

CBS Glen Road – BTEC Policies



Registration and Certification

Aim:

To register individual learners to the correct programme before 1st November or within one month of new students enrolling on a programme.

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 traced 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 three years post certification

Assessment Malpractice

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

As an examination centre, CBS is vigilant regarding assessment malpractice and where malpractice occurs it will be dealt with in an open and fair manner.

Aim:

To set out the rights and responsibilities, with regard to malpractice, of the learner, the awarding body and the School as an examination centre.

Practice

1. This policy requires staff to ask pupils to declare that their work is their own through written declaration by the pupils and that the work was undertaken in line with the agreed assessment arrangements.
2. Pupils should be informed of the Schools policy on assessment malpractice and the penalties for attempted and actual incidents of malpractice.
3. Pupils should be shown the appropriate formats to record cited texts and other materials or information sources including websites as they should not be discouraged from conducting research.
4. All submitted work must show evidence that the pupil has interpreted and synthesised appropriate information and has acknowledged any sources used in it.
5. All staff should have procedures for assessing work in a way that reduces or identifies malpractice which may include:
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the pupil
 - Altering assessment assignments/tasks/tools on a regular basis
 - Staff assessing work for a single assignment/task in a single session for the complete cohort of pupils
 - Using oral questions with pupils to ascertain their understanding of the concepts, application, etc within their work
 - Staff getting to know their pupils' styles and abilities, etc.
 - Ensuring access controls are installed to prevent pupils from accessing and using other people's work when using networked computers

Although not exhaustive, for the purposes of this policy pupil malpractice is deemed to be:-

- Attempting to or actually carrying out any malpractice activity which is not permitted by the examination board
- Plagiarism by copying and passing off, as the pupils own, the whole or part of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other pupils to produce work that is submitted as individual pupils work. Pupils should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the pupils

- 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 or examination or test
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice given by a member of staff, a supervisor and an invigilator in relation to the assessment/examination/test rules, regulations and security
- Misuse of assessment or examination material
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- Behaving in such a way as to undermine the integrity of the assessment or examination or test
- The alteration of any results document, including certificates
- Cheating to gain an unfair advantage

Although not exhaustive, for the purposes of this policy staff malpractice is deemed to be:-

- Failing to keep any examination board mark schemes secure
- Alteration of any examination board mark schemes
- Alteration of examination boards assessment and grading criteria
- Assisting pupils 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 pupils 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
- Failing to keep learner computer files secure
- 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
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test

- Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test

Consequences

- The Quality Nominee will carry out an investigation into allegations of malpractice.
- Any person identified through this policy as being involved in any such malpractice or suspected of malpractice will be notified at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- If School is alleging an individual may have been involved in act of malpractice, the School will give the individual the opportunity to respond to the allegations made. School will also inform such individuals of the avenues for appealing should a judgment be made against them
- The school will inform parents and carers in such cases where a serious allegation of malpractice has been made
- Any malpractice that attempts to influence the assessment outcomes discovered by School will be reported to the examination body using the appropriate documentation and protocols
- Proven malpractice could result in the School withdrawing certification for part or whole assessment areas of courses
- Where incidents of malpractice are sufficiently serious that the School's reputation as an examination centre is brought into question, the incident will be reported to the Governing body

Assessment and IV Procedures

Aim:

CBS recognises the vital importance of a robust Assessment and Internal Verification Policy which supports the quality assurance process and complies with awarding body regulations.

Context in which Policy Operates

CBS works with many awarding bodies and offers a broad range courses. Assessment and verification procedures for different qualifications share a number of common factors which are identified in this policy.

Where a number of internal verifiers are involved in any programme area, a lead verifier will be identified.

Monitoring & Evaluation

Implementation of the policy will be monitored by the Senior management team and evaluation of its effectiveness will be naturally occurring through the course review procedures, and the quality cycle.

CBS Archiving and Storage Policy

Results archived and held for 7 years

IV files/records to be retained by lead IV for 3 years

Portfolios stored securely according to Awarding Body regulations.

Assessment

- All assessment shall be fair and free from bias
- Teachers will employ a range of assessment methods
- The teacher will have a detailed knowledge of the units/modules to be assessed with regard to content, assessment criteria and learning outcomes
- The teacher will have a sound knowledge of all relevant school policies
- The lecturer will have appropriate knowledge and qualifications for the unit(s) to be delivered
- Teachers and Internal Verifiers should be aware of national standards and awarding body regulations
- Teachers and Internal Verifiers will maintain records of formative and summarise assessment decisions
- All assessment undertaken will be subject to internal verification in line with an agreed internal verification plan for the specific programme of study
- Learners must submit all material for assessment or re-assessment on or before the agreed date
- All teachers will be involved in crossmarking activities under the guidance of the IV
- Individual learners will be provided with written, detailed and constructive feedback which identifies opportunities for improving performance
- Any assessment decisions reached are subject to confirmation by internal verification, external verification or Exam Board
- Assessment Appeals Procedure

Role of Module / Subject Teacher

The following list of tasks is indicative of the areas normally covered by a module /subject teacher – any variations will be agreed with line manager when agreeing timetables.

