



Policies, Procedures, Roles & Responsibilities

The Boulevard Academy

September 2021

BTEC PROGRAMMES & STAFFING

Quality Nominee

Mike Williams - Vice Principal

Exams Officer

Matt Adamson

Key Stage 4

BTEC Level 1/Level 2 First Award in Sport: LEAD IV - Liam Feasey

BTEC Level 1/Level 2 First Award in Music: LEAD IV - Isobel Thomas

BTEC Tech Award in Performing Arts: Lead IV Kate Lindsey

BTEC Tech Award in Enterprise: Lead IV Thomas Capewell

Table of Contents

Roles and Responsibilities	5
Senior Managers	5
Quality Nominee	5
Lead Internal Verifier	5
Programme Leader	6
Team of Assessors and Internal Verifiers	7
Examinations Officer	8
Assessment Policy	9
Internal Verification Policy	11
Student Assessment and Accreditation Appeals Procedure	123
Principles	13
Responsibilities	13
Procedures	13
The report	14
Plagiarism and Assessment Malpractice	16
Guidance on assessment malpractice	16
1. Learner malpractice	17
2. Centre staff malpractice	18
3. Investigating alleged malpractice	18
4. Dealing with malpractice	19
Remote/Blended Learning	21
Registration & Certification Policy for BTEC Qualifications	24
INTERNAL VERIFICATION – ASSIGNMENT BRIEFS (NQF)	25
INTERNAL VERIFICATION – ASSESSMENT DECISIONS (NQF)	27
<u>Key Documents</u>	
OBSERVATION RECORD TEMPLATE	28
WITNESS STATEMENT TEMPLATE	30
LEARNER DECLARATION TEMPLATE	32
ASSESSMENT RECORD TEMPLATE	33
LEARNER CONSENT FORM TEMPLATE	34
LEAD IV DECLARATION TEMPLATE	35
PROGRAMME REVIEW DOCUMENT	36

Roles and Responsibilities

The below information gives you a brief overview of each role and responsibilities. This information will also be available in each Principal Subject Area Programme File.

Senior Managers

The Head of Centre is formally responsible for ensuring that the centre acts in accordance with Edexcel's terms and conditions of approval.

These include that the centre ensures the provision of appropriate resources, recruits learners with integrity, provide full and fair access to assessment, maintains full and accurate records of assessment, complies with all Edexcel's quality assurance processes and ensures that all certification claims are secure and accurate.

Day to day responsibility is normally delegated to the centre's Quality Nominee.

Quality Nominee

This person is the main point of contact for Edexcel information related to quality assurance. This person therefore fulfils the regulatory requirement of being the key point of contact in the centre for NQF-accredited qualifications.

Responsibilities

The Quality Nominee should ensure the effective management of your BTEC programmes and actively encourage and promote good practice at the centre. They will be the main person involved with Quality Management & Review process in your centre and will liaise directly with the Centre Quality Reviewer.

They will liaise with the appropriate centre and Edexcel staff to ensure that:

- all programmes are approved and registrations are accurate and up-to-date.
- all staff are aware of Edexcel requirements.
- there is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required.
- for QCF programmes, accreditation for each Lead IV is current by completing the OSCA exercise for the highest level of study.
- for NQF programmes, OSCA materials must be used for Standardisation and this is to be confirmed on Edexcel Online.
- assessment and internal verification is effective on all Edexcel BTEC and Edexcel vocational programmes.
- Standards Verification is completed successfully.
- Edexcel's approval conditions and policy requirements are being implemented consistently and effectively.
- there is a Succession Plan in place for all Lead IV's.

Lead Internal Verifier

Role

A Lead Internal Verifier (Lead IV) is a person designated by a centre who acts as a point of sign off for the assessment and internal verification of programmes in a sector - a Principal Subject Area (for example: Edexcel BTEC Firsts and Nationals in Business, or Edexcel BTEC First and Level 1 in Hospitality).

The Lead IV has access to accreditation and should register through the online standardisation system - OSCA.

