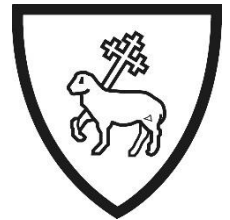


Date of review	February 2022
Next review	February 2023
Approval by	Principal
Review frequency	Annually



Brockington College

BTEC Policies and Procedures

1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

2. Key roles and responsibilities

2.1 The BTEC team at Brockington College consists of:

- Head of Centre – Sadie Batstone (Principal)
- Quality Nominee – Jonathan Barton (Vice Principal)
- Exams Officer – Joanne Warner

2.2 Head of Centre

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

2.3 Quality Nominee

Every vocational centre must identify a member of staff as the quality nominee for vocational provision. This person is the main point of contact for information related to quality assurance.

2.3.1 Quality Nominee's key responsibilities

The quality nominee should ensure the effective management of all BTEC programmes and actively encourage and promote good practice within the centre. The quality nominee will liaise with the centre and Pearson staff to ensure that:

- all programmes are approved and registrations are accurate and up-to-date
- approval conditions and policy requirements are being implemented consistently and effectively
- all staff are aware of all support and guidance available and understand requirements
- assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes
- verify the roles of each member of staff delivering BTEC via Edexcel Online
- there is a registered lead internal verifier in place for each subject area, where required
- where required, standards verification is completed successfully
- liaise with the lead standards verifier where necessary in all quality review processes.

2.4 Examinations Officer

This is the person designated by a centre to take responsibility for the correct administration of learners. The examinations officer normally acts as the administrator for Edexcel Online, which provides direct access for learner administration.

2.4.1 Examinations Officer's key responsibilities

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish

- Register learners at the appropriate time
- 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
- Give Edexcel Online access to the quality nominee
- For relevant programmes, give Edexcel Online access to lead internal verifiers so that they can register onto the OSCA (Online Support for Centre Assessors) system and access standardisation materials
- Give Edexcel Online basic access to all other BTEC staff as necessary
- For programmes that include externally assessed units, ensure that all exam entries are made according to Pearson requirements.

2.5 Programme Leader

A programme leader or programme manager is a person designated by the centre to take overall responsibility for the effective delivery and assessment of BTEC qualifications. The programme leader may also act as the lead internal verifier if appropriate.

2.5.1 Programme leader's key responsibilities

- Liaise with the quality nominee to be aware of information updates and quality assurance requirements
- Liaise effectively with the examinations officer to ensure accuracy of registration and certification of learners
- Liaise with programme team to confirm assessment and internal verification schedules
- Ensure that there are sufficient resources to deliver the programmes and units
- Ensure that programme staff have the necessary expertise and, where relevant, qualifications
- Review reports arising from quality assurance (QMR visit) and ensure that appropriate actions are taken.

2.6 Lead Internal Verifier

A lead internal verifier is a person designated by the centre to act as a point of sign-off for the assessment and internal verification of programmes in a principal subject area.

2.6.1 For the new NQF BTECs from 2012, the Lead Internal Verifier must register through OSCA to access standardisation materials and work through these with the programme team. There is no requirement to gain accreditation via OSCA.

2.6.2 The lead internal verifier should be:

- a subject specialist. It is important that they have an understanding of the subject they are responsible for
- someone with the authority to oversee assessment. This may be the programme leader, as this would normally be a key part of their role
- directly involved in the assessment and delivery of a programme, so that they understand the units
- able to coordinate across assessors and other internal verifiers for a principal subject area.

2.6.3 Lead internal verifier's key responsibilities

- Ensure that there is an assessment and verification plan for your programmes which is fit for purpose and meets requirements
- Sign off the plan and check that it is being followed at suitable points
- Where possible, undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that assessment plans, records of assessment and samples of learner work are retained for 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 colleague if unable to carry out the role.

2.7 Internal verifiers

Internal verification is the quality assurance system used 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 assessment and grading criteria
- standardisation of assessors takes place.

2.7.1 Internal verifier's key responsibilities

- Agree an assessment and verification plan for each programme
- 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.

2.8 Assessors

An assessor is anyone responsible for the assessment of learners.

2.8.1 Assessor's key responsibilities

- Ensure that you have read and understood the programme specifications and the requirements of all units being assessed
- Agree an assessment and verification plan for each programme ensuring full coverage of the required units
- Teach learners the knowledge and skills required to achieve the qualification
- Design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content
- Provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content
- Accurately record all summative assessment decisions
- Follow up any advice from your internal verifier.

3. Registration and certification policy

3.1 Aims

- To register individual learners for the correct programmes by an agreed deadline
- To ensure learners are entered for externally assessed units where necessary
- To claim valid learner certificates by an agreed deadline
- To ensure that individual learner registration and certificate claims are accurate and secure
- To ensure that BTEC registration, achievement and certification records are kept for at least three years after certification, in line with Pearson requirements.

3.2 Actions

- Learners will be registered within the awarding body requirements
- Student identification will be verified upon registration on to the vocational course
- Procedures put into place so programme teams can confirm the accuracy of learner registrations
- Ensure each learner is aware of their registration status
- The programme leader will ensure all learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible

- The quality nominee will coordinate and monitor learner details, as necessary
- Senior management will oversee the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met
- Inform the awarding body of any withdrawals, transfers or changes to learner details
- Where the programme requires, learners will be entered for the necessary externally assessed units in accordance with Pearson requirements
- Exam or assessment information will be distributed to students and staff by the exams officer prior to the terminal date
- In conjunction with the SEND department and the relevant Curriculum Team Leader (CTL), appropriate adjustments will be made to the curriculum, time requirements and teaching space to allow all learners to progress effectively. See also Exam Equalities Policy
- The examinations officer will inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students
- Ensure that certificate claims are made by the deadlines set and based solely on internally verified assessment records
- Keep all certificates secure for three years post certification
- The examination officer shall ensure that a robust system of registration is in place to ensure that all students are registered on courses in line with examination board's requirements and within deadline. Such a system should take account of checking details of pupils, the type of course they have been registered onto and the need to cross check all details with CTLs
- Curriculum Team Leaders will ensure that all students registered and inducted on to courses will be familiar with the school policies relating to malpractice, appeals and internal verification and assessment along with the policy on reasonable adjustment and special consideration
- The examinations officer shall ensure that the transfer of data between centres is also completed in the event of a pupil transferring between centres
- The examinations officer shall ensure that all students are aware of their learner status and that withdrawals, transfers or changes to any pupil's details are kept up-to-date in school and that examination boards have been notified.

