



HORNBEAM ACADEMY TRUST

Examinations Policy

Adopted by	Hornbeam Academy Trust
Date	October 2018
Review date	October 2019
Signed by Chair of HAT or CEO	Gary Pocock

Examinations policy

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The policy is next due for review on *1st October 2019*.

The purpose of this examinations policy is:

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

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

The examinations policy will be reviewed every year.

The examinations policy will be reviewed by the Head and Centre, BTEC Quality Nominee and Examinations Officer.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Examination responsibilities

The Principal (Maria Pla) and the Quality Nominee (Mihaela Chowdhury)

- have overall responsibility for the school/college as an examinations centre and advises on appeals and re-marks.
- are responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- ensure that candidates and their parents are informed of and understand those aspects of the examinations timetable that will affect them.
- check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the examinations officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

Examinations Officer (Emma Morgan)

- manages the administration of internal examinations and external examinations.
- advises the senior leadership team and class tutors on annual examinations timetables and procedures as set by the various awarding bodies.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their examinations.
- receives, checks and stores securely all examination papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publications for Access arrangements, reasonable adjustments and special consideration.
- identifies and manages examination timetable clashes.
- accounts for income and expenditures relating to all examination costs/charges.

- line manages and is responsible for the training and monitoring of a team of examinations invigilators responsible for the conduct of examinations.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- In absence of Emma Morgan, the exam officer responsibilities will be fulfilled by Lorraine Drewe, our OCR Centre Administrator.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Co-Principal and/or examinations officer.
- confirmation and checking of entries
- identifies and manages examination timetable clashes.
- accounts for income and expenditures relating to all examination costs/charges.
- line manages and is responsible for the training and monitoring of a team of examinations invigilators responsible for the conduct of examinations.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- identification and testing of candidates' requirements for access arrangements and notifying the examinations officer in good time so that they are able to process any necessary applications in order to gain approval (if required).
- working with the examinations officer to provide the access arrangements required by candidates in examinations rooms.
- assisting the examinations officer in the efficient running of examinations according to JCQ regulations.
- collection of all examination papers in the correct order at the end of the examination and ensuring their return to the examinations office.
- distribution of relevant materials/equipment during examinations.

Candidates are responsible for:

- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring the conduct themselves in all examinations according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the Senior Leadership Team with agreement of the Quality Nominee.

The types of qualifications offered are Functional Skills English, Maths, ICT from Entry levels to Entry 2, Science Certificate and GCSE Science, a range of vocational qualifications which include BTEC Levels Entry 3-Level 1 (Constructions, Retail, Catering, Media and Office Skills), AQA PSHE, OCR and ASDAN.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the examinations office must be informed by 1st July.

Informing the examinations officer of changes to a specification is the responsibility of the Quality Nominee.

Decisions on whether a candidate should be entered for a subject will be taken by the tutor/ class teacher in consultation with the relevant member of the Senior Leadership Team.

Examination series

Internal examinations (mock examinations) and assessments are scheduled in the Spring and Summer term.

External examinations and assessments are scheduled in May/June.

Internal examinations are held under external examination conditions.

The centre does not offer assessments on an on-demand basis.

Examination timetables

Once confirmed, the examinations officer will circulate the examination timetables for internal and external examinations at a specified date before each series begins.

Entries, entry details and late entries

The centre does not accept entries from private candidates, unless they are ex-students who have left the school within 1 year of the requested entry at the agreement of the Examinations Officer.

The centre does not act as an examinations centre for other organisations.

Entry deadlines are circulated to responsible teachers via email.

Co-Principal/Quality Nominee will provide estimated entry information to the examinations officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Co-Principal and the late fee may be charged to the Department budget as appropriate.

GCSE re-sits are allowed in agreement with the Co-Principal and Quality Nominee.

Functional Skills examination re-sits are allowed in agreement with the Co-Principal.

Examination fees

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The examinations officer will publish the deadline for action well in advance for each examinations series.

