



Marshland

HIGH SCHOOL

Centre number: 18539

BTEC Policy Handbook

Reviewed by:	Governing Body
Approved:	December 2025
Review Date:	December 2026

Head of Centre Signature:**Contents**

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1. Key staff involved in the policies

Role	Name(s)
Head of centre	Mr C Jansen
Exams officer line manager (Senior Leader)	Mr C Teanby
Exams officer	Mrs R Hornett
SENCo	Mrs S Pettifer
SLT member(s)	Mrs S Swinburn, Mr D Lucas, Mr O Mackett and Mrs C Whitehouse
Quality Nominee	Mr O Mackett
Lead IV	Mrs V Harris
Teachers/Assessors	Mrs V Harris

2. Assessment Policy

Teaching Phase:

During the teaching phase of BTEC delivery formative assessment will be carried out in line with the school's assessment policy.

This includes :

- Providing written formative feedback every 4 lessons
- Giving students clear indication of how to progress and improve their work
- Allowing students time to act on feedback every time work has been marked
- Correcting literacy errors

Assessment Phase:

Once the assessor is confident the learners are fully prepared to undertake assessment they will follow the procedures outlined in the BTEC Centre Guide to Assessment (Entry Level to Level 3).

Summary:

Aim:

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

In order to do this, the centre will:

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

- provide resources to ensure that assessment can be performed accurately and appropriately.

Providing feedback to learners

Once learners are working on assignments which will be submitted for assessment, **they must work independently** to produce and prepare evidence for assessment.

Before commencing an assessment, the tutor must ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

Once the learner begins work for the assessment, the tutor must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the assessment stage.

Annotating learner work

We recognise that it is good practice to make annotations on learner work during feedback. This helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found.

However, the annotations themselves do not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found. Confirmation of achievement is recorded at the assessment stage, on the relevant Assessment Record only. This should be clearly understood by Assessors, Internal Verifiers and Standards Verifiers.

Submission of evidence

Only **one submission** is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

- an assignment for assessment which consists of evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor must:

- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades.

Meeting deadlines

Deadlines for assessment are an important part of BTEC. Learners must be encouraged to develop good habits around timeliness and preparation that will stand them in good stead in future. It is important that learners are assessed fairly and consistently and that some learners are not advantaged by having additional time to complete assignments. You are at liberty to refuse to accept work that is late for assessment but must ensure that learners are made aware of the consequences of failing to meet deadlines.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. It is best practice to have a clear assessment procedure for a learner to formally apply for an extension if they have genuine reasons for not meeting a deadline. If an extension is granted, the new deadline must be recorded and adhered to.

Please note that once evidence is accepted for assessment, learners cannot be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Criterion referenced qualifications demand that only the assessment criteria for the units can be used for assessment decisions. The **Pearson Policy for Assessment and Grading** can be found here: www.edexcel.com/Policies

Opportunities for resubmission

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier **can only authorise a resubmission if all of the following conditions are met:**

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the tutor judges that the learner will be able to provide improved evidence without further guidance
- 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 conditions listed above, the Lead Internal Verifier **must not** authorise a resubmission.

Procedure for resubmission

If the Lead Internal Verifier does authorise a resubmission, it **must** be:

- recorded on the assessment form
- given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

* 10 working days must be within term time, in the same academic year as the original submission.

Our Standards Verifiers will require you to include evidence of resubmitted work in sampling, including:

- evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated
- the initial assessment record
- the resubmitted learner evidence, accompanied by a signed and dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions
- confirmation from the assessor that the resubmitted evidence is authentic and is the learner's own work.

3. Internal Verification Process

Internal verification of assignments briefs and assessment decisions will be carried out in accordance with the guidelines laid out in the BTEC Centre Guide to Assessment (Entry Level to Level 3).

Summary:

Aim:

- 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.

In order to do this, the centre will ensure that:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- staff are briefed and trained in the requirements for current Internal Verification procedures
- effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- standardised Internal Verification documentation is provided and used
- all centre assessment instruments are verified as fit for purpose
- an annual Internal Verification schedule, linked to assessment plans, is in place
- an appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- secure records of all Internal Verification activity are maintained
- the outcome of Internal Verification is used to enhance future assessment practice.

Internal verification of assignment briefs

Timing

Assignment briefs must be internally verified before being issued to learners. If any issues are identified by the Internal Verifier, they should be addressed by the Assessor prior to issue. This will ensure the brief is fit for purpose and that:

- the tasks and evidence will allow the learner to address the targeted criteria
- it is written in a clear and accessible language
- the learner's role and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

Planning

Assignment briefs should be written during the planning and preparation stage and consideration should be given to their internal verification before issue to learners at this time.