4. Assessment policy

4.1 Aims

- 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 fair and unbiased and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

4.2 Actions

- To ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- To produce a clear and accurate assessment plan at the start of the programme/academic year
- To provide clear, published dates for hand out of assignments and deadlines for assessment
- To assess learner's evidence using only the published assessment and grading criteria
- To ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- To develop assessment procedures that will minimise the opportunity for malpractice
- To maintain accurate and detailed records of assessment decisions
- To maintain a strong and rigorous internal verification procedure
- To provide samples for standards verification as required by the awarding body
- To monitor standards verification reports and undertake any action required
- To share good assessment practice between all BTEC programme teams
- To ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- To provide resources to ensure that assessment can be performed accurately and appropriately

- To ensure that learner work is kept for a minimum of 12 weeks after certification
- To provide technical support in the form of:
 - compatible hardware and software necessary for the delivery and assessment of any BTEC courses
 - relevant upgrades to key systems to ensure the high-quality delivery of BTEC courses
 - an encrypted area of the school computer system to store relevant course materials, where necessary
 - adherence to the school disaster policy in terms of data backups
 - advice from key members of the ICT technical staff to BTEC assessors, IVs and learners throughout the length of the programme.

5. Internal verification policy

5.1 Aims

- To ensure there is an accredited lead internal verifier in each 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.

5.2 Actions

- A lead internal verifier is appropriately appointed in 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 the 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 and assessors is internally verified, to ensure centre programmes conform to national standards
- Secure records of all internal verification activity is maintained
- The outcome of internal verification is used to enhance future assessment practice.

6. Internal verification procedure

6.1 Internal verification will be undertaken on any and all BTEC Programmes run by Brockington College, in line with the requirements of Pearson and regulatory bodies. Procedures will alter as needs arise with the introduction of the new technical awards.

6.2 Internal verification will cover:

- all assessors
- all units/modules
- all grades
- all assessment methods
- all student groups.

6.3 Internal verification should result in:

- the review of assessment plans and assignments
- the review of students' assessed work to ensure that assessors are assessing accurately and consistently to national standards.

6.4 Key points

- The lead IV in each subject area will make the decision of who will be assessing which unit. Where the internal verifier is also an assessor, another member of staff will be required to internally verify his/her assessment decisions. This member of staff may be from another department, or even another centre, if appropriate.

- There should be a written record of every internal verification undertaken. Standard Pearson's templates can be used to record this. Copies should be sent to the assessor and course tutor.
- Copies of all internal verifier documents should be retained by verifiers/course tutors in course files and be available for inspection, when required, by external verifiers.

6.5 The following procedures are designed to ensure that internal moderation is carried out to meet the requirements of Pearson and the regulatory bodies.

6.6 Roles

6.6.1 The role of the assessor is to:

- set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses
- ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in their work
- provide students with detailed summative feedback following the completion of a task/unit in line with Pearson guidance on feedback. This should be given at times during the delivery of the course which have been pre-determined and stated on the assessment plan. In addition, at this point, reference must be made to which grading criteria the candidate has achieved
- set interim deadlines for work and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the number of GLH available
- mark and return work within two weeks of submission
- adhere to Pearson's specification in the assessment of students' assignments
- record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept to support and verify the decisions that were made for the cohort
- ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of the sample request
- provide accurate records of internally assessed coursework marks to the exams office in a timely manner for transfer to the awarding body

6.6.2 The internal verifier

- The internal verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and the raising of standards.
- Each course will have an identified internal verifier (IV) who may not otherwise be involved in the assessing or setting of work for the course.
- Internal verifiers will have the knowledge and qualifications relevant to the qualification(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved by a termly meeting of internal verifiers (BTEC Collaboration and Planning Meeting) at which standards and processes are discussed to maximise consistency between courses, or via e-mail communication.

6.6.2.1 The internal verifier will:

- advise assessors on the use of Pearson assignment brief examples and assignment checking service
- ensure an accurate and efficient assessment plan is in place which must be signed off
- ensure that assessment happens when they are scheduled to, according to the assessment plan
- register via OSCA and use the standardisation materials provided to train and standardise their programme team
- monitor that the IV schedule includes all learners, across all units, tasks and assessors on a programme
- advise on the interpretation of national standards

- IV all assignment briefs before issue to learners using the Pearson form 'Internal Verification of Assignment Brief' (see below)
- ensure an effective system of recording learner achievement is in place. This could be by using the Pearson Assessment Record template
- advise on opportunities for evidence generation and collection
- keep records of the verification process for three years after certification
- liaise with external verifiers and the quality nominee as appropriate
- provide advice and support to assessors on a regular basis
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency
- check the quality of assessment to ensure that it is consistent, fair and reliable
- give feedback to assessors and identify action to be taken where appropriate.

6.6.2.2 Follow up - the internal verifier will:

- ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate
- take part in the formal stages of any appeal
- advise the programme team on any training needs
- provide feedback on aspects of the assessment system to the programme team, senior leadership and Pearson.

6.6.2.3 Standardisation

- Pearson require that a standardisation activity be delivered by the lead IV to the team of assessors each year. This will coincide with an assessment 'window' and is accessed through OSCA.
- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.
- Procedure may vary with the introduction of BTEC Technical Awards.

