

BTEC Policy

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Please note

In addition to this document the following Pearson BTEC Q/A handbook should be read and understood: <http://qualifications.pearson.com/en/about-us/qualification-brands/btec/delivering-btec/step-by-step-guide-to-btec/planning.html>. In particular, the guidance for internal assessment and internal; verification needs to be understood and carried out.

1. Staffing and Induction

- The school acknowledges its duty to maintain an effective BTEC delivery team.
- It will ensure that the team is adequately trained and has sufficient time to carry out its duties.
- It will recruit staff as needed to maintain the effectiveness of the team.
- All new staff undergo a programme of general induction. BTEC staff will receive further induction from the QN and delegated representatives to allow the execution of duties to BTEC national standards.

2. Resourcing

- The school acknowledges its duty to maintain effective and appropriate teaching and learning resources, including teaching areas. It will do its utmost to do so within reasonable financial limits.
- It will ensure that the delivery team is adequately resourced and provided with appropriate teaching areas.
- It will replace and augment resources as needed to maintain the effectiveness of the team.

3. Health and safety

The school acknowledges its duty to protect the health and safety of all individuals who carry out BTEC activities. As such the school health and safety policy applies and is adhered to. (See School Health and Safety policy document.)

4. Special consideration and reasonable adjustment

The school acknowledges its duty to provide support and resources such as will allow students with special needs fair access to the learning and assessment instrument used in the BTEC programmes. As



such it adheres to the school inclusion and examinations policies and liaises with the SENCO and EO to ensure full awareness of these students.
(See SEN policy and Examinations policy)

5. BTEC Registration and Certification Policy

Aims:

- To register Learners to the correct programme within the timescale defined by the examination board and agreed by the College.
- To obtain Learners certificates in good time.
- To create and maintain a secure and accessible system that provides Learners with the correct certification.

We will:

- Register each Learner with the examination board in good time.
- Allow Programme Leaders to check the accuracy of Learner registration.
- Make each Learner aware of their registration status.
- Inform the examination board of changes to Learner details.
- Ensure that certification claims are timely and based solely on fully verified assessment records.
- Make certification claims to Examination Board.
- Audit certificates received from Examination Board for accuracy and completeness.
- Keep all records securely for three years post certification.

Responsibilities:

- **Exams officer:** Responsible for timely, accurate and valid registration, transfer, withdrawal and certification claims for Learners under the guidance of course leaders.
- **Course Leader:** Responsible for ensuring Learner details held by college and the Examination Board are accurate and that an audit trail of Learner assessment and achievement is accessible.
- **Quality Nominee:** Responsible for monitoring and coordinating the Learner details held by college and Examination Board. Responsible for overseeing Learner registration, assignment and assessment verification, transfer, withdrawal and certification claims.

6. BTEC Assessment Policy

Aims:

- To ensure that assessment is valid, robust and provides equal opportunities for all learners.
- To ensure that assessment is transparent, unbiased and carried out to national standards for BTEC.
- To ensure that assessment decisions are recorded accurately and in sufficient detail.

We will:

- Provide assignments that are fit for purpose and that enable learners to produce appropriate evidence for assessment.
- Assess learner's evidence using published assessment and grading criteria only.
- Assess with impartiality, reliability and accuracy.
- Allow a reasonable timescale for submission of learner evidence.
- Maintain a robust and rigorous internal verification procedure.
- Monitor NSS and Standards Verifier reports and undertake any remedial action needed.
- Share good assessment practice between all programme teams.
- Ensure that BTEC assessment methodology and the key role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be carried out accurately and as appropriate.

Responsibilities:

Subject Leader: Responsible for managing programme delivery and assessment, to ensure coverage of all units and grading criteria.

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Assessor: Responsible for carrying out assessments to national standards, giving feedback to learners, ensuring the authenticity of learner work, recording and tracking achievement.

Quality nominee: Responsible for coordinating and maintaining rigour and accountability in the internal verification system.

Accreditation of prior learning:

Accreditation will be given if it can be shown that the unit assignments have been assessed and verified at national standards by a qualified lead IV or NSS external verifier.