If you plan to re-use an assignment from the previous academic year, you should check that dates and deadlines are revised and that the assignment is appropriate for the new cohort of learners. It is good practice to review assignments regularly to ensure they are still fit for purpose and make improvements based on your experience of delivering and assessing them.

Resources needed

- The unit specification, outlining the unit content, assessment criteria and assessment guidance
- The assignment brief
- The internal verification form for assignment briefs.

A template is available on the BTEC website, although use of this is not mandatory. We strongly recommend that any template that is used considers the points below.

Internally verifying assignment briefs

The Internal Verifier should check that the brief:

- has accurate unit details
- has accurate programme details
- has clear deadlines for assessment
- shows all relevant assessment criteria for the unit(s) covered in the assignment
- indicates relevant assessment criteria targeted against each task
- 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
- has a time period of appropriate duration
- uses suitable vocational language
- has a clear presentation format.

Giving feedback to the Assessor

The outcome of internal verification should be recorded on the form and this is an audit trail and should be signed and dated by Assessor and Internal Verifier. Rather than just ticking boxes, the feedback section on the form should be used to provide advice and guidance. A rigorous Internal Verifier will give pointers on both what can be done to improve the assessment process and areas of good practice. If action is identified by the Internal Verifier, the Assessor should complete this and return it to the Internal Verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

Template Internal Verification forms can be found on the BTEC Key Documents webpage, under **Forms**: www.btec.co.uk/keydocuments.

Assignments from other sources

There may be occasions where assignments may be used which have come either from published material or from other centres. These assignments still need to be internally verified to ensure that they match the specification that you are registering learners on, and that the assignments are appropriate for your learners and you have the resources to deliver them.

Pearson Authorised Assignment Briefs

A selection of Pearson Authorised Assignment Briefs is available. These are available on the specification pages of the BTEC website: www.btec.co.uk. It is not compulsory to use these assignments but we recommend you review them to ensure that your centre devised briefs are in line with national standards, and best practice for BTEC.

You must apply internal verification to the Pearson Authorised Assignment Briefs as follows:

Assignment brief option	Internal verification required
Use a Pearson Authorised Assignment Brief as published	An internal verifier must ensure that: • It meets the specific needs of your learners • It is current and relevant for your learners • The key information including hand out dates and submission deadlines are appropriate
Adapt a Pearson Authorised Assignment Brief to suit the needs of your learners	The internal verification process must be detailed and rigorous in order to ensure the assignment brief is fully fit for purpose.
Create your own assignment briefs if you think this will better meet the needs of your learners, or where an authorised assignment brief is not available	The internal verification process must be detailed and rigorous in order to ensure the assignment brief is fully fit for purpose.

You must record in your assessment plan that an Authorised Assignment Brief was used. If you wish, you may simply fill in the initial boxes of our internal verification forms to record this: www.btec.co.uk/keydocuments

The latest versions of our internal verification forms provide the opportunity for you to identify when an Authorised Assignment Brief has been used and to comment on any changes made to it. These forms can be found at www.btec.co.uk/keydocuments

Assignment Checking Service

You can also submit assignments you have written to the Assignment Checking Service. Your assignments will be reviewed by an expert who will check that you have understood and applied the relevant assessment requirements for BTEC, and provide feedback. The Assignment Checking Service can be accessed here: www.btec.co.uk/assignmentchecking.

When using this service always be careful to select the correct BTEC qualification from the drop-down list. Once your Standards Verifier is allocated to your centre, you should refer any further questions about assignment briefs to them.

Please note: This is a free support service and is **not** a replacement for internal verification, nor does it remove the need for standards verification. You must always internally verify all assignment briefs you have written to ensure they are fit for purpose and meet the specific needs of your learners.

Internal verification of assessment decisions

Planning

When the programme is being planned, internal verification of assessment decisions must also be planned. An internal verification schedule should be drawn up, covering every unit, every assignment and every Assessor, with proposed dates.

Internal verification must be carried out in a timely way throughout the year. It should not be saved until the end of the year. Effective internal verification will guide and support Assessors. Feedback from the Internal Verifier will aid their skills development.

Timing

For internal verification of assessment decisions to take place, formal assessment of learner work must have occurred. Assessment is a final assessment decision on assignment tasks in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the learner's achievement. Therefore, this is the point when formal internal verification of assessment decisions takes place.