6.7 How does internal verification work at Brockington College?

6.7.1 Procedures at the start of the year

- The internal verifier should request copies of all assignment briefs from assessors.
- Where centre-devised assignment briefs are used, they must all be internally verified, prior to issue to the learners. This is to ensure the brief is fit for purpose, is of the appropriate quality and that the tasks will provide students with the opportunity to meet different grading criteria. Specifically, internal verifiers should check that for the unit/programme:
 - all grading criteria are covered
 - assignments are vocationally relevant
 - assignments are presented in a standard format
 - an appropriate range of assessment methods are used
 - there is a balance of assessment across the course and students are not being over-assessed
 - it is written in clear and accessible language
 - grading criteria are available to students
 - equal Opportunities are acknowledged and incorporated.
- The internal verifier should complete the Pearson standard form 'Internal Verification of Assignment Brief' to help ensure the brief meets all the required criteria. Assignment briefs can also be sent to Pearson's assignment brief checking team if there are further queries.
- Faculty meetings are used for moderation in order to ensure that all BTEC teachers are using the same grade criteria and are agreeable on marks. In the event of weakness of assessment, staff development and IV training will take place as required.
- All of these processes should be logged on the BTEC tracking grid.

6.7.2 At Brockington College, each brief:

- has accurate unit details
- has accurate programme details
- has clear deadlines for assessment
- shows all relevant grading criteria for the unit(s) covered in the assignment
- clearly states what evidence the learner needs to provide
- is likely to generate evidence, which is appropriate and sufficient
- is set at the appropriate level
- allows for achievement at pass, merit and distinction level
- has a time period of appropriate duration
- uses suitable vocational language and context
- has a clear presentation format.

6.7.3 Internal verification plan

At the start of the year the programme leader/internal verifier should draw up a schedule for internal verification for their programme ensuring that:

- all modules and their assessors are indicated
- all students taking each unit/module are listed
- the range of assessment methods are covered
- internal verification is ongoing during each term.

6.7.4 Selection of work for verification

A sample of work in every unit and every assignment, across all assessors, must be internally verified to check the accuracy of assessment. Internal verifiers should aim to cover:

- the range of work produced by students (for example presentations, written assignments, practical work, artefacts, etc.)
- as wide a range of grades as possible (for example refer, pass, merit, distinction.)

6.7.5 Internal verification of assessment decision

Since the aim of internal verification is to review students work to check that assessment is accurate and consistent, verifiers will need to re-mark the student's work, checking to see that they agree with the assessment decision. Two processes could be followed when verifying:

- look at the work submitted as a whole, then check against assessment and grading criteria
- look at assessment/grading criteria and identify within the work submitted where the evidence is found.

The internal verifier may choose whether to look at the assessor's comments before or after carrying out the internal verification (blind marking). NB: Internal verification should take place as soon after assessment as is possible. A template is available on the Pearson website entitled 'Internal Verification of Assessment Decisions'. This form should be used to record assessment decisions.

6.7.6 Feedback and follow-up

The BTEC IV tracking grid (assessment decisions) should be completed and decisions should be clearly stated and explained. Copies of the internal verification record should be passed to the assessor and course team.

6.7.7 Sample size

For each unit/module a minimum of four assessment decisions should be internally verified to correspond with Pearson guidelines for external verification. In the case of new assessors the sample of work may need to be increased and this should be agreed with the course tutor/head of faculty.

6.7.8 Re-submissions of students' work

As part of the new generation BTEC, students are no longer permitted multiple submissions of tasks or work. The process stipulates that students must be given:

- Summative feedback
 - Given once, following completion of their work (usually within two weeks)

- Dates must be consistent with those stated in the assessment plan
- Must be documented using a formal method ie the forms available on the Pearson website.
- Re-submission of the work or task
 - Once only
 - Dates must be consistent with those stated in the assessment plan
 - Re-submission must be authorised by the lead internal verifier. They can only authorise re-submission if the following criteria are met:
 - i. The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
 - ii. The teacher judges that the learner will be able to provide improved evidence without further guidance.
 - iii. The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.
 - If a learner has not met the above conditions, the internal verifier must not authorise a re-submission
 - Any re-submission of work must be recorded on the assessment record, given a deadline for re-submission of no more than 15 working days after the learner received the result of the assessment and undertaken by the learner with no further guidance
 - External verifiers will require evidence of re-submitted work in sampling.

6.7.9 Allocation of time for internal verifiers

This will be allocated within the school's workload agreement and Brockington College commits to providing the time required to internally verify the necessary work.

6.7.10 Interpretation of national standards

Where there is a query over the interpretation of national standards, the internal verifier should contact Jonathan Barton (Vice Principal) who, if required, will liaise with Pearson for clarification.

7. Appeals policy

7.1 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
- The centre will:
 - inform the learner at induction, of the appeals procedure
 - record, track and validate any appeal
 - forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
 - keep appeals records for inspection by the awarding body for a minimum of two years
 - have a staged appeals procedure
 - 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.

8. Appeals procedure for students (Available to all learners through the college website)

- 8.1** If you feel that a piece of work produced has not been correctly graded by an assessor, it is important that you are aware that you do have a 'right-to-reply' to question the grade that has been awarded (or the criteria that has been met) and that an appeals procedure exists.
- 8.2** The process (below) must be followed in these circumstances to ascertain whether the grade is accurate and no stages of the process can be missed.
- 8.3** In our experience, we find the vast majority of assessment is completely accurate and wherever confusion or disagreement occurs on the rare occasion that this can be easily resolved through

discussion with the unit assessor in asking for greater feedback as to why criteria was not met or greater clarification from the student themselves as to what their intention was to present in their piece of coursework.

8.4 Please note that your work may equally be at risk from moving up or down in grading as a consequence of the appeals process.

8.5 Students can only appeal on the following grounds.

- If they feel the grading criteria is being met
- If they feel that they have not been supported during the assessment of the unit
- If the teacher is not willing to accept alternative evidence as meeting the evidence requirement.

8.6 **What to do**

- See your teacher within seven days of completing the assessment to see if the matter can be resolved.
- If the matter cannot be resolved, then complete an Appeals Form (see example below) and give to the head of department within two weeks of the assessment. The head of department will second mark the work.
- If the mark remains unchanged, and no agreement can be reached, the form will be given to the quality nominee responsible for BTEC qualifications within seven days who will moderate the work. If he is in agreement with the judgement, and agrees the criteria achieved, then the decision of the college will be final and you will be informed in writing. A meeting may be held with you as part of this process. If you feel you have not been dealt with fairly by the college then you can appeal by sending an email to vocationalqualitystandards@pearson.com within 14 days of receiving the final decision from the college. The college appeals procedure must have been completed before any appeal can be made to Pearson.