7. Internal Verification Policy

Aims:

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is unbiased and transparent.
- To ensure that there is accurate and detailed recording of internal verification decisions

We will:

- Ensure that all assignments are verified as fit for purpose before use.
- Verify an appropriate sample of assessor work from all subjects to ensure conformity to national standards and standards verification requirements.
- **This sample will be 10% of the groups' assignments and a minimum 4 pieces. This will increase to 20% or 8 pieces in the case of new teachers, courses, units or assignments. This will also be the case in light of prior assessment issues.**
- For standard verification the sample size is as below:

| Number of learners registered | Number of learner samples (Completed units of learner work) | | Extra learners required for second sample | |
|-------------------------------|---|------------------------------------|---|------------------------------------|
| | Award | Certificate / Extended Certificate | Award | Certificate / Extended Certificate |
| 1-249 learners | Up to 15 | Up to 20 | Up to 15 | Up to 20 |
| 250+ learners | Up to 30 | Up to 30 | Up to 30 | Up to 30 |

- Plan an annual internal verification schedule, linked to assignment plans.
- Define and support effective internal verification roles amongst BTEC staff.
- Ensure that identified staff maintain secure records of all internal verification activity.
- Brief and provide training for staff on the requirements for current internal verification procedures.
- Promote internal verification in staff development.
- Provide standardised internal verification documentation.
- Use the outcomes of internal verification to enhance future assessment practice.
- Ensure that all relevant principle subject areas have a qualified Lead Internal Verifier
- Ensure that Lead Internal Verifiers are provided with support and resources sufficient to allow their continued accreditation.

Responsibilities:

Quality Nominee: Acts as the link between Edexcel and Subject Leaders with respect to standards verification ensures that centre IV and standardisation procedures operate effectively. Ensure that standards verification reports are monitored and any remedial work is carried out.

Nominated Internal Verifiers: Carry out IV of programme assignments and assessments as agreed by QN and Course Leaders.



Lead Internal Verifier: Ensures that internal verification of assignment briefs and student work is valid and reliable, according to national standards. In the case of a single person subject area the LIV may also be the subject lead and the subject assessor, but not the internal verifier.

Current IV documentation can be found here: <http://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assess-verify-forms.html#tab-From2016>

8. ASSESSMENT MALPRACTICE

Responsibilities:

Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

Assessor: Responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.

Internal Verifier: Responsible for malpractice checks when internally verifying work.

Quality Nominee: Apply sanctions where appropriate. Inform Edexcel of any acts of malpractice.

Principal and their nominees: responsible for overseeing investigations; policy to be reviewed annually by QN.

Definition of malpractice by students

This list is not exhaustive and other instances of malpractice may be considered by the centre at its discretion

- Plagiarism.
- Working with other learners to produce work that is submitted as individual work.
- Copying others work (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity of an individual's work.
- Impersonation by pretending to be someone else in order to produce the work of another or arranging for another person to take your place in assessments/tests/examinations

To prevent student malpractice, the:

Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

Assessor:

- Will be responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.
- Use the induction period to inform students of the Centres policy on malpractice and the penalties for attempted and actual malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources and ensure that learners have acknowledged any resources used.
- Ask learners to sign a declaration that the work is solely their own

Internal Verifier:

- Responsible for malpractice checks when internally verifying work.
- Conduct an investigation if appropriate, supported by the Head of centre and SLT in accordance with JCQ regulations for suspected malpractice in Examinations and assessments.
- Make individuals aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences

Quality Nominee:

- Apply sanctions where appropriate and inform Edexcel of any acts of malpractice by staff or students.
- Give the individual the opportunity to respond to the allegations.
- Document all stages of an investigation

Definition of malpractice by Centre staff

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Commented [MCC1]:

Commented [MCC2]:



This list is not exhaustive and other instances of malpractice may be considered by the centre at its discretion

- Improper assistance to candidates in the production of work for assessment, where the support has the potential to influence the outcomes of the assessment.
- Inventing or changing marks for internally assessed work where there is not enough evidence of the candidate's achievements to justify the marks given.
- Failure to keep candidate coursework/ portfolios of evidence secure.
- Fraudulent claims for certificates.
- Allowing evidence that is known by the staff member not to be the learner's own work, to be included in a learner's portfolio / coursework.
- Facilitating and allowing impersonation.
- Misusing a candidate's Access arrangements where it may affect the outcome of the learner's work.
- Falsifying records/ certificates for example by alteration, substitution or by fraud.
- Fraudulent certificate claims, claiming for a certificate prior to the learner completing all the requirements of the assessment.