The Lead IV should be:

- someone with the authority to oversee assessment outcomes, ideally this would be the programme leader as this would normally be a key part of their role.

- directly involved in the assessment/delivery of a programme, so that they understand the units.
- able to coordinate across assessors and other internal verifiers for a Principal Subject Area. Centres deliver BTEC programmes in different ways and use various sizes of programme team and management structures.

Responsibilities

- Register with Edexcel through OSCA and confirm registration every year.
- Use Standardisation Materials for NQF Qualifications.
- Undertake induction training through booking onto an event (once only).
- Complete the accreditation process - practice exercise and assessment exercise (normally only once every 3 years for QCF).
- Make other assessors and verifiers aware of the practice exercise, e.g. through a team development event.
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements.
- Sign off the plan and check that it is being followed at suitable points.
- Undertake some internal verification and/or assessment for individual units within at least one of the programmes.
- Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades.
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required.
- Make arrangements for handover to a deputy or replacement if unable to carry out the role.

Tips for Lead Internal Verifiers

- *You will already be using internal assessment and verification records. Check whether the use may need to be adjusted to ensure that the Lead IV input is recorded.*
- *You don't have to do all internal verification - in fact your assessment decisions must still be internally verified. We use the term Lead IV to emphasise the importance of proper coordination of internal verification through a single point of contact. This is a role that senior staff members within delivery teams have always undertaken.*
- *You need to allow time for induction - one session - and then 4-6 hours to fully complete standardisation without rushing. This is only for QCF. If completed successfully it is only completed every three years.*
- *Read all the instructions for standardisation carefully and do the practice standardisation first; you can then use these materials with the whole team to help you instil a standardised approach to assessment.*

Programme Leader

Role

A programme leader or programme manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of Edexcel BTEC or Edexcel qualifications.

For Edexcel BTEC qualifications up to Level 3 and Foundation Learning programmes, the Programme Leader may also act as the Lead Internal Verifier.

Responsibilities

- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to deliver the programmes and units being

- operated including that staff have necessary expertise and, where relevant, qualifications
- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

Team of Assessors and Internal Verifiers

The programme team consists of the teachers or tutors who are responsible for the delivery, assessment and internal verification of the Edexcel BTEC or Edexcel programme. All team members should:

- Read and understand the specification.
- Understand the construction of the units.
- Identify opportunities to generate evidence.
- Create and agree a plan of assessment activities, with timescales.
- Ensure the assessment plan, assignments and assessment decisions are internally verified and appropriate action is taken by the team.

The appropriate minimum size of the programme team will depend on the number of units and the number of learners. The absolute minimum is two, as no person can internally verify their own assessment decisions.

Assessors

As an assessor, you will;

- Design assessment activities which guide your learners to produce evidence that meets the targeted assessment criteria and unit content and any associated guidance.
- Assess the work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant criteria.
- Accurately record all assessment decisions.
- provide feedback to learners, identifying which criteria have been achieved and giving opportunities for improvement.
- Follow up any advice from your internal verifier.

Internal Verifiers

Internal verification is the quality assurance system you should use to monitor assessment practice and decisions, ensuring that:

- Assessment is consistent across the programme.
- Assessment instruments are fit for purpose.
- Assessment decisions accurately match learner work to the unit assessment criteria.
- Standardisation of assessors takes place.

For relevant programmes, one person will need to be designated as a Lead Internal Verifier and register with Edexcel.

Internal Verifiers (IVs) can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment. Where there is a team of assessors, it is good practice for all assessors to be involved in internally verifying each other. If there is one main person responsible for delivery and assessment, then another person will need to be identified to undertake internal verification.

As an IV, you will:

- check the quality of assessment instruments to ensure they are fit for purpose.
- ensure an effective system of recording learner achievement is in place.
- keep accurate and up-to-date records of the internal verification process.
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable
- ensure your own assessment decisions are sampled when teaching on the programme.
- ensure that appropriate corrective action is taken where necessary.
- take part in the formal stages of any appeal.

Examinations Officer – Matt Adamson

This is the person designated by a centre to take responsibility for the correct administration of learners with Edexcel. This may be a defined role or, in a smaller centre, an additional duty undertaken by a Programme Leader or teacher.