Assessment decisions should be internally verified as soon as possible after assessment, and not "end loaded". This will improve the quality of assessment and avoid disadvantaging the learners. It should take place before work is handed back to learners. If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor before results are made known to learners. If any issues are identified by the Internal Verifier, these should also be checked and fixed across the whole cohort, not just those learners who have been sampled.

As part of the wider Internal Verifier role it is useful to provide advice and guidance to Assessors on a regular basis. Where more than one Assessor is assessing a unit, standardisation should take place and the Internal Verifiers will have a role in this.

There are rules on how many times a learner can submit work for assessment.

Please see the **BTEC Centre Guide to Assessment: Entry Level-Level 3** for further details: www.btec.co.uk/keydocuments

Completing rigorous internal verification at the first submission stage should avoid issues around resubmission; the assessment decisions published to learners will have been fully verified and any issues already corrected. Therefore, if learners are allowed a second submission, you can be confident that the initial assessment is accurate and Assessors are standardised.

Internally verifying resubmissions

If learners request a second submission of evidence and this is agreed by the Lead Internal Verifier, it is good practice to also internally verify a sample of these. Where possible, try to include learners who were sampled in the first submission. This helps provide continuity.

Of course, you may also internally verify a resubmission from a learner who wasn't sampled in the first submission. If, however, the Internal Verifier identifies issues with the original assessment decision, then this raises questions about the effectiveness of the whole internal verification process.

e.g. A learner received a Pass grade at first submission and has resubmitted evidence to improve their grade. However, when sampling the resubmission, the Internal Verifier judges that the original Pass grade awarded was inaccurate.

Remember, if any issues are identified by the Internal Verifier, these should also be checked and fixed across the whole cohort, not just those learners who have been sampled.

For further details on assessment requirements, please see the **BTEC Centre Guides to Assessment**: www.btec.co.uk/keydocuments

Resources needed

- The unit specification outlining the unit content and assessment criteria
- The assignment brief
- The learners' work which has been assessed, showing a range of achievement wherever possible
- Record of assessment decisions and feedback to the learner
- The internal verification form for assessment decisions.

Templates are available on the BTEC website www.btec.co.uk/keydocuments.

Although using these is not mandatory, we strongly recommend that any form which is used considers the points outlined below.

Internally verifying assessment decisions

The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification. They should check:

- the learner work against the assessment criteria and judge whether it has been assessed accurately. The assessment criteria represent the national standard and all BTEC learners are measured against this
- coverage of the unit content and assessment guidance to see if the Assessor has taken this into account - does the assessment reflect the breadth and depth of knowledge and understanding identified in the content? The Internal Verifier should judge whether the evidence is sufficient to warrant the assessment decision
- the feedback from Assessor to learner is accurate and linked to the assessment criteria

Remember, the Internal Verifier is judging the Assessor, not the learner. The focus of the Internal Verifier's judgement and feedback is the Assessor.

If the Internal Verifier judges that the work is inaccurately assessed, appropriate action must be identified on the internal verification form.

If inaccuracies are identified, the Assessor must re-assess the learner work in the light of the Internal Verifier's comments and it should be checked again by the Internal Verifier, signed and dated. It may be necessary for learners to do some additional work.

Giving feedback to the Assessor

The outcome of internal verification should be recorded on the form. This is an audit trail and should be signed and dated by Assessor and Internal Verifier.

Rather than just ticking boxes, the feedback section on the form should be used effectively. The Internal Verifier should give advice on what can be done to improve the assessment process. If action is identified by the Internal Verifier, the Assessor must complete this and return it to the Internal Verifier for sign off. When the Internal Verifier is satisfied that the work has been assessed accurately, the work can be handed back to the learners.

The internal verification sample

During the course of the programme, sampling should cover the following as a minimum:

- every Assessor
- every unit
- work from every assignment
- every assessment site (for multi-site centres).

The sample should be constructed in a way that assures the entire assessment process rigorously. There is no prescribed sample size but a well-constructed sample should consider:

- the full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible

- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor
- new BTEC programmes: when a unit or programme is first introduced, the sample should be increased
- the size of the group of learners: there is a difference in sampling a group of 6 learners to sampling a group of 160 learners
- known issues with internal verification: these may have been identified by previous internal or external quality assurance processes and may increase the sample size.

4. Appeals Procedure

This procedure should be read alongside the Appendix 6 of the Marshland High School Exams Policy. This Appendix includes the formal documentation to making a complaint.