All entry examination fees are paid by the centre.

Equality Legislation

All examination centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Examination Officer under the advisement of the Senior Leadership Team.

Access arrangements

The class tutors will inform the examination officer of any special arrangements that individual candidates will need during the course and in any assessments/examinations.

A candidate's access arrangements requirement is determined by the Tutor in agreement with the Head of the Department.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the tutor.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Examinations Officer.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Tutors with the help of the Learning Support Team.

Contingency planning

Contingency planning for examinations administration is the responsibility of the Examinations Officer.

In case there is a need of fire evacuation during an examination, the examination officer will record the time leaving the examination room, resume the examination after it is safe to return in the building and recalculate the finishing time in this case.

If a pupil needs to use the bathroom during an examination, he or she must be accompanied, making sure there are no interaction with other students or use of electronic devices.

If the centre ceases to offer a BTEC course, the pupils enrolled on this course and able to complete the coursework successfully, will be given the opportunity to continue their studies either joining a similar BTEC course at a local collage.

For more information please refer to our Contingency Policy

Malpractice and Plagiarism

The Principal and the Quality Nominee in consultation with the Examinations Officer is responsible for investigating suspected malpractice.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own.

A student can be accused of plagiarism if they present someone else's work or idea and passing them as off as own ideas/work. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff or contractor (whether employed under a contract of employment or a contract for services) at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter

The Head of Centre or the Quality Nominee must:

notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in controlled assessments, coursework or non-examination assessments before the authentication forms have been signed by the candidate. In this case the candidate will be asked to complete his work again, under close supervision.

complete Form JCQ/M1 (suspected candidate malpractice) or Form JCQ/M2a

(suspected malpractice/maladministration involving centre staff) to notify an

awarding body of an incident of malpractice. Each form is available from the JCQ

website - <http://www.jcq.org.uk/exams-office/malpractice> Notifications in letter format will be accepted providing the information given covers the same points as Form JCQ/M1 or JCQ/M2a;

supervise personally, and as directed by the awarding body, all investigations resulting from an allegation of malpractice unless the investigation is being led by the awarding body or another party;

ensure that if it is necessary to delegate an investigation to a senior member of centre staff, the senior member of centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice.

This is to avoid conflicts of interest which can otherwise compromise the investigation;

respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, candidates and any

others involved;

speedily and openly make available information as requested by an awarding body;

co-operate and ensure their staff do so with an enquiry into an allegation of malpractice, whether the centre is directly involved in the case or not;

inform staff members and candidates of their individual responsibilities and rights as set out in these guidelines;

pass on to the individuals concerned any warnings or notifications of penalties, and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

Procedures for dealing with allegations of malpractice

The handling of malpractice complaints and allegations involves the following phases.

The allegation

The awarding body's response

The investigation

The Report

The decision

The appeal

Communication

Awarding bodies will communicate with the head of centre regarding allegations of malpractice or the BTEC Quality Nominee, except when the head of centre or the QN is under investigation. In such cases communications may be with the Chair of Governors or CO.

Awarding bodies may communicate directly with members of centre staff who have been accused of malpractice if the circumstances warrant this, e.g. the staff member is no longer employed or engaged by the centre.

Awarding bodies will only communicate directly with a candidate or the candidate's

representative when either the candidate is a private candidate, or the awarding body has chosen to communicate directly with the candidate due to the circumstances of the case. (For example, there is a contradiction in the evidence provided by the candidate and the centre, or the centre is suspected of non-compliance with the regulations.) In such cases the awarding body will advise the head of centre in writing that it proposes to deal directly with the candidate. The head of centre once advised by the awarding body will not ordinarily communicate further with the candidate.

The Head of Centre, the Quality Nominee, all teachers delivering coursework and conducting exams, must read and familiarise themselves with the content of the following document: **General and vocational qualifications Suspected malpractice in examinations and assessments Policies and procedures 1 September 2017 to 31 August 2018**

<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/jcq-suspected-malpractice.pdf>

Examination days

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

Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements at least 3 weeks in advance.