This person normally acts as the administrator for Edexcel Online, which is the system for facilitating direct access for learner administration.

Responsibilities

- Liaise with Programme leaders to maintain information on which programmes are running and when they start and finish.
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times).
- Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following.
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required (transfers/withdrawals).
- Securely make bookings for public examinations and on-demand tests.
- Ensure Access Arrangements are provided for students.

For relevant programmes, give Edexcel Online access to Lead IVs so that they can register onto the OSCA2 system. Ensure that the access granted is appropriate, i.e. it should not normally include access to registration or certification of learners.

Tips for Examinations Officers for new QCF qualifications

The learner registration and certificate claiming processes for the BTEC QCF qualifications will be the same as the ones for the current BTEC NQF versions and it is the responsibility of the exams officer to register and certificate learners. As all of the qualification titles are changing you should communicate with the programme leaders to make sure all learners are registered on the correct programme title you can find out more about BTEC registration procedures, including deadlines and instructions for registering via EDI and Edexcel Online from the [online Information Manual](#).

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.
- Follow Assessment Rules published in September 2020 with regard to resubmission of learner work.
- 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.
- Annually provide samples for QMR or SV, as required by the awarding body.
- Monitor QMR/SV reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that all BTEC staff understand BTEC assessment methodology and the role of the assessor.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Assessment Purpose/Scope

- That assessment of BTEC programmes is to the national standard.
- That there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

Definitions/Terminology

Assessor: The person responsible for making decisions about whether learners' work achieves the standard required for certification.

Summative Assessment: The definitive assessment of the learner's achievement and must be to the BTEC national standard. This assessment informs a unit grade where appropriate.

Resubmission: A second submission of an assignment from a student returned within the guided timeframe.

Standardisation: A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning Aims: What the learner should know, understand or be able to do as a result of completing the unit.

Unit Content: The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Unit Grading Grid: Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one. Please note the difference in assessment methods for higher national programmes which have generic grading descriptors.

Responsibilities

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

Assessor: Responsible for carrying out assessment to the BTEC standard. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

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

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.

Procedures

Learner induction: Should inform about all aspects of assessment and progress monitoring. Reference should be made to the BTEC standards, assessment deadlines, the need for authentic work, and learner appeals.

Assignment design: Should have a practical vocational focus and reference unit assessment and grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates needs to be planned and monitored during delivery of the programme.

Assessment of learner work: Should be to the published unit assessment and grading criteria only. The punitive 'capping' or limiting of grades is prohibited by the BTEC assessment methodology.

Learner Declaration: All learners should sign each assessed piece of work to declare that it is their own work. The assessor must counter-sign the Summative Feedback Sheet to confirm this.

Tracking assessment: A secure audit trail must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit achievement for the programme. These records will be held securely for 3 years after certification.

Certification claims: Need to be based on accurate, audited records. The process for claiming grades involves the Lead IV (or designated person) working with the Exams Officer to report learner achievement using Edexcel Online.

Internal Verification Policy

Aim: To ensure that IV is valid, reliable and covers all assessors and programme activity. To ensure that the IV procedure is open, fair and free from bias. To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to the BTEC standards and Quality Review & Development requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by a centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

Definitions/Terminology

Internal Verification: A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and that assignments are fit for purpose.

Standards Verification: A regular process operated by the awarding body and used to check centre assignments and assessment against BTEC standards. Internal verification processes and centre resources are reviewed and reported upon.

Sample of Learner Work: Standards verification is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed by the external verifier and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN): The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for standards verification between Edexcel and course teams. The QN ensures standards verifier reports are monitored and any remedial work carried out.

Lead Internal Verifier (LIV): the person within the centre who has responsibility for verifying and signing off the assessment outcomes for a subject area. Directly involved in the assessment and delivery and have a good understanding of the units being assessed. The person who usually coordinates internal verification across assessors and other internal verifiers for a subject area.