If Malpractice is suspected

The centre will apply the following actions and sanctions in accordance with the JCQ regulations

1. Investigation by programme leader and QN. Student is allowed time to respond to allegations. Appropriate sanction decision made.
2. Sanctions applied after the Learner is allowed time to appeal and may include
 - Parents informed.
 - Assessment re submitted / cancelled.
 - Assessment awarding body notified.
 - Possible exclusion
3. All stages documented by QN and a report sent to Principal and Edexcel.

9. APPEALS POLICY

AIM

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeals to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

WHAT WE DO

We Ensure that:

- Internal assessments are conducted by members of teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment methodology is fair, reliable and does not disadvantage any group of learners or individuals under the Disability Act 2010.
- Assessment procedure is open, fair and free from bias and to national standards. All assessment decisions are accurately recorded.
- Learners are provided with fit for purpose assignments.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the awarding body (Edexcel) for the subject concerned.
- The consistency of internal assessment will be maintained by internal verification and standardisation.
- Not limit or 'cap' learner achievement if work is submitted late.
- Minimise the opportunities for malpractice.

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- Provide samples for external verification as requested.
- All appeals are monitored to inform quality improvement

To do this, the centre will:

Responsibilities:

Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

- **Assessor:** Responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.
- **Internal Verifier:** Responsible for malpractice checks when internally verifying work.
- **Quality Nominee:** Apply sanctions where appropriate. Inform Edexcel of any acts of malpractice.
- **Principal and their nominees:** responsible for overseeing investigations.



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Appendix A: Internal Appeal Record Forms

Form 1

BTEC
Qualification:

Unit Number:

Student:

Assessor:

Internal Verifier:

Senior Manager:

| Stage One (Unit Assessor) | Response within 5 working days |
|---|---|
| Reason for appeal (please give full details): | Outcome: |
| Date: | Date: Assessor signature: IV signature: Senior Mgr. signature: |

I agree/disagree with the outcome of Stage One of the appeal.

Student signature:

Internal Appeal Record Form 2

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| Stage Two (Internal Verifier) | Response within 5 working days |
|---|--|
| <p>Please enter here the reason for disagreement with outcome of first stage of appeal:</p> | <p>Outcome:</p> |
| <p>Date:</p> | <p>Date:</p> <p>Assessor signature:</p> <p>IV signature:</p> <p>Senior manager signature</p> |

I agree/disagree with the outcome of Stage Two of the Appeal:

Student signature:



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Internal Appeal Record Form 3

| Stage Three (Senior Manager) | Response within 5 working days |
|---|---|
| Please enter here the reason for disagreement with outcome of second stage of appeal: | Outcome: |
| Date: | Date: Student signature: Assessor signature: IV signature: Senior Mgr. signature: |

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Signature of Head of Centre:

Date:



Appendix B: Exemplar course descriptions for student options booklet

BTEC Level 2 Award in Construction

What is the BTEC Award in Construction?

It is a course delivered over two years that offers students the chance to develop their skills in a range of areas such as plumbing and carpentry. It involves learning skills and knowledge that form a basis for further study in construction or other work areas. It is a valuable and well recognised qualification in the UK. It is a well-known qualification at colleges of further education and sixth form colleges.

What do the BTEC Construction students learn?

They work through four units:

- Building technology
- Building design.
- Carpentry
- Science and maths in construction

Is it a GCSE?

No. It is a different type of qualification. There is no exam at the end of it. Each unit is assessed separately by a practical task.

Students working at their best can get the qualification at Pass, Merit or Distinction level. At present is the qualification is equivalent to one GCSEs at grades:

Distinction= A

Merit= B

Pass= C

What type of student does this course suit?