Students have the right to appeal the assessment decision made by the assessor, in summary the policy is as follows:

Aim:

- 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.

In accordance with the whole school appeals policy the following steps will be taken in the event of an appeal by a student relating to an assessment decision:

Appeals Policy

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Marshland High School is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- The consistency of the internal assessment is secured through internal verification as necessary;
- Staff responsible for internal verification attend any compulsory training sessions.

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning internal assessment:

- The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade - only the procedures used;
- The parent or guardian must make the appeal in writing to the School's Examinations Officer: appeals should normally be made by 30th April for examinations in the summer series.

This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time;

- The enquiry into the internal process will normally be led by the Examinations Officer and Assistant Headteacher provided that neither has played any part in the original internal assessment process;
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant;
- The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interest of the candidates.

If the appellant is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Headteacher and a member of the Governing body.

If the appellant is not satisfied with the outcome of the School's procedure they may contact Pearson directly to appeal the decision. This can be done by adhering to the following procedure as detailed in the Enquiries and Appeals about Pearson Vocational Qualifications policy document:

If you are an individual learner and want to enquire about or appeal against a centre decision which you feel has disadvantaged you, then you should send your email to vocationalqualitystandards@pearson.com within 14 calendar days of being notified of the outcome of your centre's internal appeals process. You cannot appeal to Pearson without first going through the appeals process of your centre.

Pearson will acknowledge receipt of the enquiry within three calendar days and respond with the outcome of the enquiry within 30 calendar days of receiving the enquiry.

If the centre or individual learner is dissatisfied with the outcome of the enquiry, you may request a Quality Review is undertaken.

Receipt of an application for an appeal hearing will be acknowledged within three days. The chair of the Pearson Appeals Panel will decide if there is an appeal case to be heard. The centre or learner will be notified within 14 calendar days if the case has been accepted or not. If it has been accepted, a hearing of the Appeals Panel will be arranged and the case will be heard.

The appeals process involves a hearing before the Pearson Appeals Panel, normally consisting of three panellists. The panellists are independent of Pearson. The Head of Centre, learner or a delegated representative, may be expected to attend the hearing. For international centres, the hearing may be conducted electronically.

The chair of the Appeals Panel will consider an appeal provided that:

- the appeal is submitted in writing by the Head of Centre/Principal/ Learner
- Pearson's Quality Review process has been exhausted
- the appeal is submitted within 14 calendar days of receipt of the outcome of the quality review, or any further work resulting from the quality review, whichever is the later.

At this point of the appeals process, the Pearson Appeals Panel follows the procedures set out in paragraphs 29-52 of the JCQ *Guide to the Awarding Bodies' Appeals Processes*, available on the JCQ website (www.jcq.org.uk).

The Pearson Appeals Panel is the final step in the appeals process. A final decision will be made regarding the outcome of the appeal. The Appeals Panel will communicate the outcome of the hearing to the Head of Centre or individual learner within seven calendar days of the hearing.

5. Assessment Malpractice Policy

This procedure should be read alongside the Appendix 5 of the Marshland High School Exams Policy.

The School is very keen to monitor for, prevent and tackle malpractice during assessments. The policy is as follows:

Aim:

- 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 the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Check thoroughly for any suspected AI use
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
 - If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made.
 - If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made.
- 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, this centre will apply the following penalties / sanctions:

- If the candidate accepts that malpractice has occurred during internally assessed units, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.
- If the candidate is found guilty of malpractice during an externally assessed unit, the Awarding Body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

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)

- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use
- 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.
- Incorrect use of AI
- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate.

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.

6. Registration and Certification Policy

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- register each learner within the awarding body requirements
 - The Exams Officer will request and make entries in sufficient time for the deadlines set by Pearson
- provide a mechanism for programme teams to check the accuracy of learner registrations
 - Lead IVs can, and are encouraged to, check the registration status of their learners through Edexcel Online. A copy of the registrations will be placed in each subject's folder.
- make each learner aware of their registration status
- inform the awarding body of withdrawals, transfers or changes to learner details
 - This will be carried out by the Exams Officer under the instruction of individual Lead IVs.
- ensure that certificate claims are timely and based solely on internally verified assessment records
 - Lead IVs will do this through Edexcel Online.
- audit certificate claims made to the awarding body
 - Copies of the certificate claims will be placed into subject folders
- audit the certificates received from the awarding body to ensure accuracy and completeness
 - Lead IVs will use their records to ensure that all certificates have been received and are accurate.
- keep all records safely and securely for three years post certification.