Appeals form

Learner's name:	
Qualification:	
Unit number and title:	
Reason for appeal *	
I feel the grading criteria is being met	<input type="checkbox"/>
I feel that I was not supported during the assessment of the unit	<input type="checkbox"/>
I feel the teacher is not willing to accept alternative evidence as meeting the evidence requirement	<input type="checkbox"/>
* Please tick as appropriate	
Date form handed in:	
Learner's signature:	
Teacher action prior to form being completed:	
Head of department action:	
Vice Principal action (if no agreement reached by head of department)	
If a meeting is held, include date, place, time, names of those present and record of meeting.	
Decision:	
Any follow-up action and person responsible:	
Date follow-up action completed:	
Date letter sent of outcome:	
Principal informed:	

9. Assessment malpractice policy

9.1 This policy refers to all and any BTEC programme delivered across KS4. The role and purpose of this policy is to:

- identify and minimise the risk of malpractice by staff or learners
- define malpractice in the context of assessment and certification for BTEC qualifications
- set out the rights and responsibilities with regard to malpractice of the learner, centre and Pearson
- respond to any incident of malpractice promptly and objectively
- standardise and record any investigation of malpractice to ensure openness and fairness
- impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- protect the integrity of this centre and BTEC qualifications.

9.2 In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- complete malpractice 'risk assessments' for assignment briefs to gauge potential for 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 principal and all personnel linked to the allegation. It will proceed through the following stages:
 - If malpractice is suspected this must be reported in the first instance to the quality nominee (Mr Jonathan Barton, Vice Principal) who will make the individual fully aware in writing of the nature of the alleged malpractice
 - If appropriate, the programme leader does the initial investigation and then reports to quality nominee to discuss any action
 - Undertake further investigation if necessary
 - Decide on action depending on the result of the investigation and consultation with Pearson and SLT.
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation
- where malpractice is proven, the centre will consult with Pearson to decide on the penalties/sanctions to be applied.

9.2.1 In the event of malpractice, Pearson has the right:

- to access any documents held by the centre in relation to alleged malpractice
- to make a report to the regulatory bodies to include details of actions taken by the quality nominee, principal and governing body
- to notify other awarding bodies, and in some cases the police.

9.2.2 Penalties and sanctions applied:

- Pearson may refuse to accept assessment/examination entries from a centre if malpractice established
- Has the right to withdraw programme approval
- Reserves the right to refuse to issue or withdraw certificates.

9.3 Examples of malpractice

9.3.1 This list is not exhaustive and other instances of malpractice may be considered by the centre at its discretion. According to BTEC guidance:

'Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. Pearson does not tolerate actions (or attempted actions), of malpractice by learners or centres. In connection with BTEC qualifications, Pearson may impose penalties and/or sanctions on learners or centre staff where incidents (or attempted incidents) of malpractice have been proven.'

9.3.2 Learner malpractice includes:

- plagiarism by copying and passing off as the learners own work 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, without appropriately acknowledging the source
- 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
- 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
- misuse of assessment/examination material
- deliberate destruction of another learner's work
- behaving in a certain way as to undermine the integrity of the assessment/examination/test
- the alteration of any results documents including certificates
- false declaration of authenticity in relation to the completion of an assessment unit.

9.3.3 Assessor malpractice includes:

- assisting learners in the production of work for assessment, where the support has the potential to influence the outcome of assessment
- inventing or changing marks for internally assessed work where there is insufficient evidence of the learner's achievement to justify the marks given or assessment decision made
- failure to keep learner assessment secure
- producing falsified witness statements allowing evidence which is known by the staff member not to be the learners own to be included in a learner assignment /coursework
- misusing the conditions for special learner requirements
- fraudulent certificate claims

10. BTEC equal opportunities policy

10.1 Aims

Brockington College is committed to ensuring that standards relating to equal opportunities are consistent, transparent and in line with the requirements of our awarding bodies. At all stages within the planning, delivery and evaluation of project work we attempt to ensure that the needs of the learners are met, irrespective of the age, gender, ethnic origin, religion, disabilities, specific ability or social background.

10.2 Objectives

Equality of opportunity is a tenet of our provision and is embedded in our policies. There are to be no artificial barriers to any BTEC programmes and awards the school offers, which are:

- available to everyone who can achieve the required standard
- free from barriers which restrict access to progression
- free from overt or covert discriminatory practices with regard to age, colour, creed, ethnic origin, gender, nationality, marital status, race or sexual orientation
- observant of the particular requirements of individuals, including those who may require support to undertake learning and assessment
- free from any restrictions that are not legally required.

10.3 Range and scope of the policy

The range of the policy covers all BTEC courses offered at Brockington College but may well apply to other assignment-based courses should they become a part of the curriculum in future. This policy should be read in conjunction with the college Equality Policy.

10.4 Definition of equal opportunities

Equal opportunities are defined as: *The granting of equal rights, privileges, and status regardless of gender, age (unless defined in BTEC regulations), race, religion, specific background, ability, disability, or social background.*

11. Reasonable adjustment and special consideration policy

11.1 The college aims to facilitate open access to BTEC qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

11.2 This will be achieved through:

- **Reasonable adjustment** – This is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special consideration** – This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

11.3 Pearson will only consider requests for reasonable adjustment and special consideration submitted by the principal.

12. Reasonable adjustment and special consideration guidance

12.1 Reasonable adjustment

12.1.1 Explanation of reasonable adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- re-organising the assessment physical environment
- changing or adapting the assessment method
- using assistive technology.

12.1.1.1

Reasonable adjustments must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

12.1.1.2

Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments. Reasonable adjustments permitted by Pearson may fall into the following categories:

- changes to assessment conditions
- the use of mechanical and electronic aids

- modification to the presentation of assessment material
- alternative ways of presenting responses
- use of access facilitators.

12.1.1.3

Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

12.1.1.4

Examples of reasonable adjustments as defined by the above categories are listed below.

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/prompters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices.

12.1.2 Centre recruitment

It is vital that centres recruit with integrity onto BTEC qualifications. Centres must ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs. The recruitment process should include the centre assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

12.1.2.1

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

12.1.2.2

The centre is advised to ensure that learners are aware of:

- the range of options available, including any reasonable adjustments that may be necessary, to
- enable the demonstration of attainment across all required assessment; and any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

12.1.3 Applying reasonable adjustment

Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated.

