withdraw accordingly if there are any changes before end of Autumn term. Any withdrawals or transfers 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 relevant LIV will decide on an appropriate date to enter the exam results, usually the last week of June, 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.
- ✓ However, with some results for Level 3 (current year 13) having already been decided, we will be inputting interim results. All programmes can enter interim results after 31st January 2021. This will allow any students doing re-submissions from CAG's they received in the last academic year to re-submit work. This can only be done if a second submission has been allowed by the LIV and the assessment plan has been updated to reflect this extra submission.
- ✓ LIV's can input internal assessment grades throughout the year, as long as this is agreed with the Exams Officer. Tracking documents will be used to input those internal assessment grades.
- ✓ 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.

As part of Course Management Induction all students to be issued with the BTEC LEVEL 3 LEARNER HANDBOOK or the BTEC LEVEL 2 LEARNER HANDBOOK. This covers the following topics:

- ✓ The nature of Vocational qualifications and why students at Highcliffe School take these kinds of qualifications
- ✓ Where BTEC qualifications can take you in the future
- ✓ What students learn and how they are assessed. The programmes being studied are broken down into internal and external units, their relevant GLH's and when those units will be completed.
- ✓ Calculating units credits and calculating final award - *(See table on next page for both QCF and NQF qualifications)*
- ✓ How BTEC grades translate into UCAS points
- ✓ Assignment Briefs and submission of evidence. This includes the rules for resubmission and the types of feedback that is allowed when completing internal assignments.
- ✓ The process that students go through if they fail to meet internal assessment expectations that are set out by the relevant assessors on the right programmes.
- ✓ How student work will be marked and moderated. This will include BTEC Assessment guidelines, to include - ***(presentation, sourcing & referencing, meeting deadlines, re-submission, malpractice and progression to year 13)***
- ✓ Information on Plagiarism and Malpractice and the process that will be followed if this is suspected
- ✓ Student expectations on BTEC courses

Calculation of the qualification grade for Level 3 Extended Certificate Qualification:

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:

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

Calculation of the qualification grade for Level 2 Tech Awards:

Points for Internal units

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points for External units

U	0
Level 1 Pass	12-17
Level 1 Merit	18-23
Level 1 Distinction	24-29
Level 2 Pass	30-35
Level 2 Merit	36-41
Level 2 Distinction	42-48

Calculation of total grade:

This involves:

- ✓ Component 1 – Exploring User Interface Design and Project Planning Techniques (Internal 30%)
- ✓ Component 2 – Manipulating and Analysing Data (Internal 30%)
- ✓ Component 3 – Effective Working Digital Practices (External 40%)

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

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

Assessment Policy:

Aim:

- ✓ To ensure that assessment methodology is valid, reliable and does disadvantage or advantage any groups of learners or individuals
- ✓ To ensure that the assessment procedure is open, fair and free from bias and to national standards
- ✓ To ensure that there is accurate and detailed recording of assessment decisions

To do this, each program will:

- ✓ Create assignments that are fit for purpose. Some assignments will need to be adapted slightly to fit with the changes in external assessment guidance provided by Pearson in September 2020. These adapted assignments **MUST** be verified by the LIV before being given to students or submitted to the BTEC Assignment Checking Service. 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.
- ✓ Appropriate Assessment Plans must be created, verified and then distributed to appropriate team members so there is a clear outline of submission, IV and resubmission dates. These dates may change and therefore the Assessment Plan is a working document that can / should be updated as we go through the academic year. **Example Assessment plan can be found in Appendix 1.**
- ✓ Assessment activities will only be undertaken once students are deemed 'assignment ready'. This means that students will have had appropriate theory input from the teacher and they have also had input regarding the assessment criteria and how to meet each 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 a resubmission, they can achieve PASS, MERIT or DISTINCTION awards.
- ✓ In the event that a learner submits an assignment late and fails, the LIV will speak to the student to determine the reason and see if there are any extenuating circumstances. If further clarification is needed, 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.

- ✓ Once work has been marked, appropriate feedback sheets should be filled out with appropriate comments. Once feedback is given, learners must authenticate their work by signing the sheets along with the assessor. Resubmissions should be authorised by the LIV.
- ✓ A sample of student work should be given to the LIV after submission and resubmission for internal verification to see if assessment decisions are agreed. The LIV will need to fill out the appropriate internal verification form and give feedback either through email or via Teams.
- ✓ Once submissions and resubmissions have been marked, marks must be put into the subject teachers tracker or a departmental centralised tracker that can track internal assessment per
- ✓ An internal verification plan must also be created, which allows for timely and proper verification of assignments within the appropriate deadlines (see internal verification policy). This IV plan must be verified by the LIV for each program.
- ✓ To reduce or mitigate any malpractice during assessment, the induction period and the learner handbook will be used 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
- ✓ When submitting evidence for assessment, all students will submit a **Learner Front Sheet (see appendix 2)**. 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.
- ✓ All assessed work should show clear evidence of sourcing and referencing.
- ✓ All books referenced or used in research should be included in a bibliography at the end of the assignment.
- ✓ The new Level 3 NQF specification indicates that Harvard Referencing should now be used.
- ✓ Formal external examinations 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.