7. Equality, Diversity and Inclusion Policy

Aim:

- To ensure that diversity and inclusion are embedded into the delivery of BTEC qualifications
- To support awareness and promotion of diversity and inclusion through our teaching

In order to do this the centre will:

- Ensure that all learners have equal opportunity to access BTEC qualifications, assessments, related products and services.
 - This will be done during the options process where students have free choice of options.

- Ensure that the content of BTEC qualifications and assessments reflect the wide diversity of the students.
 - Whilst preparing lesson resources teachers will ensure a diverse sample of examples are used including those from the local area as well as further afield.
 - A variety of ethnicities, abilities, ages and social groups will be chosen for resources
- Support students of all abilities to achieve a BTEC qualification
 - Teaching will be appropriately differentiated to support all students
- Ensure that BTEC qualifications are delivered in a way that is free from bias and not discriminating against specific groups
 - Examples used in resources will be discussed in a non-biases and non-discriminatory manner.
- Ensure that students who are entitled to additional support in any area of learning or assessment are provided with the support as detailed in SEND documentation.
 - Teachers will refer to the SEND register and ensure that any support a student is eligible for is put in place.

8. Blended Learning Policy

Aim:

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

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. In the event of blended learning being required a timetable will be produced by SLT.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner. This should be done through Google Classroom.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear. Google Classroom should be used to provide students with a reminder of the deadline and expectations around completing the assignment.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Work should be compared to others within the class. Any suspect passages can be searched online to determine whether they have been taken from another source without changes.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement. In the event of blended learning, it would be advisable to not keep written records of assessment and internal verification in homes, instead these can be completed and stored electronically.

9. Special Consideration and Reasonable Adjustments

In the event of a learner not completing BTEC Unit(s) for a specific programme, the Programme leader will meet with the Examinations Officer to identify if one of the following:

Special consideration

A candidate's examination performance can sometimes be affected by circumstances out of their control. Special consideration is a post-examination adjustment that compensates candidates who were suffering from a temporary illness or condition or who were otherwise disadvantaged at the time of the examination. Exams officers may apply for special consideration on a candidate's behalf.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.

All examinations are measuring what a candidate knows and can do. The overall grades awarded must reflect the level of attainment demonstrated in the examination(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:

- Temporary illness or accident/injury at the time of the assessment; 2.1.2 bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible)
- Domestic crisis arising at the time of the assessment
- Serious disturbance during an examination, particularly where recorded material is being used
- Accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time
- Participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in football or hockey
- Failure by the centre to implement previously approved access arrangements for that specific examination series.

Candidates will NOT be eligible for special consideration if preparation for or performance in the examination is affected by:

- Long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;
- Domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- Minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- The consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- The consequences of taking alcohol or recreational drugs;
- The consequences of disobeying the centre's internal regulations;
- The failure of the centre to prepare candidates properly for the examination for whatever reason; staff shortages, building work or lack of facilities;
- Misreading the timetable and/or failing to attend at the right time and in the right place;
- Misreading the instructions of the question paper and answering the wrong questions;
- Making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- Submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- Missing all examinations and internally assessed components/units;
- Failure to cover the course as a consequence of joining the class part way through;
- A disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated);
- Failure by the centre to process access arrangements by the published deadline. Candidates who are present for the assessment but disadvantaged

Special consideration will normally be given by applying an allowance of marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment.

The decision made by the awarding body will be based on various factors which may vary from one subject to another. These may include:

- the severity of the circumstances;
- the date of the examination in relation to the circumstances; and

- the nature of the assessment, e.g. whether written papers are affected as opposed to coursework/non-examination assessment, or whether a Practical Test or a Speaking Test is involved.

Special consideration cannot be applied in a cumulative fashion. For example, on the basis of a domestic crisis at the time of the examination and the candidate suffering from a viral illness. Candidates or their parents/carers should, in the first instance, discuss the application of special consideration with the school or college concerned. Private candidates must liaise with the school or college which made entries on their behalf in respect of an application for special consideration. The following are examples of circumstances which must apply at the time of the assessment.

5% - This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate;
- terminal illness of a parent/carer;
- death of a member of the immediate family within two months of the examination;
- very serious and disruptive crisis/incident at or near the time of the examination.

4% - Very serious problems such as:

- life-threatening illness of candidate or member of immediate family;
- major surgery at or near the time of the examination;
- severe disease;
- very recent death of member of extended family;
- severe or permanent bodily injury occurring at the time of the examination;
- serious crisis/incident at the time of the examination.

