



*Dream, Believe, Persevere, Achieve*



# Policies and Procedures 2021-23

Date of Review: October 2021	Reviewed by:
Next Review Due : October 2023	

## Registration & Certification Policy

### Aim:

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. 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, Cape Cornwall School and Hayle Academy 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.

### Staff Roles and Responsibilities:

#### Exams Officer

- Will request from staff lists of all learners to be registered for the academic year in September.

- Learners will be registered on Edexcelonline and a copy of the registration details given to teacher staff to check.
- Will ensure all certification claims are made within the deadlines set by the awarding bodies.
- Will document receipt of all certificates, check them thoroughly and store them securely until they are presented to learners.
- Will ensure that all records of registrations and certification are kept for 3 years.
- Will review all policies with the Head of Centre and Quality Nominee as required.

#### Teaching Staff/Internal Verifiers

- Will ensure the Exams Officer receives accurate details of all learners to be registered in September/October.
- Will inform learners when they have been registered.
- Will ensure details of any withdrawals or changes to learner details are sent to the Exams Officer who will inform the awarding body.
- Will ensure that all assessment marks are accurate and given to the Exams Officer in a timely fashion, allowing adequate time for certification claims to be made on edexcelonline.
- Will keep all assessment records secure for 3 years.

#### Links

[Information manual](#): this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes on our website.

# Assessment Policy

## Aim:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

## In order to do this, Cape Cornwall School and Hayle Academy will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- 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/external examination as required by the awarding organisation
- Monitor standards verification/external examination 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

### Procedures for Assessment:

1) Portfolio of Evidence - All students will have to produce a portfolio of evidence. For each unit of work they will be given a series of tasks to complete and an assessment grid that will identify what they have to do to achieve a particular grade. Students will be expected to meet regular deadlines and a referral procedure will operate for students who fail to do this.

2) Externally set component - Students take part in an external assessment provided by BTEC, which depending on the course, many take the form of performance, or an onscreen or written test to be taken under formal exam conditions.

#### Assignment design / assignment brief

BTEC students will be issued an assignment brief that outlines the key assessments and timescales for assessments. Teachers will provide a specific brief containing key components and content that will be incorporated into the teaching of the unit and its subsequent assessment.

NB: See Assessment Plan for specific dates.

#### Assessment plans

Assessment plans produced for each course form part of the BTEC Scheme of Learning and contain all the necessary detail (resources, planning documents etc..) that students require to complete the qualification.

#### Assessment recording/ tracking for learners

Teachers will track student progress using the supplied BTEC Tracking Document.

Staff roles and responsibilities:

Internal Verifier:

Will check (IV) the assessment of all teachers on the course, sample the work of all students on the course and provide written feedback.

Quality Nominee:

Oversees all of the vocational courses to make sure that standards are being met.

This will be done by:

- Visiting lessons
- Looking at students' work
- Collecting information on student achievement

Key dates & actions

Specific dates for delivery of each component can be found in the assessment plan.

Procedures for Assessment can be found in the BTEC Learner and Parent Handbook which is updated by the QN or LIV Annually.

Links

[Pearson Qualification Subject pages](#)  
[BTEC Centre Guide to Internal Assessment](#)  
[Assessment and verification templates](#)

## **Internal Verification Policy**

### **Aim:**

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

### **In order to do this, Cape Cornwall School and Hayle Academy will ensure:**

- Where required by the qualification, appoint a Lead Internal Verifier who is appropriately 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.

IV schedules are dated within the assessment plan and are completed as a each unit is completed.

OSCA accreditation is completed on a yearly basis (Sept/Oct)

The Lead Internal Verifier/ QN will meet regularly to check work. As part of discussions, they will check work and ensure that delivery is secure through lesson drop ins and work scrutiny.

The IV records are the responsibility of the Lead Internal Verifier and are stored securely within the centre. They are made available to the External Verifier as required.

Further information can be found in the assessment plans and the BTEC Learner and Parent Handbook, undated annually by the QN and LIV.

### Links

[BTEC Centre Guide to Internal Verification](#)  
[BTEC Centre Guide to Standards Verification](#)  
[Assessment & verification tools/ templates](#)  
[BTEC Centre Guide for Lead Internal Verifiers](#)

# Appeals Policy

## Aim:

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

## In order to do this, Cape Cornwall School and Hayle Academy will:

- Inform the learner of the Appeals Policy and 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
- Have a staged appeals procedure
- Will 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.

**Further information can be found in the Internal Appeals Policy.**

## Links

[BTEC qualification specifications](#): These provide guidance on assessment for each BTEC qualification.

[Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy](#)

# Assessment Malpractice Policy

## Aim:

1. To identify and minimise the risk of malpractice by staff or learners
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
5. To protect the integrity of this centre and BTEC qualifications.

## In order to do this, Cape Cornwall school and Hayle Academy will:

- Seek to avoid potential malpractice by informing 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.
- 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.

#### Where Malpractice is suspected:

The Centre will follow the guidelines set by JCQ, namely:

- Member of staff (teacher/invigilator) will report malpractice to the Exams Officer, who in turn will report to Head of Centre.
- Head of Centre will immediately contact the Awarding Body using JCQ Form M1 or M2(a) to: [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com).
- Head of Centre will conduct (or appoint another senior member of staff to conduct) a full investigation into the claim, which will be submitted to the Awarding Body using JCQ Form M2(b).
- Person(s) suspected of malpractice will be\*:
  - Informed of the allegation made against them
  - Be provided with a copy of the JCQ publication 'Suspected Malpractice in Examination and Assessments'.
  - Know what evidence there is to support the allegation.
  - Know the possible consequences should malpractice be proven.
  - Have the opportunity to consider their response to the allegations.
  - Have an opportunity to submit a written statement.
  - Be informed that they will have the opportunity to read and make a statement in response to the submission to the awarding body's Malpractice Committee.

\*Taken from JCQ Form M2(b)

#### Links

[Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications](#): This is

Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes

[Plagiarism FactsheetInt](#)