12.1.3.1

A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment, nor will every learner who is disabled be entitled to reasonable adjustment.

12.1.3.2

Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- affect the validity or reliability of the assessment

- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment
- influence the final outcome of the assessment decision.

12.1.3.3

Pearson expects all centres to apply reasonable adjustment in a transparent and unbiased manner.

12.1.3.4

All reasonable adjustments made must be recorded using the Pearson form RA1 (see website for forms www.edexcel.com). Once completed, these must be held by the centre in the learner's file and should be available at all times for scrutiny by Pearson if so requested.

12.1.3.5

All reasonable adjustments implemented by centres are subject to meeting the requirements of the appropriate assessment criteria for BTEC qualifications.

12.1.3.6

It is the responsibility of the principal (or designated nominee) to ensure that any access arrangement implemented by the centre on behalf of the learner, is based on firm evidence of a barrier to assessment.

12.1.3.7

If further clarification is required in relation to the application of reasonable adjustment, then e-mail qualitystandards@edexcel.com

12.1.3.8

For BTEC qualifications that are internally assessed, the centre will not need to apply to Pearson to implement a reasonable adjustment, but it must:

- only make reasonable adjustments that are in line with this policy
- record all reasonable adjustments made on form RA1
- keep all RA1 forms on the appropriate learner's record
- make RA1 forms available to Pearson as required.

12.1.4 Requesting reasonable adjustment from Pearson

For BTEC externally assessed assessments, reasonable adjustment requests must be submitted to and authorised by Pearson prior to implementation of the adjustment. Such requests must be submitted using form RA2 within twenty days of learner registration.

12.1.4.1

Pearson will respond to the request within two working weeks. See website for forms www.edexcel.com

12.1.5 Assessing achievement

Centres must ensure that for all internal assessment, achievement is given only for the skills demonstrated by the learner and that reasonable adjustments do not compromise the outcomes of assessment (as identified in 12.1.3 above).

12.1.6 Special Educational Needs

Centres should note that a Statement of Special Educational Needs (SEN) or Education Health Care Plan (EHCP) does not automatically qualify the learner for reasonable adjustment to assessment, as:

- the SEN statement or EHCP may not contain a recent assessment of the needs: and
- the reasonable adjustment may compromise assessment (as identified in 12.1.3 above).

12.1.7 Inappropriate use of reasonable adjustment

If a centre misuses the reasonable adjustment policy, the Pearson will take appropriate action. Such action will range from advice for the centre through to implementation of steps to manage

assessment malpractice; this could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.

12.2 Special consideration

12.2.1 What is special consideration?

Special consideration is consideration given following a period of assessment for a learner who:

- was prepared for and present at an assessment but who may have been disadvantaged by
- temporary illness, injury or adverse circumstances that have arisen at or near to the time of
- assessment
- misses part of the assessment due to circumstances outside their control.

12.2.1.1

It is important to note that it may not be possible to apply special consideration in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully.

12.2.1.2

Where assessment is in the form of on demand assessment, such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date.

12.2.1.3

Special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special consideration can only be a small post-assessment adjustment to the mark or outcome.

12.2.1.4

Pearson's decision will be based on various factors, which may vary from learner to learner, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (for example practical, oral presentation, etc.).

12.2.1.5

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment is affected by circumstances beyond the control of the learner, for example recent personal illness, accident, bereavement, serious disturbance during the assessment
- alternative assessment arrangements which were agreed in advance of the assessment proved
- inappropriate or inadequate
- part of an assessment has been missed due to circumstances beyond the control of the learner.

12.2.1.6

A learner will not be eligible for special consideration if:

- no evidence is supplied by the centre that the learner has been affected at the time of the
- assessment by a particular condition
- any part of the assessment is missed due to personal arrangements including holidays or
- unauthorised absence
- preparation for a component is affected by difficulties during the course, eg disturbances
- through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

12.2.1.7

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- terminal illness of the learner

- terminal illness of a parent
- recent bereavement of a member of the immediate family
- serious and disruptive domestic crises leading to acute anxiety about the family
- incapacitating illness of the learner
- severe car accident
- recent traumatic experience such as death of a close friend or distant relative
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- recent domestic crisis
- recent physical assault trauma
- broken limb on the mend.

12.2.1.8

Unlike reasonable adjustment, there are no circumstances whereby a centre can apply its own special consideration. Applications must be made to Pearson.

12.2.2 Applying for special consideration

Pearson expects a centre to put arrangements in place to enable a learner, in extenuating circumstances, to complete assessment and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner. The only exception to this is where a group of learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of learners affected should be attached to the application.

12.2.2.1

Applications for special consideration should be submitted to the BTEC Quality Standards Team. To ensure effective processing of the application the centre should submit:

- form SC10
- the learner's Student Report Form (SRF)
- evidence to support the application such as a medical certificate, a doctors letter, a statement from the invigilator (if relevant), or any other appropriate information.

12.2.2.2

The principal must authorise all applications for special consideration. Applications must be submitted to the BTEC Quality Standards Team within seven days of the assessment having taken place. Following receipt, Pearson will confirm receipt within two working days and will usually give a decision within a further ten working days. Where a case is complex, Pearson will inform the centre if a decision cannot be made within the time scale specified.

12.2.2.3

During the processing of an application, Pearson will only liaise with the centre making the claim on the learner's behalf and not with the learner or their designated third party.

12.2.2.4

It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.

12.2.3 Posthumous certification

Applications for posthumous certification should be submitted on form SC1 together with the learner's Student Report Form (SRF). The principal must authorise this form. Pearson will liaise only with the centre making the claim for the learner. Pearson reserves the right to see a copy of the death certificate prior to granting posthumous certification.

12.2.4 Lost or damaged work

When a learner's work has been lost or damaged, Pearson may consider accepting a grade for which there is no available evidence. In all cases, the centre must be able to verify that the work was done and that it was monitored whilst it was in progress. Applications to accept grades, for

which there is no available evidence should be submitted on SC1. With this completed form, the centre must also provide evidence of learner achievement (assessment/IV records) and include a signed Student Report Form (SRF).