N.B. 'Very recent' is defined as within one month of the examination(s) taking place.

3% - A more common category, (more cases will fall into this category) including:

- recent traumatic experience such as death of a close friend or distant relative;
- recent illness of a more serious nature;
- flare-up of a severe congenital/medical condition or a psychological condition;
- broken limbs;
- organ disease;
- physical assault trauma before an examination;
- recent crisis/incident;
- witnessing a distressing event on the day of the examination involved.

N.B. 'Recent' is defined as four months prior to the examination(s) taking place.

2% - The most common category of allowance - the majority of cases will fall within this category:

- illness at the time of the examination;
- broken limb on the mend;
- concussion;
- effects of pregnancy (not pregnancy per se);
- extreme distress on the day of an examination; (not simply exam related stress)

- allowance on last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes (GCSE examinations) or more than 6 hours (GCE examinations).

(Where extra time has been used following formal approval, this should be included in the calculation.)

(Supervised rest breaks must not be included in the total duration of the papers when applying for special consideration.)

1% - Reserved for more minor problems:

- noise during examination which is more than momentary;
- illness of another candidate which leads to disruption in the examination room;
- stress or anxiety for which medication has been prescribed;
- hay fever on the day of an examination;
- minor upset arising from administrative problems

Candidates who are absent from a timetabled component/unit for acceptable reasons

When a candidate has missed a timetabled component/unit for acceptable reasons and the centre is prepared to support an application for special consideration, an adjustment may be made to the terminal grade. However, the component/unit must have been missed in the terminal series and the minimum requirements of section 4.3 must be met. Awarding bodies cannot give advice as to whether a candidate is fit to take an examination. Centre staff must follow their internal procedures for dealing with candidates who feel unwell on the day of an examination.

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. This principle also applies where entire cohorts miss units due to adverse weather conditions or for any other reason, or where individual candidates miss units as a result of a change of centre.

Other Issues

Other certification

Where a candidate has been entered for a specification and has subsequently died or is terminally ill and unable to sit examinations/assessments, the centre should contact the relevant awarding body. The awarding body will advise the centre of the process and the information required.

Centres should note that where an awarding body issues an honorary certificate or a letter of recognition this is not a qualification award and will not have any academic value. Coursework/non-examination assessment extensions

Coursework/non-examination assessment extensions

Where an individual candidate meets the published criteria for special consideration, i.e. a temporary illness, temporary injury or other indisposition prior to the

submission of their work, it may be possible to allow a short extension to the deadline.

An extension of no more than ten days to the deadline for the submission of work may enable the candidate to complete his/her work. The centre must contact the relevant awarding body to request this arrangement.

Shortfall in work (coursework/non-examination assessment)

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the work was being produced, it may, in some subjects, be possible to accept a reduced quantity of work without penalty. However, all of the assessment objectives must have been covered at least once. This will not be possible if the specification only requires one piece.

Where several pieces of work are required, the reduction will only be accepted if those pieces are testing the same criteria. It will not be possible to give this consideration in every case. For example, if work has not been submitted, the assessment objectives have not been satisfied or the candidate joined the course late.

No adjustment to the marks must be made by the centre. Form 10 – JCQ/SC† should be submitted to the awarding body, attached to a breakdown of marks across the assessment objectives.

Candidates must have been fully prepared for the course but unable to finish the work. Awarding bodies will not normally agree a reduced amount of work in advance.

Lost or damaged work (non-examination assessment components)

Please refer to the JCQ publication Instructions for conducting non-examination assessments - <https://www.jcq.org.uk/examsoffice/non-examination-assessments>

Other problems

There are circumstances which arise by accident and where specialist input may be required. For example, an incorrect question paper was handed to the candidate or a question paper was defective in some way; such as an incorrectly printed page.

These cases are given special consideration by other means than those detailed so far. They may need to be referred to a subject officer or a senior examiner for a subject specific decision as to how special consideration should be awarded. This means that the results may not immediately show the enhancement. An adjustment of marks may have been made to take into account the problem which arose.

Centres may not realise that a candidate has been given an incorrect question paper. Awarding bodies will notify centres of any discrepancies. If the centre is aware of the error at the time of the examination the candidate should, where possible, be given the correct question paper as long as he/ she is still under centre supervision and is able to continue with the examination.

An application for special consideration should be submitted to the relevant awarding body when the incorrect paper has been taken, the incorrect paper has been replaced by the correct paper or the candidate has taken both. There are

circumstances where it is not possible for an awarding body to grant special consideration to candidates who have attempted an incorrect paper.