The Examinations Officer or Invigilator at the request of the Examinations Officer will start and finish all examinations in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed and what they can do.

In practical examinations, subject teachers' availability will be in accordance with JCQ guidelines.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed it.

After an examination, the examinations officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the Examinations and Data Administrator.

In the case of fire emergency or any other reasons for which our centre is made unavailable on the examinations' days, these examinations will take place at Brookfield House.

For more information please refer to our Contingency Plan.

Candidates

The tutors will provide written information to candidates in advance of each examination series.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an examination room candidate must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an examination room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time at the discretion of the Examinations Officer.

Note: candidates who leave an examination room must be accompanied by an appropriate member of staff at all times.

The tutors are responsible for handling late or absent candidates on examination day.

Students arriving late to an examination within 1 hour of the JCQ Official start time will be allowed to sit the examination with the fulltime allowance. Any students arriving very late will be allowed to sit the examination at the discretion of the Examinations Officer/ Tutor.

Special consideration

Should a candidate be unable to attend an examination because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the centre's Examinations Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 6 days of the examination.

The examinations officer will make a special consideration application to the relevant awarding body within 7 days of the examination.

Internal assessment

It is the duty of Quality Nominee to ensure that all internal assessment is ready for dispatch at the correct time. The examinations officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the examinations office by a week prior to the Awarding body deadline. The examinations officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

The submission of any internal marks electronically will be double checked by a second person within the Examinations team and a paper record of the final marks submitted will be kept for a period of 3 years.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is used in our school to determine the vocational pathways for our pupils (OCRs Life and Living Skills at Entry levels), ASDAN or BTEC qualifications. The pupils from the Horizon Department who work at P levels, will study an ASDAN qualification, the pupils from Challengers Department working towards Functional Skills English and Maths at Entry 1 and 2, study OCR qualifications (Life and Living Skills at Entry levels). The pupils from the Challengers Department who have achieved Entry 3 or above in one component (English, Maths, ICT) or have demonstrated exceptional abilities during their previous vocational course, will be given the chance to study a BTEC course.

The RPL is recorded in our school through Functional Skill tracker, termly targets and MAPP termly assessment.

The class tutors have the responsibility of setting the termly targets, completing the MAPP termly assessment and the Functional Skills tracker.

The class tutors have the responsibilities to gather evidence of earlier learning and achievement towards part of a qualification. The class tutors will make recommendation for a particular vocation pathway appropriate to their students. Their students' choice will be also taken in consideration. The BTEC and OCR tutors review whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner will need to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity. 2.2 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; and sufficient.

RPL is not used to provide evidence against achievement for an entire qualification.

Hornbeam Academy Trust RPL process

Centre preparation

Stage 1: Awareness, information and guidance

The class tutors will be given the Vocational Options and the entry requirements for each course.

Using the RPL (FS trackers and MAPP) they will give their pupils the option to choose between the vocational courses available to them. All teachers will have the expertise to support and assure the RPL process.

Stage 2: Pre assessment, gathering evidence and giving information

The BTEC Quality Nominee, ASDAN and OCR coordinators have the responsibility to register our learner as soon as they officially start to gather evidence. • The tutors have the responsibility to help the learner in gathering evidence. The tutors must create an assessment plan and tracking documents. • The evidence gathered needs to meet the standards of the unit, or part of a unit, that the evidence is being used for. Evidence from a learners past experience could include: o Home or family life o Non certificated education or learning o Paid work or Community or voluntary work

Stage 3: Assessing and documenting evidence

The Standards Verifier/External Examiner, before any monitoring activity starts, will be informed if the tutors have applied RPL for any particular units or learners. The Standards Verifier/External Examiner may include these in their sample. • A learner's past achievement that would show evidence of up-to-date knowledge, understanding and skills varies between industries. It depends on the range of their experience, technological changes and the nature of the outcome claimed. The assessor may ask questions or ask a learner to show them skills, to check that their understanding and skills are current. • The assessment strategy, where stated, for each qualification must also be followed. Documenting evidence • Keep records of assessment against prior learning and make sure these are available for verification. • Evidence collected through the RPL process needs to be assessed and verified through the same quality assurance procedures that your centre uses for any other internal assessment methods.