- This course is suited to students who are interested in working in construction, architecture, engineering, manufacturing, design or the motor trade.
- It is suitable for students who may want to go on to do technical and trade qualification at Further Education College. It is also suitable for students who want to go on to Sixth Form College and study AS or vocational courses.
- It is suitable for students who enjoy practical activity and working with tools and resistant materials, indoors and outdoors.
- It is suitable for students who can work on research and presentation assignments with minimum supervision.
- It is suitable for students who are prepared to visit construction sites and wear personal protective equipment.
- It is suitable for students who can behave safely and appropriately in hazardous environments.

Sport

The Sport and Leisure industry is a growing sector in the UK, and an exciting place to work. If you would like to not only develop your own sporting talents, but also to learn what it is like to work in the sports industry then this is the course for you! You will also gain some valuable skills to help you get there.

To be successful in the Sport Industry, it is important to have excellent interpersonal skills, be able to communicate with a range of other people and to demonstrate effective team working skills. These qualities will all be enhanced through the range of sports coaching opportunities provided for the students. The course is truly vocational, so assignments and projects will be set in a realistic work context, and pupils will be assessed on things like planning and running a sports event.

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Also, one of the units is a “Work based Project” for which each student will be required to carry out two weeks of work experience with a sports emphasis. It is expected that as part of the course there will be visits to various places of work and sporting institutions. There is a lot of theory too, and the structure and function of the body during exercise will be studied in depth.

What does the course involve?

| | |
|----------------------------------|--|
| Teaching Activities | Each student must participate in one team and one individual sport and complete work related to these activities. (These sports will be confirmed when the course participants are known). |
| Group Organisation | Classes will be mixed ability and mixed gender |
| Typical Lesson Activities | ICT based in classrooms. Variety of usual sports venues. External visits to sporting venues. |
| Syllabus | Edexcel: BTEC First Diploma in Sport (Exercise & Fitness) |

What do you study? In common with all BTEC qualifications, Sport involves work on six units.

The Body in Sport

- Health, Safety and Injury in Sport
- Preparation for Sport
- Planning and Leading Sports Activities
- Practical Sport
- Work-based Project in Sport

As well as developing the core skills required to pass the course, students will have the opportunity to complete various extra qualifications, such as;

- First Aid qualification
- Leadership Certificate
- Coaching Qualifications
- Umpiring Awards

It is hoped that students will want to use some of the skills they develop on the course by running or supporting clubs either at school or out of school.

How will you be assessed?

Through the various learning environments, you will be expected to produce things like presentations and assignments, in which you will be graded at a Pass, Merit or Distinction. It is important that you are organised as you will have to collate evidence for each specific unit.

Is this the right course for me? It is hoped that the type of student who will choose this course will:

- Have aspirations to work in the sports industry
- Be a keen sports person who wants to find out more about the way our body works
- Want to develop their personal coaching qualifications

The skills and qualities you will need include:

- Imagination (in your work presentation)
- Good organisation
- Ability to meet deadlines
- Enjoy participating in sport

What could I do with this in the future? The next step could be either:

- Further academic courses at sixth form colleges.
- National Diploma courses at Cambridge Regional College or Long Road College.
- Employment in the fitness industry or coaching sector (possibly with further qualifications built in as well)



Appendix C: Learner Handbook Examples

BTEC First: Construction Contents

1. Programme details
2. Content
3. Activities
4. Assessment
5. Evidence
6. Malpractice
7. Appeals
8. Responsibilities

1. Programme details

You are studying for a qualification run by the exam board **Edexcel**.

It is called a **BTEC First Award**. It is a level 2 qualification equivalent to one GCSE at grades C+. There are many other BTEC qualifications; they are all based on real occupations in working life.

BTEC qualifications are designed to give you a first experience of the type of work you are interested in. BTECs are a nationally accepted qualification for entry to FE College and apprenticeships. The **BTEC First Award** does not qualify as a tradesperson by themselves. Further study at college and work based training will be needed.

2. Content

You will study for and be assessed on four units:

- Building technology
- Building design.
- Carpentry
- Science and maths in construction

3. Activities

- Some of the time you will be learning how to use tools and materials.
- Some of the time you will be listening, reading and writing.
- Periodically you will do group activities.
- You are also expected to go on visits to building sites and other places. This is an important part of the course and attendance is mandatory.