Where candidates have taken the wrong coursework or non-examination assessment assignment, the centre may submit an application for special consideration if it is not possible to enter candidates at the next assessment opportunity. There are circumstances where it is not possible for an awarding body to grant special consideration to candidates who have attempted the incorrect coursework or non-examination assessment component

Post assessment adjustments special consideration (Vocational qualifications)

The awarding of special consideration – vocational qualifications

An awarding body's decision to award special consideration in vocational qualifications will be based on various factors, which may vary from learner to learner and from one assessment to another. These factors may include the severity of the circumstances, the date of the assessment and the nature of the assessment. It is important to note that it may not be possible to apply special consideration where:

- an assessment requires the demonstration of a practical competence;
- the assessment criteria have to be fully met;
- units/qualifications confer 'Licence to Practise'. Where an assessment has been missed or is in the form of an on demand test, such as an electronic test set and marked by a computer, the centre should offer the learner an opportunity to take the assessment at a later date. Advice must always be sought from the relevant awarding body.

Applying for special consideration in vocational qualifications

Applications for special consideration must be made on a case by case basis. Separate applications must be made for each learner. The only exception to this is where a group of learners have been affected by a similar circumstance during an assessment, such as a fire alarm. A list of learners affected must be attached to the application. Applications for special consideration must be submitted to the relevant awarding body using Form VQ/SC. Form VQ/SC is available electronically at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms> To ensure effective processing of applications centres must additionally submit evidence to support the application. For example, a statement from a member of centre staff or any other appropriate information. The head of centre/Principal/CEO must authorise all applications for special consideration. During the processing of an application, an awarding body will only liaise with the centre making an application for special consideration on behalf of a learner. Special consideration will not be considered once learner achievement has been claimed and certificated.

Lost or damaged work (internally assessed work)

When a learner's work has been lost or damaged, an awarding body may consider an application for special consideration. 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. For competence-based qualifications, the centre has a requirement to maintain

assessment records independently of the learner's portfolio. In the case of a lost portfolio, these records, together with fully documented question and answer sessions or written statements, as appropriate, can be used to confirm a learner's competence. A portfolio re-created, because evidence has been lost, should be internally verified. The centre must follow the awarding body's published procedures for lost or damaged work.

Other certification

An honorary certificate should be requested where a learner is terminally ill or deceased. Advice must be sought from the relevant awarding body who will inform the centre of the process.

To apply for special consideration the 'NQF BTEC form 10' [one for internally assessed units and one for externally assessed] should be completed and signed and sent to uk.special.requirements@pearson.com. For group applications, please check the list of affected candidates.

Access arrangements and reasonable adjustments

Vocational qualifications - information and guidance for centres

Which qualifications are covered?

This section relates specifically to vocational qualifications as defined in section 53 of the Equality Act 2010.

Awarding bodies – vocational qualifications

Section 53 of the Equality Act 2010 states that awarding bodies must not Discriminate, harass or victimise when conferring vocational qualifications. Awarding bodies have a duty to make reasonable adjustments.

What are the duties of awarding bodies?

The duty for an awarding body to make a reasonable adjustment will apply where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

Application of competence standards

Awarding bodies offering vocational qualifications are allowed to apply competence standards to a disabled person. A competence standard is defined as an academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability.

The application by an awarding body of a competence standard to a disabled person is not disability discrimination unless it is discrimination by virtue of section 19 of the Equality Act 2010 (re indirect discrimination).

Taking advice from the awarding body about competence standards

There are subject specific issues relating to vocational qualifications where the centre may need to seek particular advice from the awarding body issuing the qualification.

In the majority of vocational qualifications, a wide range of reasonable adjustments will be available. The arrangements listed in Chapters 5 and 6 may be relevant for some candidates entering for vocational qualifications.

However, there are some important exceptions where the competence standards would be invalidated if an adjustment was made. In particular, reasonable adjustments to vocational qualifications that carry a 'licence to practise' need to be carefully considered so as not to invalidate 'the licence'.

Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to vocational qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs. The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an

assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

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

Centres must 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 of the required assessments; and
- any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

Guidance on reasonable adjustments

Awarding bodies aim to ensure open access to vocational qualifications for learners who are eligible for reasonable adjustments in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

A reasonable adjustment 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.

Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar assessments.