Internal Verifier (IV): A teacher/assessor able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

Standards Verifier (SV): The SV verifies the quality of the centre's assessment and internal verification.

Procedures

Staff Briefing: All assessors and IVs require periodic briefing on BTEC processes. **Verification schedules:** Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year. **Internal verification of assignments:** Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned. **Internal verification of learner work:** Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner. **IV records:** Are correctly maintained in a secure place for 3 years after certification. Centres should use standard forms for the process: see Edexcel web site. **Links:** IV processes need to articulate with appeals processes, and authenticity of learner work requirements. **Standards Verification** Centres need to have in place monitoring and review procedures for external verification outcomes. Procedures are required to deal with actions required by the standards verifier.

Student Assessment and Accreditation Appeals Procedure

Principles

Students at The Boulevard Academy are entitled to the following:

- A clear outline of their course at the beginning of the programme of study which includes an assessment plan and details of the dates of any tests they may have to take
- Details of where each assignment or piece of course work fits into the assessment plan within two weeks of the beginning of their programme
- Clear, typed and well-presented assignment sheets/information with details of what each assignment is assessing
- A clear explanation of what they need to do to produce a successful piece of work
- A statement telling on how each assignment will be marked and graded with clear dates for when they must complete the assignment
- A return of the marked assignment within three weeks of being handed in and feedback about their work in the form of either written comments or a review with the tutor
- The right to have all their learning recorded and accredited, wherever possible, to nationally recognised qualifications.
- The right to regular progress reports for them and where appropriate, parents or sponsoring employer.
- The right to use the student appeals procedure if you feel your assessment has been unfair

Appeals:

If a student disagrees with some part of the assessment process which is to form part of a formal accreditation/grading process they may appeal in writing to the Head of School within twenty one days if he or she thinks that:

- The assessment criteria has not been properly applied
- The approved assessment procedures were not properly followed
- The assessment was not made on the basis of all available evidence

Responsibilities

It is the student's responsibility to tell the course team leader as soon as possible about anything (for example health problems or personal difficulties) which might have affected the assessment.

It is the course team's responsibility to give students details of assessments and assessment criteria when coursework/assignments are set, or assessment plans agreed. Similar arrangements should be made when a student is re-assessed.

Procedures

Step One

Every attempt should be made to resolve problems informally. A student should first discuss their disagreement with the tutor who will review his or her assessment decision. If the student is still unhappy, he or she should speak to the course team leader. The Quality Nominee should be kept informed of the situation.

Step Two

If the disagreement is not resolved then the student should register an appeal with his or her Head of Principal Subject Area within twenty one days of being given the assessment decision.

The Head of Principal Subject Area will then:

Tell the student that they have received the appeal
Tell the lead internal verifier & Quality Nominee
Set a date for the appeal panel to meet
Arrange for an appeals panel to meet

The appeals panel:

A member of the Senior Management Team and the Quality Nominee if he/she is not a member of the course team concerned

The students Head of Year

The PSA LIV

The panel should invite the student and a friend who can represent them as well as the course team leader to present evidence separately.

After the appeal has been heard the panel should produce a report.

The report

This should be confidential and include:

A very clear statement as to whether the appeal has been rejected or supported

Clear reasons why this particular decision was made

Recommendations and if necessary a request to have the work/assignment re-assessed

Records of the appeal should be kept in the Quality File available for the CQR.

Students will have a final recourse to the Accreditation Body's complaints procedure and should be advised as such.

School Principal	Mrs Janice Mitchell
Vice Principal	Miss Rachel Welsh
Quality Nominee/ Vice Principal	Mr Mike Williams
Committees	Vocational Quality Control
Date of next policy review	June 2022

Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by a centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

Definitions/Terminology

Internal Verification: A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and that assignments are fit for purpose. **External Verification:** A regular process operated by the awarding body and used to check centre assignments and assessment against BTEC standards. Internal verification processes and centre resources are reviewed and reported upon.

Sample of Learner Work: Standards verification is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed by the standards verifier and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN): The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for external verification between Edexcel and course teams. The QN ensures external verifier reports are monitored and any remedial work carried out. **Internal Verifier (IV):** A teacher/assessor able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action. **Standards Verifier (SV):** The SV verifies the quality of the centre's assessment and internal verification.