4. Assessment

- There is one exams in this course, for the Building Technology unit. All other units are assessed by assignments. At the certain points in each unit you will do an **assignment**. This is a series of **tasks** set by your teacher. You will work on these unaided and as an individual. The assignment gives you the opportunity to show how much you have learnt from the unit and what you can do.
- Your performance in this will be closely monitored and recorded by your teacher.
- You will produce and keep evidence of your work in the assignment. This will be assessed and will result in your grade for each unit.

For each unit there are three different grades. **Pass, Merit and Distinction**.

- To pass an **assignment** you must pass all the pass level **tasks** in it.
- To pass a **unit** you must pass all the **assignments** in it.

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- To pass the **Certificate** you must pass all the **units** in it.
- To do better than a Pass you have to succeed in all the Merit tasks, get Merits for all assignments and all units.
- To do better than a Merit you have to succeed in all the Distinction tasks, get Distinctions for all assignments and all units.
- Learners are given a tracking sheet to fill in each time they pass an assignment or unit. In this way a learner can keep a tally on their attainment of assignments, units and at what level.

5. Evidence

- You can see how important it is to produce the assignment work in time, to keep it safe, and to know what level you are aiming for. Pass, Merit or Distinction.
- You will be given a ring binder to keep all your paper based evidence in. This will be locked away each lesson. You are not allowed to take it out of the classroom. You are responsible for the safety of its contents. You are responsible for what is kept in it and how it is organised.
- You will be given storage space for your practical assignment evidence. You will be expected to keep it safe and in good condition.
- Evidence will be stored by the college for one year after you have left and then discarded.

6. Malpractice

- **It is extremely important that the assignment evidence you submit for assessment is all your own work.** On the front of each assignment you will sign a declaration stating that it is so.
- If it is suspected that a learner has cheated, copied, stolen or damaged other learners' work then it will be investigated and appropriate action will be taken. A record of the investigation and action will be sent to the learner's parents, the college Principal and to Edexcel. The learner will be given the opportunity to explain their actions during the investigation.
- You will be taught how to indicate that information is other people's, if you want to use it in your own work.

7. Appeals

- When your assignment work has been assessed you will be given feedback and the opportunity to improve on it. If you are not satisfied that the work has been assessed fairly then you have the right to appeal.
- Appeals should be made to the Director of Vocational Education. If that person is also your assessor then appeals should be made to the Deputy Principal.
- A standard system of investigation will follow. Learners will be kept informed of this and the outcome of appeals.

8. Responsibilities and safety

- As with all practical courses the college expects a very high level of behaviour and respect in Construction. If this is not evident then a learner may find themselves removed without warning or choice, for putting the safety of themselves and others at risk. Disrupting the progress of other learners or compromising their assignment work is considered **malpractice** and will be dealt with accordingly.
- As with all practical activities in college the **health and safety** of the learner and others takes top priority.
- It is expected that a learner has, and wears the correct **Personal Protective Equipment** at all times, as they would at work. Some **PPE** will be provided by the college and will remain college property; some will have to be brought in by the learner (boots).



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Construction Educational Visits: Parent Consent

Dear Sir/Madam,

To deliver the BTEC Construction course in an engaging and relevant way we have included a number of educational visits. These will take place periodically throughout the courses. The exact dates, travel arrangements and venues will be given to students and parents in good time as soon as they are agreed by our hosts. There will be no additional costs to parents for these events.

The College requires consent from parents to take students off site. In signing and returning the reply slip below you are giving this permission. If you have any concerns or queries, please feel free to contact me on 01223 508742.

Yours faithfully,

Mr Maltas
Head of Construction
Cottenham Village College

Please return to Mr Maltas by

BTEC Construction Educational Visits

I understand that these activities are an essential part of the courses.

I give my consent for my son/daughters attendance on all such activities.

I am aware that the college has a detailed policy on the safe running of educational visits, which I can obtain on request. I am also aware that the college's educational visits are always organised with a particular attention to health and safety. I understand there can be no absolute guarantee of safety, but appreciate that the college supervisors retain the same legal responsibility for students on visits as they have in college and will do everything that is reasonably practicable to ensure the safety of everyone participating.

Student:

Date.....

Signed *(Parent / Guardian)*