The head of centre/Principal/CEO (or designated nominee) must ensure that a reasonable adjustment implemented by the centre on behalf of the learner is based on firm evidence of a barrier to assessment and is in line with this guidance. Failure to do so may result in advice or action for the centre through to the implementation of steps to manage centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.

Reasonable adjustments within vocational qualifications

Vocational qualifications accredit competence against qualification specifications and assessment criteria, and/or National Standards and an approved assessment strategy. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Learners may, however, use mechanical, electronic and other aids in order to demonstrate competence. The aids must either be generally commercially available, or available from specialist suppliers, and can feasibly be used in the centre or on the employers' premises.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

As the needs and circumstances of each learner are different, centres must consider any request for a reasonable adjustment on a case by case basis. Evidence of need will be required.

Applying reasonable adjustments to internal assessments

For qualifications which are internally assessed, centres or training providers do not need to apply to the awarding body. However, centres must make reasonable adjustments that are in line with the awarding body's policies.

All reasonable adjustments made in relation to internal assessments must be recorded on Form VQ/IA and held on file within the centre for inspection by an awarding body.

Form VQ/IA is available electronically at:

<http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

Where the centre is unsure if the reasonable adjustment proposed is in line with this guidance, the centre must contact the relevant awarding body for advice.

How can centres apply for reasonable adjustments for external assessments?

Centres or training providers who wish to apply for a reasonable adjustment in a vocational qualification must make an application to the relevant awarding body at least six weeks before the date of the series in which the assessment is to be taken. Form VQ/EA must be used.

Form VQ/EA is available electronically at:

<http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

Each application will be considered individually. The response will relate primarily to the effect the requested adjustment might have on the competence and ability being tested in the qualification, as well as the reliability and validity of the assessment.

Some adjustments may not be considered reasonable if they:

- do not meet the published criteria;
- involve unreasonable costs to the awarding body;
- involve unreasonable timeframes; or
- affect the security and integrity of the qualification itself.

For example, Braille papers cannot be produced at short notice. Adjustments must not put in jeopardy the health and well-being of the candidate or any other person.

Modified papers

To apply for Braille papers, modified enlarged papers, modified language papers or papers adapted for the purpose of using a recording, please submit Form VQ/EA no later than ten weeks before the date of the assessment.

Where it reflects the learner's normal way of working, centres or training providers may provide an A3 enlargement of non-secure materials without requesting the permission of the awarding body.

The language of non-secure materials must not be changed without the prior permission of the awarding body.

Secure question papers must not be opened early without the prior permission of the awarding body.

Form VQ/EA is available electronically at:

<http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

10. Recognition of Prior Learning

Policy Statement

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

The school recognises the RPL enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable (see 5.6)

Scope

This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks, self-regulated qualifications and the Quality Assurance Agency (QAA) for Higher Education. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

Legislation

The Equality Act 2010 applies to the operation of this policy.

Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring:

The policy is known, understood and implemented.

Principles to Implement and Develop Policy

RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.

RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.

The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

The assessment and award of credit must take into account the relevant validating or awarding body regulations pertaining to RPL.

The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.

A student should have the right to appeal when an application for credit is unsuccessful.

Student Entitlements

All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.

A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

A student may appeal against the credit points awarded but only on the grounds of nonobservance of agreed procedures and/or improper application of those procedures.

Student Responsibilities

The student must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;

- The student must consult with the agreed subject specialist in the preparation of his/her evidence.

- Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Teaching staff's responsibilities

To provide support and encouragement to all students wishing to claim credit for prior learning.

Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.

The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.

The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.

Ensure that the student claiming credit is enrolled with the school for a specific award/qualification.

To notify MIS of any student claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

Management responsibilities

School senior Leadership should ensure that:

- All staff are fully conversant with this policy and the demands it places on them
- All appropriate staff are competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.
- Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.

Monitoring & Evaluation

Senior Management Team will monitor the operation of the policy to ensure it reflects current strategic aims, every 2 years.

The standards by which the success of the policy can be evaluated are:

- Student feedback.
- Staff feedback on the quality of support provided by the School to enhance skills and competence to undertake the procedures for RPL.
- External examiner/verifier comments on the rigour and consistency applied to RPL procedures across the School.

11. Conflict of Interest

Please see Marshland High School Examinations Policy, Appendix 18 Conflict of Interest Policy.

12. Safeguarding

Please see Marshland High School Policy – Safeguarding Children Policy (Incorporating Child Protection and Radicalisation)

13. Health and Safety

Please see Marshland High School Policy – Health and Safety Policy - WNAT

14. Admissions

Please see Marshland High School Policy – Admissions Arrangements