12.3 Complying with policy

Centres should note that failure to comply with the requirements contained within this policy document could lead to assessment malpractice, which will impact on the learner's result.

12.3.1 Failure to comply is defined as any or all of the following:

- where applicable, putting in place arrangements without Pearson's approval
- exceeding the allowance agreed by Pearson
- agreeing delegated adjustments that are not supported by evidence
- failing to maintain records
- failing to report delegated adjustments when requested to do so by Pearson
- implementing delegated adjustments that affect the validity and reliability of assessment, compromises the outcomes of assessment or gives the learner in questions an unfair assessment advantage over other learners undertaking the same or similar assessment.

12.3.2 For further information about malpractice in assessment, please refer to the Pearson Policy Assessment Malpractice.

12.4 Right to appeal

Where a centre fails to agree with a Pearson decision made in respect of this policy, then the centre has the right of appeal.

12.4.1 Appeals must be submitted to qualitystandards@edexcel.org.uk within ten working days of receipt of the decision from Pearson.

12.4.2 Upon receipt of an appeal, Pearson will acknowledge receipt within two working days and adjudicate within a further ten working days.

12.4.3 Detail of the appeals process for BTEC is contained within the BTEC Appeals Policy.

12.5 Forms

These are available from the Edexcel website and are the following:

- RA1 - Application of Reasonable Adjustment Form – Internal Use
- RA2 - Application of Reasonable Adjustment Form – Pearson Use
- SC10 - Application for Special Consideration Form

13. Accreditation of prior learning (APL)

13.1 APL is a process which recognises that learning is continuous – at work, home and at leisure, as well as in the classroom. APL provides a route for the recognition of the achievements resulting from continuous learning.

13.2 The use and application of APL is of particular value to learners without formal qualifications, who are either in employment, preparing to enter or returning to employment. It enables them to gain all or part of a qualification on the evidence of their past achievements.

13.3 APL is an assessment process which enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of APL is acceptable for accrediting part of a unit, unit(s) or a qualification. Evidence submitted for APL must be:

- authentic
- current
- relevant
- sufficient

13.4 Although Brockington College is unlikely to use APL at this current time, it is important to have a policy in place should it occur in the future.

14. APL guidance

14.1 The APL process is not concerned with allowing for exceptional entry to, or exemption from, a programme of study. It focuses on assessment and certification of prior learning which may count as evidence towards:

- a part of a unit or unit(s) accumulated towards a full qualification
- unit or units recognised by an Edexcel Certificate of Achievement
- a full Pearson qualification.

14.1.1.1

The APL process does not allow the accreditation of any externally assessed unit because these units are subject to specific evidence requirements, for example, the externally assessed units of a BTEC qualification. Learners must complete the required external assessment to be awarded the overall qualification.

14.1.1.2

Contextual unit grading is an integral part of some qualifications, for example, BTEC Firsts. When grading APL evidence for these qualifications, the guidance in the specification must be adhered to and the learner's performance must be judged against the criteria in the unit grading grid. The requirements of each grading criterion must be met in full. For instance, if the grading criterion requires the demonstration of independence, the APL evidence for this must demonstrate independence.

14.1.1.3

Although it is possible to claim for an entire qualification through APL, this is not the norm. For example, a qualification with externally assessed units cannot be accredited in its entirety using APL. Furthermore, it would be unusual for an APL learner to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirements.

14.1.1.4

When appropriate, Pearson reserves the right to require samples from additional units, should a significant number of learners be claiming for APL.

14.1.1.5

An exact guide cannot be given to the prior achievement that would provide evidence of current knowledge, understanding and skills. This will vary from employment sector to employment sector; with the extent of the experience; with technological changes and with the nature of the outcome claimed (for example, cognitive competence may diminish rapidly). If the currency of any evidence is in doubt, the assessor may use questions to test any reservations.

14.1.1.6

For detail and procedures staff should refer to the Edexcel APL document.

14.1.2 Positioning APL within the college

14.1.2.1

The college arrangements for APL, are identified through two basic models of operation:

- centrally-based
- BTEC Centre/department/programme-based.

14.1.2.2

Which APL process we choose will depend upon the circumstances of those involved and will be judged case by case. This is because as a college it is envisaged that this will be a rare occasion and would only really take place under exceptional circumstances. Whichever process is undertaken will be managed by the quality nominee and advice from Pearson may be sort.

14.1.2.3

The procedures followed will be documented and will be clear to all staff and learners.

14.1.3 Restrictions on APL

14.1.3.1

Any restrictions on APL must be made clear to all staff and learners. It is possible, but unlikely, for a learner to be able to claim for an entire qualification through APL. For example, a qualification with externally assessed units cannot be accredited in its entirety using APL. Also, it will be unusual to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirements. Any restrictions on APL must be explained to the APL learner in the introductory meetings held between centre staff and the APL learner.

14.1.4 The centre checklist

14.1.4.1

To develop an effective, economic and clear process, centres are advised to include APL as part of their normal admission, support, programme delivery and assessment procedures. A centre checklist follows, which indicates the significant impact on centre structures, resources and procedures, resulting from introducing an APL process.

14.2 The APL process

14.2.1 Recruitment

Recruitment is a very important element of APL and the information below explains the policy.

14.2.1.1

Marketing

The marketing strategy for APL will include the use of advertisements and leaflets either printed or provided on the Internet. The aim is to raise awareness of the possibilities offered by APL across a wide audience.

14.2.1.2

Examples of how to market APL are:

- reference to APL within printed course prospectuses and/or on the internet
- leaflets for education guidance staff
- leaflets directly to the public.

14.2.1.3

Any marketing material developed should take into account its target audience and how to access this audience. Key points regarding APL that may be included in any marketing material are:

- a definition of APL
- a statement that evidence of achievement is required and that this will be assessed against
- qualification requirements
- examples of suitable evidence
- any costs involved
- sources of further information and advice.