Stage 4: Claims and Appeals

The BTEC Quality Nominee has the responsibility to claim units for some of the students past learning experience. The ASDAN coordinator and the OCR coordinator have the responsibility to claim any completed units in their areas. The Quality Nominee, ASDAN and OCR coordinator will deal with any queries, requests and appeals in their areas.

Results

Candidates will receive individual result slips on results days,

- in person at the centre
- by post to their home address - candidates to provide self-addressed envelope
- by a nominated person as stated by the candidate on the correct form prior to the end of the summer term
- handed by the Principal during our Achievement Assembly
-

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-

moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the candidate unless agreed by the Co-Principal for the cost to be covered by departmental budgets.

All decisions on whether to make an application for an EAR will be made by the candidate following advice from the Examinations Officer.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Examinations Officer following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written examination papers within 30 days of the receipt of results.

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

Re-marks cannot be applied for once an original script has been returned.

The cost of ATS will be paid by the candidate unless agreed by the Co-Principal for the cost to be covered by departmental budgets.

Processing of requests for ATS will be the responsibility of the Examinations Officer.

Certificates

Candidates will receive their certificates

- in person at the centre, a signature will be required.
- The Certificates will be handed during our Achievement Assembly.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains the coursework and certificates for 1 years.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Expectations of delivering of a BTEC course

The BTEC courses will be delivered in accordance with the requirements presented in the Staff Handbook, which must be read and signed by all BTEC tutors.

BTEC Staff handbook

Contents:

Fair Assessment Policy

Guidance for Centres on Internal Moderation

Hornbeam Academy Internal Moderation Policy

Appeals Policy

BTEC Assessment and Grading Policy

Roles and Responsibilities

Appendices:

Appendix 1 – Assessment and Internal Verification Glossary

Fair Assessment Policy

Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school network C drive and also online at <http://www.williammorris.waltham.sch.uk>

All tutors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and examinations will be according to the requirements of the awarding body.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Guidance for Centres on Internal Moderation

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all Tutors/Assessors and that outcomes are fair to all learners.

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore, there must be reliable and auditable record-keeping systems in place.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

Hornbeam Academy Trust Internal Moderation Policy

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors
- create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

Appeals Procedure

If a student or their parent/ carer would like to appeal against an assessment decision a meeting will be hosted at the school with all parties concerned and evidence of work and moderation decision will be made

clear. If agreement cannot be found then referral to the external moderator (Edexcel Course Assessors) will be made.

Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the school office and online at <https://hornbeamacademytrust.learnanywhere.co.uk/course/index/5?widget=activities&action=index> along with the appeals policies for each of the awarding bodies used by Hornbeam Academy Trust. All tutors are made aware of these policies and how to access them in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students at Hornbeam Academy Trust have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the examinations officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The examinations officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.

BTEC Assessment and Grading Policy

The pupils who have achieved Entry 3 or above in, at least one component of Functional Skills English and Maths will have the opportunity to choose to study one of the following BTEC courses delivered at our centre: Catering, Retail, Constructions, Office Skills and Media. Pupils who have shown talent, hard work and excellence in completing the practical BTEC work but they only achieved Entry 2 in English FS and Maths FS, at the beginning of the BTEC, could be also considered, if it is expected that these pupils will be able to achieve Entry 3 Maths FS/ English FS at the end of the course.

Assessment of pupils' work should be on going throughout the course and formative feedback given to learners during the completion of an assignment. Formative feedback given to the learner showing what has been achieved and what is required for further success during completion of the assignment.

Formative feedback given should be recorded on the formative feedback sheet.

Assessment can take many forms and may include observations by the assessor and other witnesses. Evidence must be recorded on the appropriate observation or witness forms and signed by both the witness and the learner and put in the learner's portfolio of work as evidence of skills met.

Work should be handed in at the deadline set for the assignment and the assessor undertakes summative assessment at the agreed date on the IV schedule (See departmental IV schedule).

Summative assessment and feedback should be recorded on the learners SRF. It should inform the learner of successful learning and the need for further study or further evidence.

A sample of learners' work should be taken for the purpose of internal verification of assessment. Assessment decisions are reviewed by IV and the date of completion recorded on the IV departmental schedule. The IV completes the assessment IV form and if IV confirms the decision of the assessment by the assessor then formative assessment is given back to the learner.

If IV disagrees with the decision made by the assessor then feedback should be given via the IV form and remedial action should be taken by the assessor and then rechecked by the IV before final summative assessment decision can be given to the learner.

All completed IV forms should be stored in the departmental IV file.

Roles and Responsibilities

Quality Nominee: Mihaela Chowdhury

Examinations Officer: Emma Morgan

Centre Edexcel

Quality nominees have overall responsibility for the conduct of courses. They oversee systems, assessment and moderation.

They need to ensure the reliability and integrity of all courses. If the 'QMR' visit identifies problems, all courses at the centre are blocked.

Key point:

As a BTEC centre, our school will effectively be awarding our own qualifications. We will also, however, be responsible for assuring that assignments are appropriate and well written, assessments are robust and students are appropriately accredited. The professional integrity of the organisation, its leaders and individual teachers will be at stake if we do not ensure that systems are in place to address these issues.

It is the leadership team's intention to ensure increased rigour and consistency across BTECs.

BTEC Quality Nominee

Role description: Course planning and preparation

Being an advocate for BTEC and the BTEC approach with staff, SLT and governors.

Arranging to attend appropriate training

Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation

Verification

Ensuring that Subject Leaders have followed procedures by 'Internally verifying' assignments Sampling assignments to ensure evidence of colleagues responding to IV feedback

Administration of student entries

Convening BTEC Meetings as per School calendar

Responding to queries from Subject Leaders re; Students' causing concern

Ensuring that entries are made in a way that maximises the experience of students, adds value and minimises cost to the centre

Teaching tracking and assessment

Ensuring that subject leaders and their teams complete BTEC trackers as per the assessment calendar.

Identifying patterns in ongoing and summative data which indicate success and areas for concern and discuss these with Subject Leaders

Withdrawing students who will not achieve the course, if SLT agree

Quality control

Comply with the 'Inter-Departmental Quality Check' in January

Ensuring adherence of BTEC programme to Edexcel guidance

Sampling & monitoring individual subjects' documentation

Evaluating BTEC structures and processes for following year and identifying development priorities

BTEC Subject Leader

Role description: Course planning and preparation

Obtain Specification and related materials at appropriate level

Draft Year Plan / timeline with reference to School calendar

Produce & distribute Course Booklet

Design generic feedback sheets

Design Grading Grid & IV sheet for Assignment Lead and coordinate the writing of assignments Issue Assignment to students after IV adjustments

Obtain appropriate resources for students arranging to attend appropriate training

Verification

Internally verifying assignments

Respond to IV feedback

Complete OSCA Accreditation (to become a lead IV) in subject area

Administration of student entries

Liaise effectively with the EO regarding the registration & certification of learners.

Register students at appropriate level identify students causing concern and raise concerns with QN

Tracking and assessment

Comparing interim achievement against target grades ensuring that subject teachers complete BTEC trackers as per the assessment timeline.