Procedures

Staff Briefing: All assessors and LIV's require periodic briefing on BTEC processes. **Verification schedules:** Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year. **Internal verification of assignments:** Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned. **Internal verification of learner work:** Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner. **IV records:** Are correctly maintained in a secure place for 3 years after certification. PSA's will use standard forms for the process: see staff shared area. **Links:** IV processes need to articulate with appeals processes, and authenticity of learner work requirements. **Standards Verification** There is in place monitoring and review procedures for external verification outcomes. Procedures are required to deal with actions required by the QMR.

Plagiarism and Assessment Malpractice

Policy on Assessment Malpractice

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

The Boulevard Academy does not tolerate actions (or attempted actions) or malpractice by:

Learners

Staff

In connection with BTEC qualifications or any other qualifications regulated by external authorities.

The Governing Body will report on individuals guilty of malpractice to the regulator who may impose penalties and/or sanctions on learners where incidents (or attempted incidents) of malpractice have been proven.

Introduction

Staff must be vigilant regarding assessment malpractice and where malpractice occurs it must be dealt with in an open and fair manner.

The policy on malpractice aims to:

Define malpractice in the context of assessment and certification for qualifications

Set out the rights and responsibilities, with regard to malpractice, of the learner and the centre.

In the interest of learners and centre staff, centres need to respond effectively and openly to all requests for an investigation into an incident or a suspected incident of malpractice.

Normally the Head of the Centre or their nominees will supervise investigations resulting from allegations of malpractice. They will also inform learners and centre staff suspected of malpractice of their responsibilities and rights.

It must be understood that in suspected cases of malpractice, the examining body may withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation results/certificates may be released or withheld. For policy on malpractice relating to GCSE, AS, GCE, AVCE, GNVQ and Key Skills qualifications see the JCQ publication *Guidance for dealing with instances of suspected malpractice in examinations*, the latest issue (www.jcq.org.uk).

Guidance on assessment malpractice

Assessors/teachers at The Boulevard Academy must ask learners to declare that their work is their own, for instance:

- For BTEC internally assessed units, assessors are responsible for checking the validity of learners work
- Staff and learners must provide a written declaration that the evidence is authentic and that the assessment was conducted under the requirements of the assessment specification.
- Learners must be informed of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- It is good practice to show learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research: indeed evidence of

relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.

- Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
 - The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
 - Using oral questions with learners to ascertain their understanding of the concepts, application, etc. within their work
 - Assessors getting to know their learners' styles and abilities etc.
- Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

1. Learner malpractice

Attempting to or actually carrying out any malpractice activity is not permitted. The following are examples of malpractice by learners: this list is not exhaustive and other instances of malpractice may be considered:

- Plagiarism by copying and passing off, as the learners own, the whole or part(s) 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 originators permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners 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 teamwork and this must be made clear to the learners
- 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
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or exam board conditions in relation to the assessment/examination/test rules, regulations and security
- Misuse of assessment/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 the 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/examination/test
- The alteration of any results document, including certificates
- Cheating to gain an unfair advantage

2. Centre staff malpractice

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered

- Failing to keep any mark schemes secure
- Alteration of any mark schemes
- Alteration of assessment and grading criteria
- 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
- 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
- Any unauthorised staff as identified by the Headteacher, entering the exam venue.

3. Investigating alleged malpractice

When dealing with alleged malpractice the Head or a nominated representative will liaise with any necessary authority

As part of the investigation exam boards may:

- Involve the learner and others in the investigation process
- Deal with the learner (if aged 18 or above) and/or the learners representative.

This may occur, for example, when a learner's account of events is at variance with that of the centre. Where learners aged 18 or over are involved they may wish to be assisted by centre personnel, parents or guardians.

During the investigation period, the exam board may:

- Refuse learner registration/entries
- Withhold the release of results/certificate,
- Withhold test/examination papers if the security of the test/examination is considered at risk pending the outcome of the investigation

4. Dealing with malpractice

It is the responsibility of the Principal or their nominees to carry out an investigation into allegations of malpractice. Investigations into alleged malpractice against the Principal will normally be conducted by the Chair of the Governing Body of the centre, the Vice Principal, the responsible employer or an appointed nominee. The alleged incident must be reported to the exams officer who will alert exam boards as necessary.

Exam boards may reserve the right to carry out an independent investigation in full under any circumstances of alleged malpractice relating to a centre and full cooperation from the centre will be expected.

If a centre discovers or suspects anyone of malpractice, the centre must make the individual fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

If a centre is alleging an individual may have been involved in act of malpractice, the centre must give the individual the opportunity to respond (preferably in writing) to the allegations made. Centres must also inform such individuals of the avenues for appealing should a judgment be made against them.

5. Penalties and sanctions

When malpractice against a member of staff is proven, the college disciplinary procedure for staff will be applied.

Where malpractice against a learner is proven, the college disciplinary procedure for will be applied.

5. Appeals

Staff or learners will have the right of appeal and this will be as per the disciplinary policy that applies either to the member of staff or the learner.

Purpose/Scope

- That centres have policies and procedures in place to deal with malpractice.
- To ensure that issues are dealt with in an open, fair and effective manner.
- That centres provide appropriate deterrents and sanctions to minimise the risk of
- Malpractice.

Definitions/Terminology

Learner Malpractice: Any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work. (plagiarism, collusion, cheating, etc.) **Assessor Malpractice:** Any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications.

Plagiarism: Taking and using another's thoughts, writings, inventions, etc. as one's own. **Minor Acts of Learner Malpractice:** Handled by the assessor by, for example, refusal to accept for marking and learner being made aware of malpractice policy. Learner resubmits work in question.

Major Acts of Learner Malpractice: Extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for assessor to deal with.

Responsibilities

Centre: 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. **Assessor:** Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work. **Internal Verifier:** Responsible for malpractice checks when internally verifying work. **Quality Nominee:** Required to inform Edexcel of any acts of malpractice. **Heads of Centre or their nominees:** Responsible for any investigation into allegations of malpractice.

Procedures

Addressing learner malpractice:

- Promote positive and honest study practices.
- Learners should declare that work is their own: check the validity of their work.
- Use learner induction to inform about malpractice and outcomes.
- Ensure learners use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit learner records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.
- Inform Edexcel of any malpractice or attempted acts of malpractice, which have compromised assessment. Edexcel will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to learner and staff disciplinary procedures.

Remote/Blended Learning

Policy on Remote/Blended Learning for BTEC subjects

In reference to remote learning for BTEC subjects, the teacher should refer to the whole school remote learning policy in order to ensure effective delivery of the course.

Blended Learning Policy Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner • Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

Blended Learning Approaches

The approach for blended learning in light of the Covid-19 Pandemic will see all assignments be available for submission through google classroom in line with the proposed assessment plan. Students will have access to google classroom in and out of school so the approach for assignment submission should be seamless in this situation.

Where possible all assignment briefs should be shared in school and through face-to-face contact. During a period of extended school closure, pre assignment content will be delivered via google classroom live lessons and assignment briefs uploaded via google classroom.

During extended school closure teachers should continue to follow the usual assessment plan and use google classroom for feedback and resubmission opportunities. Any areas of concern such as malpractice or plagiarism should be followed according to the policy or concerns raised with the QN.

Individual Remote Learning

In cases where the school remains open but an individual student is unable to attend lessons due to an exclusion of any length or for an authorised period of 3 or more days but is otherwise fit and well, work will be set as follows:

- The year team will indicate that a student needs to access remote learning.
- Subject Leadership will ensure that their departments provide the appropriate work through Show My Homework or Google Classroom.
- Links to the work will be sent to parents through MyEd or via Text.
- Where computer access is limited in the home, work books will need to be provided for completion.
- All completed work will need to be completed online or uploaded for teachers to assess the work.
- If students have an issue with any work set, communication with teachers can be made through SMHW or Google Classroom.
- Should the absence continue, work will be completed on a weekly basis until the student can return to school.