14.2.1.4

Responding to initial enquiries

The centre will have an advisory system in place to deal with more detailed enquiries which will be managed by the quality nominee. It is expected that these detailed enquiries will require a more personal approach, for example extended telephone calls and face-to-face meetings. The kinds of issues that centres may wish to approach in these initial exchanges include:

- the emphasis APL places on learning and achievement
- putting the APL claim within the context of an overall qualification
- an overview of what would be needed from the learner when putting together an APL claim
- an overview of the issues surrounding assessment of APL.

14.2.1.5

How this information is supplied will depend on the nature of the enquiry and the learner as well as the structure of the qualification and the learner's experience and needs.

14.2.2 Assembling an APL claim

APL learners will require considerable staff encouragement and guidance in compiling their APL evidence.

14.2.2.1

Staff guidance

Guiding APL learners is a staff-intensive activity. While one-to-one contact is essential, there are advantages in holding workshops – both in economy of staff time and in helping to overcome any sense of isolation felt by the learners. All APL learners will need support in two areas; with the APL process and subject-specific support.

14.2.2.2

Support with the APL process

Support with the APL process, including initial screening and pre-entry guidance, may be provided by the centre or by an external agent. The external support may, for example, be provided by a careers service or by an adviser from the learner's workplace. It is important for the successful implementation of APL that the roles and responsibilities of those involved in offering support is clarified from the outset. For the external agencies to be useful, they will need to have an understanding of APL, the APL process and the differing needs of APL learners.

14.5.2.3

Most learners will be unfamiliar with the process of putting together an APL claim. It is important that learners receive adequate advice and guidance on how to proceed. This will involve:

- helping the learner to understand the opportunities that APL provides
- encouraging reflection and self-evaluation
- helping to identify possible sources of achievement
- helping to identify possible evidence of achievement
- advising on the structure and presentation of evidence
- explaining assessment requirements.

14.2.2.4

Subject-specific support

Subject-specific support will require specialists who have a detailed knowledge of the content and assessment of Pearson qualifications. They will assist the learner in their preparations for assessment. It may be helpful to have a mentor system for some learners. Later in the APL process specialist staff will act as assessors. In the interests of fairness, it is important that the roles of supporting staff and assessors are clearly defined.

14.2.2.5

Subject-specific staff will need to offer regular guidance that will involve:

- identifying the learner's aspirations
- identifying, through an action plan, the learner's targets and how and when to achieve them
- encouraging reflection and self-evaluation
- helping to identify actual sources of achievement within a specific context
- helping to identify actual evidence of achievement within a specific context
- advising the learner on how to assemble and present evidence of past achievements in a concise and effective manner
- advising on further work to be done
- identifying the assessment requirements.

14.2.2.6

Reflecting on experience

The starting point for any learner wishing to claim for APL is to reflect on their experience in order to identify relevant achievement. They should think about experience gained:

- at work
- in any relevant voluntary work or leisure activities
- in formal or informal education or training, for example, college courses or in-company training
- from independent study
- from home-based activities, such as care of the young, the elderly or the sick or involvement in the family business.

14.2.2.7

A useful starting point would be to compile a selective autobiographical account of the learner's experience, a CV or a portfolio of practical work. This exercise can help staff and assessors to gain a broad overview of the learner's experience. In addition, the exercise will encourage the learner to identify:

- an overview of what would be needed when putting together an APL claim
- the key components of their experiences
- what they needed to know or do
- what actions were successful or unsuccessful
- what has been learnt and achieved
- how this achievement relates to the requirements of the units of the qualification.

14.2.2.8

APL learners will need to understand the relevant assessment requirements associated to the unit(s) they are claiming. They will then be able to work towards assembling evidence to support these claims.

14.2.2.9

Mapping achievement

Listing the learning and assessment requirements of individual Pearson qualification units clearly, enables both staff and the learner to focus on what is required and what has been achieved. This mapping will allow for continuous self-assessment by the APL learner.

14.2.2.10

For qualifications where unit grades are awarded, it will be essential to follow the guidance given in the specification. Staff will need to inform learners how the different grades can be achieved and how they are assessed and highlight units or parts of units that cannot be gained by APL; specifically units that are externally assessed.

14.2.2.11

Providing evidence of achievement – the portfolio

Learners will need to provide evidence which shows that they have covered the requirements of the unit(s), or part(s) of a unit(s). This will usually take the form of a portfolio, prepared by the learner, which sets out the qualification assessment requirements claimed, together with any supporting evidence. To help them produce their portfolio, APL students should have access to examples of the best way to present evidence of their prior achievements. Professional discussions or oral assessment can be used to contribute towards portfolio evidence, which must be documented and can be supported by audio/video tape recordings. Appendix 2: Portfolio evidence and assessment of the Pearson APL document shows examples of APL evidence that learners can include in their portfolios.

14.2.2.12

Guidelines on how to structure the portfolio may apply across the centre or they may be department based. Most portfolios will require at least:

- a statement of the claim for accreditation
- a statement of authenticity
- a brief curriculum vitae or autobiography, to put the claim into context
- a summary of the learning and assessment requirements claimed
- a commentary which identifies prior achievement against individual learning and assessment requirements

- a list of evidence against each assessment requirement claimed
- full evidence against each assessment requirement claimed.

14.2.2.13

Assessors will be looking for evidence that is:

- authentic
- current
- relevant
- sufficient.

14.2.2.14

Separate evidence is not required for each qualification assessment criterion. Where possible, learners should be encouraged to present a small number of complex pieces of evidence that demonstrate the achievement of a number of unit assessment requirements.

14.2.2.15

Determining the standard

Both the learner and the centre must have a clear understanding of what is required for a given Pearson unit(s), or part(s) of a unit(s), or qualification being claimed by APL. The standard of the evidence submitted to satisfy all the requirements must be made clear to the APL learner.

14.2.2.16

The standard required of an APL learner is identical to that demanded of a learner pursuing a conventional study route. For instance, APL evidence for any internally assessed BTEC unit must at least fulfil the requirements of the pass criteria in the assessment guidance grid. As for conventional BTEC learners, APL learners must be given guidance on the evidence that will enable them to achieve a pass, merit or a distinction. For most qualifications, centres can find general guidance on grading internally assessed units in the relevant Pearson specifications. It is essential that centres share this information with APL learners.