- ✓ Due to COVID restrictions, some Level 3 qualifications such as Music, Performing Arts and Business have adapted some assessment methods to provide evidence. Changes to assessment methods include presentations that are video'd with the teacher filming from a safe distance or presentation of their Powerpoints via Teams. Some of the assessment is taking place in socially distanced groups. For example, the interviews for Business Level 3, Unit 8, will take place socially distant

- ✓ Some BTEC qualifications have had their qualifications edited. For example, BTEC Level ½ in Digital Information Technology has had learning aim A taken out of both Component 1 and Component 2. This has allowed more assessment and time to be spent on the remaining learning aims.

- ✓ BTEC Tech Award in Digital Information Technology - No Learning Aim A for Component 1 and Component 2. No Adaptation for the other Learning Aims. Stop Component 1 marks at Xmas and make interim claims after Christmas. Component 3 EXAM is on Thursday 27th May.

Internal Verification Policy:

Aim:

- ✓ To ensure there is an accredited LIV on each BTEC program
- ✓ To ensure that internal verification is valid, reliable and covers all assessors and program activity
- ✓ To ensure that the internal verification procedure is open, fair and free from bias
- ✓ To ensure that there is accurate and detailed recording of internal verification decisions

To do this, each program will:

- ✓ Have a nominated Lead IV. Once decided, this person should register with Edexcel Online. This will allow access to OSCA and standardisation activities. There is a requirement for each Lead IV to re-register with Edexcel Online at the start of each academic year.
- ✓ The LIV is then responsible for downloading and conducting standardisation activities within their teams. This needs to take place before the end of Autumn half-term and before any assessment activities take place. These materials must then be kept by the LIV. LIV will need to brief their teams about the verification procedures.
- ✓ All assignment briefs that the assessor will use must be IV'd by the LIV and signed off before use.
- ✓ An IV schedule must be created for each program and authorised by the LIV. An example IV plan can be found in Appendix 3. For the IV schedule to be appropriate, verification must take place immediately after the work has been marked by the assessor. The size of the cohort will determine the sample size for internal verification.
- ✓ All teams will need to keep appropriate IV records so they can be sent to the LSV when necessary.
- ✓ All programs will undergo a standards verification process from January 2021 onwards. This verification process will be based around the risk ratings given to each individual program. Work will not be posted this year but will be sent via the learner transfer portal. Access will need to be granted to the portal by exams officer, Nicki Lill.

Distance / Blended Learning Policy:

Blended Learning is defined as follows:

A formal approach to education that creates an integrated learning environment where face-to-face and online teaching becomes complementary, with the purpose of giving learners a more diverse and engaging learning experience

Aims:

- ✓ To ensure that blending learning delivery meets the guidelines set by the awarding organisation
- ✓ To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners

To do this each program will:

- ✓ Each morning, staff will look on our system to see if there are students who are working from home and therefore distance learning will need to be implemented
- ✓ The amount of students off each time will impact what kind of distance learning takes place.

Distance learning can be implemented by:

- ✓ Students logging in to access live lessons when lesson is on. This is done through use of visualisers and Teams and students can have access to the whole lesson
- ✓ The cohorts for Music and Performing Arts is small (7 students) so all these classes are in a bubble; there have been a very few cases where students at home isolating have joined in a class via Microsoft Teams. There have been occasions where a blended approach has been required but this is done through the methods above with isolated students joining in through Teams
- ✓ If all students are in for Music and Performing Arts then socially distanced group rehearsals take place in preparation for this assessment. This will need to be reassessed in line with whatever tier/protocols are in place at the time of assessment in Spring.
- ✓ There have been a very few cases where we have adopted blended approaches for lecture / but have in place equipment and software to create various blended strategies should we need.
- ✓ Note: It is difficult to be prescriptive at this stage regarding strategies, especially for Music and Performing Arts as these will vary considerably depending on, for example, the musical instrument of the student, the stage of the rehearsal process, and the style of music, and so on.

- ✓ Using the guidance from OpenDrama UK on teaching socially distanced Performing Arts Drama, micro bubbles is the set way of working and this has been accepted by our school. Our three students are in a micro bubble so we are continuing to work 'normally' under these conditions on practical group work and performances. Student work is recorded as normal in line with gathering evidence in the usual way for practical work for the assessments and relevant grading criteria. Any audiences needed for final performances will come from the 6th form 'bubble'.

- ✓ For performing Arts, plans are in place to run live lessons where needed to deliver any content, including students in moving group work forward and any practical skills development.

- ✓ If the teacher is required to self-isolate from home, teachers can use technology at home to dial in and teach the class from home.

- ✓ All written work is uploaded /submitted via Teams or email.

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.
- ✓ 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

Appendix 1 – Example Assessment Plan:

BTEC Assessment Plan 2020-21										
Programme Title	BTEC Level 3 Extended Certificate - 360 GLH 2020-21									
Unit No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Hand in Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Assessor Name	Internal Verifier Name	
Year 1										
1 - Exploring Business	1.1	A - Explore the features of different businesses and analyse what makes them successful and B - Investigate how businesses are organised	19th October 2020	Tuesday 17th November 2020	Friday 27th November 2020	Week Commencing 7th December 2020	Friday 22nd January 2021	C Downs	K Tyler	
1 - Exploring Business	1.2	C - Examine the environment in which businesses operate and D - examine business markets	19th October 2020	Tuesday 23rd February 2021	Friday 5th March 2021	Week commencing 15th March 2021	Friday 2nd April 2020	C Downs	K Tyler	
1 - Exploring Business	1.3	E - Investigate the role and contribution of innovation and enterprise to business success	19th October 2020	Friday 8th June 2021	Friday 18th June 2021	Week Commencing 28th June 2021	Friday 16th July 2021	C Downs	K Tyler	
Year 1										
Unit 3 - Personal and Business Finance	N/A	Unit 3 Exam is Wednesday 26th May 2021						K Tyler	K Tyler	
Lead Internal Verifier Signature	K Tyler							19th October 2020		

BTEC Assessment Plan 2020-21										
Programme Title	BTEC Level 3 Extended Certificate - 360 GLH 2020-2021									
Unit No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Hand in Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Assessor Name	Internal Verifier Name	
Year 2										
8 - Recruitment and Selection	8.1	A - Examine how effective recruitment and selection contribute to business success	Week Commencing 19th October 2020	Tuesday 17th November 2020	Friday 27th November 2020	Week commencing 30th November 2020	Thursday 17th December 2020	J Burden	K Tyler	
8 - Recruitment and Selection	8.2	B - Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	Week Commencing 19th October 2020	Tuesday 23rd February 2021	Friday 5th March 2021	Week commencing 15th March 2021	Friday 2nd April 2021	J Burden	K Tyler	
8 - Recruitment and Selection	8.3	C - Reflect on the recruitment and selection process and your individual performance	Week Commencing 19th October 2020	Tuesday 4th May 2021	Friday 14th May 2021	Week commencing 11th April 2021	Thursday 27th June 2021	J Burden	K Tyler	
3 - Personal and Business Finance	EXAM	Unit 3 Exam is Friday 28th May 2021						K Tyler	K Tyler	
Lead Internal Verifier Signature	K Tyler							Week Commencing 19th October 2020		

Appendix 2 – 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 3 – Example IV Plan:

BTEC Internal Verification Plan (identify which learners have been internally verified on assessment tracking sheet)										
Qualification	BTEC Level 3 Extended Certificate	Assessors:			C Downs					
Year:	K Tyler	Internal verifiers:			K Tyler					
Lead IV:	K Tyler	Standardisation Meetings			Standardisation took place on Tuesday 3rd November 2020					
Assessor	Internal Verifier	Unit 1 Exploring Business	Unit 1 Exploring Business	Unit 1 Exploring Business						
		Assignment 1	Assignment 2	Assignment 3						
C Downs	K Tyler	Week commencing 14th December 2020	Week commencing 15th March 2021	Week commencing 28th June 2021						
Assessor Name	Sample Size for Assessment Decisions*	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)								
C Downs	3	Sample of three students due to the size of the cohort								

BTEC Internal Verification Plan (identify which learners have been internally verified on assessment tracking sheet)										
Qualification	BTEC Level 3 Extended Certificate	Assessors:			J Burden					
Year:	K Tyler	Internal verifiers:			K Tyler					
Lead IV:	K Tyler	Standardisation Meetings			Standardisation took place on Tuesday 3rd November 2020					
Assessor	Internal Verifier	Unit 8 Recruitment and Selection	Unit 8 Recruitment and Selection	Unit 8 Recruitment and Selection						
		Assignment 1	Assignment 2	Assignment 3						
J Burden	K Tyler	Week commencing 30th November 2020	Week commencing 15th March 2021	Week commencing 17th April 2021						
Assessor Name	Sample Size for Assessment Decisions*	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)								
J Burden	3	Jill is an experienced assessor and has been through the IV process for the NQF qualification. Sample size may be reduced as the year progresses.								

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 – Malpractice Documents



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

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Centre name and address



Head of centre's e-mail address

Centre telephone number

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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 discussed, 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"/>

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