A Period of School Closure

The Boulevard Academy is committed to providing a continuity of education for all students in the event of an extended school closure. While these situations, cannot be pre-empted and will differ highly in their causes, we will provide the following:

- The provision of relevant work for each subject area and each year group so that students can continue with their studies.
- Regular, live instruction from subject specialists, with the ability for students to type questions in real time.
- The opportunity for students to have one piece of work a week assessed and receive feedback.

This provision relies on the assumption that students and staff have access to the internet at home. All work will be electronically set and resubmitted online. If students do not have computer access, we will endeavour to support them with loan laptops, or as a last resort provide work packs. All work will be set via Google classroom (<https://classroom.google.com/h>)



Registration & Certification Policy for BTEC Qualifications at The Boulevard Academy

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 three years post certification.

This policy will be reviewed every 12 months by Mike Williams (Vice Principal & Quality Nominee) & Matt Adamson (Exams Officer):

Signed:	Date:
Signed:	Date:
Signed:	Date:

NQF BTEC

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit		Learning Aim(s)	
Assignment title			
Is this assignment an authorised assignment brief published by Edexcel? If so, has it been amended by the centre in any way? Give details.			
INTERNAL VERIFIER CHECKLIST		Comments	
Is this assignment for whole or part of a unit?	W/P		
Are accurate programme details shown?	Y/N*		
Are accurate unit details shown?	Y/N*		
Are clear deadlines for assessment given?	Y/N*		
Are the learning aim(s) and assessment criteria to be addressed listed?	Y/N*		
Does each task show which learning aim is being addressed?	Y/N*		
Do the task(s) provide full coverage of the targeted learning aim(s)?	Y/N*		
Is it clear what evidence the learner needs to generate?	Y/N*		
Are the activities appropriate?	Y/N*		
Is there a scenario or vocational context?	Y/N*		
Is the language and presentation appropriate?	Y/N*		
Is the timescale for the assignment appropriate?	Y/N*		
Overall, is the assignment fit for purpose?	Y/N*		
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken on Page 2.			
Assessor signature		Date	
Internal Verifier signature		Date	
Lead Internal Verifier signature (if required)		Date	

Action required:			
Action taken:			
Assessor signature		Date	
Internal Verifier signature		Date	
Lead Internal Verifier signature (if required)		Date	

NQF BTEC

INTERNAL VERIFICATION – ASSESSMENT DECISIONS				
Programme title				
Assessor		Internal Verifier		
Unit(s)		Learning Aim(s)		
Assignment title				
Learner's name				
First submission / resubmission? (Only one resubmission allowed, authorised by Lead Internal Verifier)				
List which assessment criteria the assessor has awarded.	Level 1 (NQF Level 1-2 BTEC Firsts only)	Pass	Merit	Distinction
INTERNAL VERIFIER CHECKLIST		Comments		
Do the assessment criteria awarded match those targeted by the brief?	Y/N			
Has the work been assessed accurately?	Y/N			
Is there documented FORMATIVE feedback to the learner that: <ul style="list-style-type: none"> Identifies opportunities for improved performance? Links to relevant learning aim / assessment criteria? Identifies actions? 	Y/N			
Is the SUMMATIVE feedback to the learner: <ul style="list-style-type: none"> Constructive? Linked to relevant learning aim / assessment criteria? Justifying each assessment criterion awarded? 	Y/N			
Does the assessment decision need amending?*	Y/N			
Assessor signature			Date	
Internal Verifier signature			Date	
Lead Internal Verifier signature (if required)			Date	

*Confirm action completed			
Remedial action taken			
Assessor signature			Date
Internal Verifier signature			Date
Lead Internal Verifier signature (if required)			Date

Observation records and witness statements

Observation record

An observation record is used to provide a formal record of an assessor's observation of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

Please note:

An observation record is a source of evidence and **does not** confer an assessment decision.