14.2.2.17

Registering the learners with Pearson

All learners working towards Pearson qualifications, regardless of the route, must be registered/entered for their qualification with Pearson. For some qualifications, requests for registering APL learners can be made at any time. The learner will be registered/entered for the qualification in the usual way. The procedures for registering/entering learners are detailed in the information manual. Learners not registered with Pearson are not entitled to receive external verifier/moderator endorsement. Pearson does not accept simultaneous application for a learner to be registered and to receive certification. Commitment to the APL process must therefore be made early on.

14.2.3 Assessing an APL claim

To assess the evidence of prior achievement of APL learners, assessors should make full use of the range of assessment methodologies available, in Pearson qualifications. Appendix 2: Portfolio evidence and assessment shows examples of possible assessment methodologies that can be used.

14.2.3.1

Assessing the evidence

Many Pearson units draw on a wide basis of knowledge and understanding, which require application in a range of contexts. Through the evidence submitted, APL learners must demonstrate knowledge and understanding of the qualification they are claiming via APL. Oral testing is an effective method of assessment particularly suited to APL learners, as it can be used to contextualise their learning experience. Oral testing procedures must be structured and evidence of the test and the learner's performance must be available for external verification/moderation.

14.2.3.2

The assessor has the responsibility for ensuring that all the requirements of a part of a Pearson unit or unit(s) or qualification have been met before applying for a qualification certificate. The assessor should assess the APL evidence, using the assessment criteria in the qualification. In considering the evidence, the assessor needs to ask if it is authentic, current, relevant and sufficient.

14.2.3.3

If on any account the assessor is not satisfied with the evidence submitted, it will be necessary to seek additional evidence.

14.2.3.4

Additional evidence

Where evidence presented in support of a claim of APL is strongly convincing, it may be deemed sufficient for the purpose of certification. If the evidence is less convincing, but nevertheless substantial, the learner might, where suitable:

- undergo an oral assessment
- complete an appropriate assignment
- complete a written test
- carry out a demonstration
- a combination of the above.

14.2.3.5

Where a learner is unable to produce evidence of prior learning (for example if an employer fails to respond to a request for a witness testimony), it will be necessary for the learner to take an assessment appropriate to the outcome being claimed. For a BTEC unit, it may be necessary to set an assignment or assignments to demonstrate the missing knowledge, skills and understanding.

14.2.3.6

Arranging additional learning

If only part of a unit's requirements has been met, centres should arrange for the appropriate additional learning and assessment to cover the outstanding evidence. Additional learning may be provided through individual tutorials, assignments, class instruction, open learning or through a learning contract.

14.2.3.7

Additional learning can also meet the requirements of externally assessed units, essential for the completion of certain Pearson qualifications.

14.2.3.8

Arranging internal verification/moderation/standardisation

Most Pearson qualifications require centres to have processes for internal verification/moderation/standardisation in place. Following these processes will ensure that the assessors' decisions are uniform in interpreting and applying the standards set out in the qualification specification. For some qualifications the internal verification/moderation/standardisation process is designed by the centre and is part of the centre's own quality assurance systems.

14.2.3.9

Centres are advised to refer to the internal verification/moderation/standardisation guidance given in the individual qualification specification and/or related tutor support documents. Centres must treat APL evidence as they would traditional evidence.

14.2.4 Accrediting an APL claim

To submit APL evidence for external verification/moderation, centres must follow the customised guidance on procedures provided in most qualification specifications. External verification/moderation of APL evidence will be considered in the same way as traditional evidence for the same qualification.

14.2.5 External verification/moderation

Pearson will fulfil the external quality standards mechanisms appropriately, for each qualification. There will be no distinction between APL evidence and traditional evidence submitted to Pearson. When appropriate, Pearson reserves the right to require samples from an additional unit, should a significant number of learners be claiming for APL.

15. BTEC conflict of interest policy

15.1 The aim of Brockington College is to ensure that learners are accurately and securely certificated. Brockington College is committed to ensuring those individuals employed within the college who are involved with the delivery of BTEC courses and the recording and reporting of results do so confidentially, honestly, fairly and with integrity, objectivity, due skill, care and diligence.

15.2 Policy aim and purpose

This policy has been established to safeguard the integrity and credibility of Brockington College. In addition, it aims to promote public confidence in the objectivity and impartiality of its activities. This policy will:

- draw attention to potential conflict of interest (COI) situations
- establish clear standards for dealing with COI
- reduce the possibility of COI in relation to Brockington College
- provide the means to identify and resolve COI.

15.3 This policy applies to all relevant Brockington College staff and other individuals that interact or potentially interact with students, parents and the awarding body.

15.4 Definition of conflict of interest

A COI is a situation in which an individual, in a position of trust, has direct or indirect, professional or personal interests or loyalties. This includes financial interest, however those interests that are not financial are just as important. Friendship, membership of an association, society, trusteeship and many other kinds of relationships can sometimes influence judgments and give an impression that personal motives are involved. Therefore such competing interests could make it difficult for individuals to fulfil their duties as it may:

- impair objectivity, or
- create an unfair advantage for any person or organisation, or
- place the organisation credibility at risk.

15.5 Identification and management of conflicts of interest

All individuals are entitled to manage their own affairs in privacy, however when those affairs give rise to actual or potential detriment to Brockington College and its function, attention should be drawn to it.

15.6 Any individual who considers there may be an actual, potential or perceived COI must declare any interest, whether direct or indirect, which may have or is expected to have an impact upon activities. Examples include where someone:

- is likely to make a financial gain or avoid a financial loss
- has an interest in the outcome of a service provided
- has a personal interest in a particular student or parent, for example, relative or friend
- is employed by the same business as a customer.

15.7 The COI must be declared, where possible, prior to engaging with any Brockington College activity. If a COI is not known prior to engaging with any Brockington College activity then the person who may have the COI must withdraw for the activity and seek clarification.

15.8 Confidentiality

Confidentiality must be assured at all times. Therefore those involved must not:

- divulge any confidential information acquired to any person not authorised by Brockington College
- use any confidential information in any personal undertaking.

15.9 Monitoring and review

This policy and its procedures will be reviewed annually, to ensure that it remains fit for purpose and reflects the types of conflicts and interests that may arise, and how those conflicts and interests are managed.

Signature: Date:

Printed name: Position: