

**St. Patrick's
High School**



BTec Policy

Latest Review: *December 2019*

Next Review: *December 2020*

Person Responsible: *Mrs C Trainor*

Mission Statement

As a Catholic School in partnership with parents and the community, the school seeks to provide children of all abilities with a secure, caring, stimulating and happy environment where high values of work, personal integrity and learning can be achieved and where all pupils are encouraged to develop their talents and character and to contribute positively to home, school, church and society.

BTEC Level 2 First Award Business (NQF)

BTEC Level 2 Engineering

BTEC Level 2 Information and Creative Technology (NQF)

BTEC Level 2 Sport (NQF)

BTEC Level 2 Creative Digital Media Production (NQF)

BTEC Level 3- Subsidiary Diplomas (QCF) in:

- Business**
- Construction & the Built Environment**
- Creative Media Production**
- Sports**
- Travel & Tourism**

Recruiting with Integrity Policy

Aims:

- To enrol individual learners to the correct programme
- To ensure there is a fair and consistent approach to recruiting with integrity

In order to do this, the centre will ensure:

- pupils have the correct information and advice on their selected qualification and ensure the qualification meets the pupil needs and aspirations.
- the qualification is appropriate for the level of the learner.
- learners are recruited within the agreed timescale.
- adequate access arrangements for learner's particular needs.

This policy will be reviewed every 12 months by Mrs C Trainor (Quality Nominee) in conjunction with Mr O'Connor (Exams Officer).

Equality and Diversity Policy

Aims:

- To ensure learners have equal opportunity to qualifications and assessments.
- To ensure the qualification is awarded in a way that is fair to every learner.

In order to do this, the centre will ensure:

- the qualification is accessible to and representative of the learners
- the qualification is of the appropriate demand and rigour so that learners are empowered by them
- the design of the qualification reflects the continuum of aptitudes and abilities within the target group, so that it does not place a cap on learner's aspirations
- the qualification and assessment refers to provision at levels above, alongside and below, so it fits into a continuum of learning
- the accessibility of the qualifications that we provide
- equality of opportunity for learners to access our internal and portfolio assessments, our paper-based tests and our computer-based tests
- fairness in our application of access arrangements
- abide by the Equality Act 2010.

This policy will be reviewed every 12 months by the Quality Nominee (C Trainor) in conjunction with Programme Leaders.

Registration & Certification Policy

Aims:

- 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 before 1 November each year.
- provide a mechanism for programme teams to check the accuracy of learner registrations – initial registration by Exams Officer online who forwards relevant documents to Programme Leaders for their signature and verification.
- 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 – hard copy stored in Examinations Office, digital copy on SIMS.

This policy will be reviewed every 12 months by the Quality Nominee (C. Trainor) in conjunction with the Exams Officer (S O' Connor).

Assessment and Internal Verification Policy

Assessment Purpose:

Assessment is used by teachers to judge learner's attainment. For learners, assessment indicates successful learning and the need for further study or further evidence. Assessment can be formative and summative; teachers will use both in assessing learners' attainment.

Assessment Policy (Applicable to all registrations at Level 2&3, NQF and QCF)

General Principles:

Before starting an assessment, the assessor must ensure that each student understands the assessment requirements; this includes having access to the content of what is required for the assessment and the importance of time management and submission deadlines. Students must be aware of the restrictions in how the assessor can provide support once the assessment has been started.

Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge/notes/textbook to work independently towards the task.

Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must be informed of any agreed extensions.

For each assignment task the student must submit the following;

1. An assignment which consists of evidence towards the targeted assessment criteria.
2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently.
3. Appropriate referencing.

The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. Internal verification should be within a maximum of 10 working days of the assessor's decision. The date for this must also be identified within the assessment plan.

The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the student's own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

If the internal verifier questions the award of grades this must be reviewed and resolved with the assessor before the work is given back to the student.

Resubmission Rules

The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
2. The assessor judges that the student will be able to provide improved evidence without further guidance.
3. The original work has been authenticated by both the student and the teacher.

If any of the above three conditions are not met the Lead IV must not authorise a resubmission.

If the Lead IV authorises a resubmission it must be:

1. Recorded on the assessment feedback form.
2. Completed within 15 working days of the student receiving feedback from assessment.
3. Undertaken by the student without any further guidance.
4. The student and the assessor must complete the appropriate forms to confirm the authenticity of the resubmitted work.

Conditions for retaking an assignment task

If the student has not achieved the targeted pass criteria following resubmission of the assignment the Lead IV may authorise one retake opportunity to meet the pass criteria only. This should only be authorised in exceptional circumstances. The following conditions apply:

1. The retake must be a new task targeted at only the pass criteria (a merit or distinction cannot be achieved).
2. An agreed deadline must be agreed and recorded between the assessor and the student
3. The student and the assessor must complete the appropriate forms to confirm the authenticity of the resubmitted work

A full paper trail of all student work from resubmissions and re takes must be kept by the assessor, as this needs to be made available for standards verification

Identified Areas for Improvement in assessment

Where there is an identified weakness in the assessment process the following will happen:

- Programme Manager / Lead Internal Verifier will initially offer support and guidance. This will include setting actions and making sure the actions are followed up.
- If necessary the Quality Nominee and senior staff will become part of the support and guidance process.

