



BTEC POLICIES
DORIN PARK SCHOOL
(Exams/Assessments Suite)

REVIEWED: Leadership Group

DATE: SPRING 2020

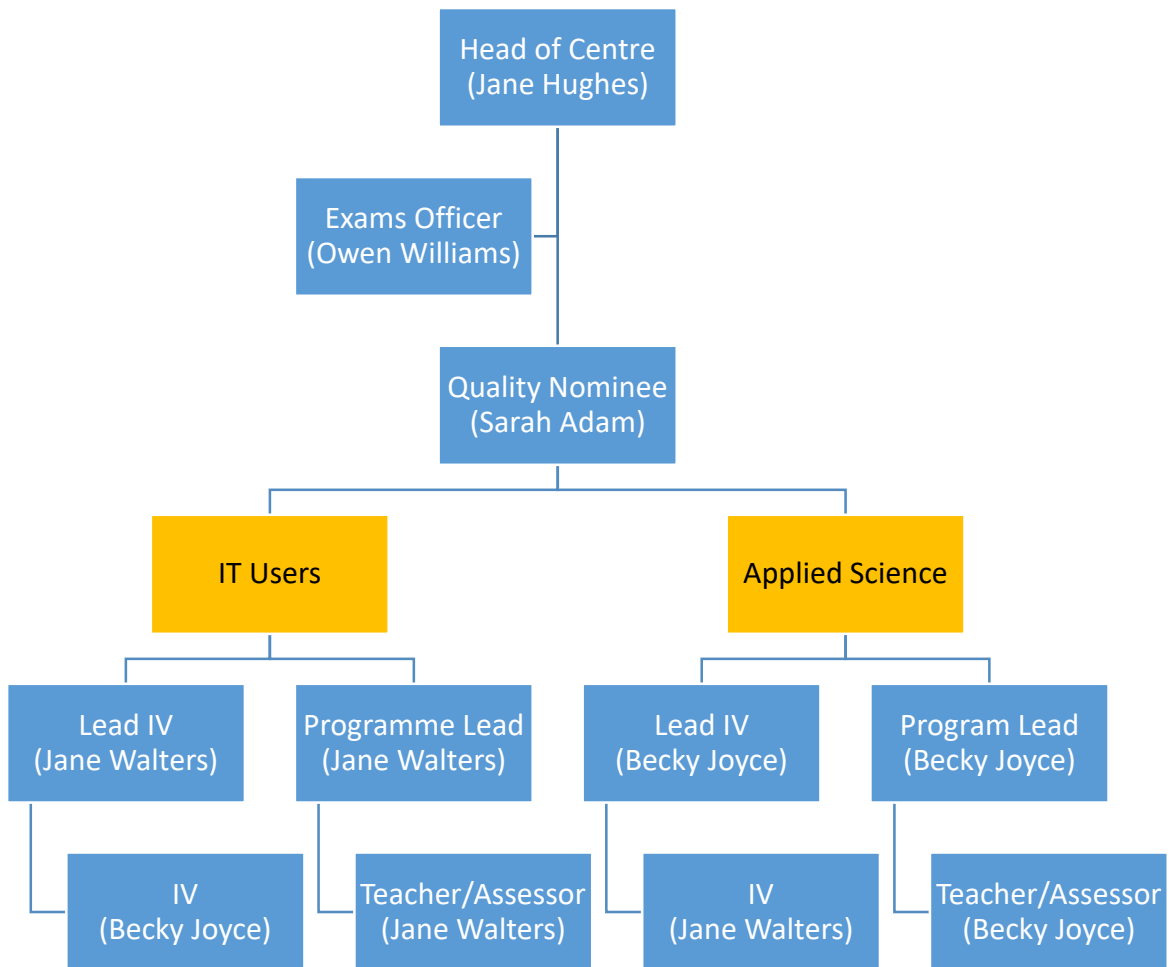
NEXT REVIEW DATE: SPRING 2021

This document is reviewed annually to ensure compliance with current regulations

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Organisation Chart



Responsibilities

Exams Officer

- Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Programme Leader

- Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible.
- Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Quality Nominee

- Responsible for coordinating and monitoring the learner details held with Pearson.
- The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Required to inform Pearson of any acts of malpractice.

Senior Management

- Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.

Assessor

- Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Responsible for providing clear achievement feedback to learners.
- If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.
- Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

Internal Verifier

- A member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.
- Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

Lead Internal Verifier

- By registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.
- A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
Responsible for malpractice checks when internally verifying work.

Learner

- Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

Head of Centre

- Responsible for submitting an appeal in writing to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.
- Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Responsible for any investigation into allegations of malpractice.

Registration and Certification Policy

Aim:

- 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:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for a minimum of three years post certification

Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group 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

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification as required by the awarding organisation
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately

Internal Verification Policy

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme 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

In order to do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

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 appeal 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

In order to do this, the centre will:

- Inform the learner at induction of the Appeals Policy and procedure
- Have a staged appeals procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

Please refer to our Internal Appeals Policy: www.dorinpark.co.uk/parents-carers/examinations

Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- 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 this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation

Definition of Malpractice by Learners

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

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test

Definition of Malpractice by Centre Staff

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

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Please refer to our Malpractice Policy: www.dorinpark.co.uk/parents-carers/examinations

Complaints Procedure

Aim:

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process
- To protect the interests of all learners
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate

In order to do this, the centre will:

- Inform all learners of the complaints procedure at induction and make it accessible to all learners
- Have a staged complaints procedure
- Record, track and respond to all complaints in line with the complaints procedure
- Take appropriate action to try and resolve learner concerns
- Monitor complaints to inform quality improvement
- Forward the complaint to Pearson, should it not be resolved within 28 days of receipt
- Keep complaints records for the appropriate document retention period

Please refer to our Complaints Policy: www.dorinpark.co.uk/about-us/school-policies