Submitting results to Examinations Officer

Quality control

Taking part in the 'Inter-Departmental Quality Check' in January ensuring adherence of BTEC programme to Edexcel guidance

Sampling & monitoring individual subjects' documentation

Evaluating course for following year and identifying development priorities

Liaise with QN to be aware of information updates and quality assurance requirements

Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers

Review the reports arising from quality assurance and ensure that appropriate actions are taken

BTEC Examinations Officer

Role description: Course planning and preparation

Arranging to attend appropriate training

Administration of student entries

Attending BTEC Meetings as appropriate

Register learners by 1st November (for programmes starting in September) or within one month of enrolment (for other start times)

Register students at the appropriate level, on the instructions of Subject Leaders

Informing the QN of Subject Leader requests to adjust the arrangements for individual students

Register / withdraw students as advised by subject leaders (in consultation with QN)

Teaching, tracking and assessment

Ensuring overview of BTEC trackers and their completion

Supporting the QN in identifying patterns in tracking and other data

Reporting Results to Edexcel

Quality control

Support the QN in preparation for the Inter-Departmental Quality Check in January. Evaluate BTEC administration for the following year.

Responsibilities of BTEC students:

- Reading the 'Course Handbook'
- Completing out of hours learning
- Participating in all activities to the best of your ability, ensuring that where group/pair work is involved, you do not let others in your group down
- Being a positive influence on the learning of others
- Submitting work according to deadlines
- Completing revisions to assignments taking into account teacher feedback
- Aiming to achieve at least your target grade
- Completing coursework by the final deadline

Appendix 1

Assessment and Internal Verification Glossary

Internal Verification	Quality check carried out within a School, which looks at: every assignment brief – to determine if it is fit for purpose a sample of assessment decisions in each unit – to determine if they are accurate and meet the awarding body standard
Internal Verifier	Is the person who: carries out the quality checks above can not internally verify their own assessed work does not need formal internal verifier qualification for non-NVQ programmes will need formal internal verifier qualification for most NVQ programmes
Internal Verification Schedule	Is the plan drawn up by the assessment team to ensure all units and all assessors are included in internal verification during the year. The following should be quality assured by internal verification: all programmes all units all assessors all assignment briefs sample of assessed work for each unit/assignment The College does not specify the size of the sample, but the assessment team should ensure the process is rigorous.
Assessor	Is the person who: designs the unit assignment brief supports learners to achieve the unit grading criteria makes the final judgement of learner work and gives feedback on learner performance does not need formal internal verifier qualification for non-NVQ programmes will need formal internal verifier qualification for most NVQ programmes
Assignment Brief	Is the document which: identifies tasks/activities which tell learners what to do to demonstrate the skills/understanding/knowledge for each unit should be in a vocational setting, cross referenced to grading criteria, using appropriate language should be internally verified before issue to learners
Assessment Tracking (Unit level)	Is a formal record: kept by assessor to show individual grading criteria/outcomes achieved where the learner can see their own progress in achieving the unit which is stored safely for 3 years
Assessment Tracking (Programme level)	Is the formal record: kept by internal verifier/programme leader/senior tutor which is a summative document showing final grade/outcome for each unit achieved by each learner which also ensures that the correct units are being delivered where the learner can see progress towards achieving the overall qualification which is stored safely for 3 years
Sample for internal verification	Is the sample of assessed learner work which the assessor submits to the Internal Verifier according to the requirements of the Internal Verification Schedule
Feedback Sheet	Is the permanent record of feedback from the assessor which: indicates the learner's level of achievement, cross referenced to grading criteria/learning outcomes should support learners, by guiding them on what to do to improve their assessment performance should only be given once internal verification of the unit is satisfactory

Standardisation	<p>Is the process which: helps to standardise assessors where more than one person teaches/assesses the same unit in a within a programme, particularly if delivered at more than one location across College should ensure that the standardisation of assessment briefs is carried out before assessment and internal verification may involve a further activity of standardisation of assessment outcomes where separate teams of assessors and verifiers don't naturally regularly meet or delivery is of a particularly complex nature</p>
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Principal

Quality Nominee

Examinations officer

Maria Pla

Mihaela Chowdhury

Emma Morgan

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Date

Date

Date

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