The record will:

- relate directly to the evidence requirements in the unit specification
- provide primary evidence of performance to support subsequent assessment decisions
- is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- be completed by the assessor who must have direct knowledge of the specification
- record the assessor's comments
- also include the learner's comments
- be signed and dated by the assessor and the learner
- be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

OBSERVATION RECORD

Learner name:			
Qualification:			
Unit number & title:			
Description of activity undertaken			
Assessment criteria targeted			
How the activity covers the requirements of the assessment criteria (this does not confirm achievement of assessment criteria or confer an assessment decision)			
Learner name:			
Learner signature:		Date :	
Assessor name:			
Assessor signature:		Date :	

Witness statement

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

Please note:

A witness statement is a source of evidence and **does not** confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

WITNESS STATEMENT

Learner name:			
Qualification:			
Unit number & title:			
Description of activity undertaken (please be as specific as possible)			
Assessment criteria (for which the activity provides evidence)			
How the activity covers the requirements of the assessment criteria, including how and where the activity took place (this does not confirm achievement of assessment criteria or confer an assessment decision)			
Witness name:		Job role:	
Witness signature:		Date:	
Learner name:			
Learner signature:		Date:	
Assessor name:			
Assessor signature:		Date:	

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration	
I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	Date:

ASSESSMENT RECORD SHEET

Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted assessment criteria	
Issue date		Submission deadline	
First submission / resubmission?*		Date submitted	
Resubmission authorisation by Lead Internal Verifier*		Date	

* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.

- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

** Any resubmission evidence **must** be submitted within 10 working days of receipt of results of assessment.

Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments

General comments

Assessor declaration		
I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature	Date	
Learner comments		
Learner signature	Date	

BTEC SAMPLE MATERIAL

LEARNER CONSENT DECLARATION

Centre No. & Name	
Subject & Level	
Unit No. and Title	
Learner No. & Name	

I agree to the learner work identified above, after having been made anonymous, being used to support any of the following activities, which may involve the display of work online through the BTEC website or through publications:

- Professional Development and Training
- Centre Assessment Example Material
- Standardisation Support
- Publication Materials

Assessor Signature	
Name (block capitals please)	
Job Title	
Date:	

Learner Signature	
Name (block capitals please)	
Parent/Guardian consent if under 16 years of age	
Date	

Please return the completed form and copies of the sample material to your Standards Verifier.

BTEC SAMPLE MATERIAL

LEAD INTERNAL VERIFIER DECLARATION

Details

Centre Name

Centre number

--	--	--	--	--

Lead Internal Verifier Name

**Programme Title(s)
Number(s)**

Programme

Unit(s) Please list all units in the sample below

Unit Title/Name	Unit Number	Number of learners in sample

Declaration

Please read the following declaration and indicate your answers by deleting as appropriate

1. All learner work is authentic and is each learner's own work.	Yes/No
2. Assessment records are authentic and accurate.	Yes/No
3. The sample is indicative of the internal verification process which was carried out according to BTEC requirements.	Yes/No

Signature

Date

The Boulevard Academy Student Voice Survey

BTEC

Subject Area: _____

	Please put an 'x'	Strongly agree	Agree	Disagree	Strongly disagree
1	I enjoy being at The Boulevard Academy				
2	I feel safe when I am at The Boulevard Academy				
3	The teaching is good at The Boulevard Academy				
4	Behaviour is good at The Boulevard Academy				
5	Teachers explain to me how I can achieve more				
6	My school takes account of my views				
7	My school encourages me to do things for myself and to take on responsibility				
8	My school helps me to understand and respect people from other backgrounds				
9	Homework is set regularly				
10	My work is marked regularly				
11	I know I can share my concerns and worries with an adult				

Do you feel challenged in lessons?

Do you feel safe at The Boulevard Academy?

Do you feel supported at The Boulevard Academy?

What is the behaviour of the class like?

Are you taught in sets or mixed ability classes? What type would you sooner be taught in?

How often is your work marked?

Is the feedback clear and related to the unit content?

Do you get set homework? If so how often?

How long do you get to complete your homework?

What enrichment visits / trips have you been on or would like to go on?

What improvements would you like to make to the course?