INTERNAL VERIFICATION

Aims:

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

Internal verification is a requirement of BTEC delivery. It is carried out on two levels in subject areas:

1. Internal verification of assignment briefs. 2. Internal verification of assessment decisions.

It is the responsibility of the Lead IV to ensure all of this has been completed within the agreed time frame on the assessment plan.

The Lead IV will produce an IV schedule as part of the annual assessment plan, and will keep a record of which learner work has been sampled and in which units. The amount of work to be IV'd will be determined by the Lead IV – but this should be a minimum of 4 pieces of work for each assessment and should be risk-based. This should be made up wherever possible of a piece of work at all three levels of achievement (P, M & D) and one more of the most common grade. It is recommended that this number is increased for either new assessors to BTEC (> to 50% for first assessed piece of work) or for programmes with large cohorts of students (>20)

NEW STAFF

Any new member of staff (not just NQT's) will need an induction programme through the Department team to make sure they fully understand all the BTEC requirements of their role. They must also review the St Patrick's High School policies.

The induction programme will include:

- Recommended 20% of assessed work sampled during the induction period.
- The 'buddying' of new staff with experienced BTEC staff (this could be from other Departments).
- Lead Internal Verifier will identify any areas to improve and offer the necessary support.

This policy will be reviewed every 12 months by the Quality Nominee (C. Trainor) in conjunction with Programme Leaders and the Exams Officer (S. O'Connor).

Appeals/Complaints Policy

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.

In order to do this, the centre will:

- inform the learner at induction, 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.

This policy will be reviewed every 12 months by the Quality Nominee in conjunction with Programme Leaders.

Assessment Malpractice and Plagiarism Policy

Definition of Plagiarism

Definition: The Joint Council for Qualifications (JCQ) defines plagiarism as being:

“The failure to acknowledge sources properly and/or the submission of another person’s work as if it were the candidate’s own.”

Pearson include the following as forms of plagiarism:

- copying from another learner, books or the internet
- paraphrasing
- subcontracting the work to someone else
- submitting the same piece of work for two different purposes

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.

Aims:

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

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and/or the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. The Principal (Dr Moore) or Vice Principal (K McKenna), Quality Nominee (C Trainor), Lead IV's and form Teachers will be present at the Induction Session with students. If a student joins a BTEC course at a later date, they will be taken through the Induction Process with the Quality Nominee.
- show learners the appropriate formats to record cited texts and other materials or information sources.
- ensure access controls are installed to prevent learners from accessing and using other pupil's work.
- Staff teaching on BTEC courses will also follow robust quality assurance processes including Internal Verification, tracking and certification claims in order to minimise and identify any malpractice.
- ensure that learners do not take prohibited material into an examination room.
- introduce procedures for accessing work in a way that reduces/identifies malpractice (plagiarism, collusion, cheating). These procedures may include:
 1. Periods of supervised sessions during which evidence for assignments/coursework is produced by the learner
 2. Alter assessment on a regular basis
 3. Assessing work for a single assignment/task in a single session for the complete cohort of pupils
 4. Use oral questions with pupils to ascertain their understanding of the concepts application within their work
- ask learners to declare that their work is their own by signing a **Learner Declaration Form** which declares that the work is your own and that you understand the penalties imposed if plagiarism is found.
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.

If malpractice or plagiarism is suspected

- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Principal and all personnel linked to the allegation. It will proceed through the following stages:
 1. Assessor reports, in writing, suspected malpractice to the Lead IV
 2. Lead IV conducts an investigation
 3. If malpractice is proven, it is reported in writing to the pupil, parent & Quality Nominee.
 4. The Quality Nominee refers the incident to the Year Head and Principal (Dr Moore).
 5. If there is a repeat of a similar offence in any BTEC subject the above procedures would apply again and their future on the BTEC course will be re-considered.
 6. The Quality Nominee reports to Pearson if the Learner Declaration Form has been signed.

The centre will:

- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and reminded of the possible consequences should malpractice be proven.
- give the individual the opportunity to respond to the allegations made.
- inform the individual of the avenues for appealing against any judgment made.
- document all stages of any investigation.

Where malpractice/plagiarism is proven, St Patrick's High School will apply the following penalties / sanctions:

1. Plagiarised work will immediately be awarded a U grade for that unit which will deem the rest of the unit results meaningless. If it is the first offense regarding plagiarism/malpractice, the student **may** be given the opportunity to **re-take** the task (see Assessment and Internal Verification Policy for further information on re-taking a task) but only to Pass level.
2. Report incident to Pearson.

Appeals:

The learner has the right to appeal the decision. Circumstances will be investigated by the head of centre and/or trust. Appeals must be made within 10 working day of the decision being given in writing to the learner. See Appeals policy for more details.

This policy will be reviewed every 12 months by the Quality Nominee in conjunction with Programme Leaders.