Key tasks

- Prompt attendance at all timetabled classes, maintenance of class register and appropriate action taken in the case of poor attendance in line with school procedures
- Active participation in all team meetings and future course development
- All assessments/assignment briefs and assessment schedule passed to programme leader/IV.
- Timescales for new units to be agreed with line managers
- Unit specification and schedule /plan of work to be issued to students during 1st week of study
- Develop and use a range of teaching methods appropriate to the unit of study
- Ensure that all relevant teaching has been covered prior to planned assessment activities
- Provide clear guidance to students re .grading criteria and unit/module objectives to be assessed and, adherence to planned submission dates in line with course, school and Awarding Body guidelines
- Undertake prompt marking and crossmarking of assessed work with return to students. Clear written, constructive feedback should identify where criteria are met or where improvement is required.
- Forward completed student unit portfolios with final grades to programmes leader.

Ensure that all Awarding Body, school and course policies are followed in terms of crossmarking and IV procedures

The Internal Verification Process

Internal Verification is the quality assurance system used to monitor assessment practice.

This involves:

1. The scrutiny of assignment briefs prior to issue to learners
2. Monitoring the quality of teacher decisions for all units and providing appropriate feedback to teachers, with an action plan where necessary
3. Monitoring consistency across teams/ teachers on one or several sites through a standardisation programme

The Internal Verification process should provide a sampled check of all aspects of the assessment process and should take account of:

- All learners in each class
- All teachers
- All assignments
- All forms of assessed work
- All grades of performance

The following forms should be used to complete this process:

Form 1 – Internal Verification - Assignment briefs

Form 2 – Crossmarking/Internal Verification – Assessment decisions

Stage 1

Internal Verification of Assignment Briefs

All assignment briefs must be internally verified, **prior to issue** to the learner. This is to verify the brief is fit for purpose:

- Ensuring the tasks and evidence will allow the learner to address the targeted criteria
- Is written in a clear and accessible language
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification

Internal verification of assignment briefs should be reported and recorded on Form 1. If action is required, the teacher should complete this and return it to the Internal Verifier for sign off. Once the brief is verified as fit for purpose, it may be issued to the learners.

Stage 2

Internal Verification of Assessment decisions

A sample of assessment decisions for each unit of study must be cross marked/internally verified. Where a programme is offered across the school there should be evidence on Form 2 that cross-marking occurred between the school delivery teams.

This is to ensure:

- Assessment decisions accurately match learner work (evidence) to the unit grading criteria
- Assessment and grading is consistent across the programme on all sites
- Evidence confirmed by the lecturer is valid, authentic, reliable, current and sufficient.
- Awarding Body/National standards are being met

Cross marking activities between programme team members should be completed and recorded on form 2. Feedback should be provided to the module lecturer and forms forwarded to the IV for monitoring. If assessment decisions are not agreed the IV should ensure appropriate corrective action is taken.

The sample for Internal Verification must represent all pupils where a programme is offered.

Sample

For every class group:

A minimum of 3 pieces of learner work for each assessment to cover all grades of performance and a range of learners.

Learner sampling

Internal Verifier to record all assessment sampling activity carried out by cross markers. The Internal Verifier should ensure that the IV process takes account of all learners in each class.

Teacher sampling

The Internal Verifier to record sampling activities of teachers on their programme. The Internal Verifier should ensure that the IV process takes account of all teachers on the programme.

Role of the Internal Verifier

The Internal Verifier is at the heart of quality assurance both within the national framework and within the quality and management system of CBS. **The Internal Verifier has overall responsibility in ensuring that the Internal Verification Process (detailed previously) is carried out for the appointed programme of study.** In addition the Internal Verifier should:

- Attend course team meetings and lead a team approach to assessment of the programme to ensure cohesiveness.
- Sample assessment in practice within teaching and learning situations
- Provide advice and support to lecturers on a regular basis
- Arrange standardisation meetings across teams and multi-sites
- Ensure that the internal verification process is carried out on time
- Maintain a record of all internal verification monitoring activities
- Liaise with External Verifier's where appropriate
- Support quality assurance by taking a key role in quality reviews
- Advise the course team on any training needs
- Provide feedback of the assessment system to the programme team, senior management and awarding body.

Appealing Assessment Decisions

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, where appropriate

To protect the interests of all learners and the integrity of the qualification

Our School Appeals Policy

We ensure that:

- Internal assessments are conducted by members of the teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body
- The consistency of internal assessment will be maintained by internal verification and standardisation

- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification

BTEC Appeals Procedure

- BTEC Lead Internal Verifier will manage all appeals. Should the appeal be against the Lead Internal Verifier then another Lead Internal Verifier will be brought into review the original decision
- Appeal should be made in writing stating the details of the complaint and the reasons for the appeal
- The teacher who made the assessment decision will be given a copy of the appeal and will respond in writing to this to the Lead Internal Verifier
- The Lead Internal Verifier will then make a decision on the grading and give written feedback to both the student and the teacher involved
- Student raising the appeal will have an opportunity to a personal hearing if they are not happy with written response received. The student will be given reasonable notice of the hearing date and should have sight of all relevant documents to the case in advance of the hearing. Where the student is presenting their own case they are allowed to bring along a carer/parent. The teacher(s) and student will have the opportunity to hear each others submission to the panel at the hearing
- The panel will comprise of a Lead Internal Verifier from another subject area, the Quality Nominee and the Exams officer
- A written record of the appeal and hearing will be taken including the outcome of an appeal and reason for that outcome
- The school will inform the awarding body if there is any change to an internally assessed grade as a result of an appeal

