



The Attic BTEC Policy

Date of policy	November 2020
Named Manager reviewing	Karen Lodge
Date of review	November 2020
Date ratified by Management Committee	February 2021
Date for next review	November 2021

Rationale

The purpose of this document is to ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies. This document is to be used in conjunction with the Attic's examination policy and a range of guidance available at the Pearson website. (<https://theatticpru.org.uk/exams/> and <https://qualifications.pearson.com/en/about-us/qualification-brands/btech/html>)

Policy Aims

This document ensures that the relevant Attic staff ensure that there are effective administrative systems, policies and procedures in place to ensure effective management of the delivery and assessment of qualifications, by ensuring that:

- the qualification approvals are accurate and timely and reflective of a centre delivery
- the centre continues to meet all Qualification Approval criteria for each qualification
- adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

BTEC - Registration & Certification Policy Aims:

- To register individual students to the correct programme within agreed timescales.
- To claim valid student certificates by the end of the course.
- To construct a secure, accurate and accessible tracking process to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

In order to do this, Attic PRU will:

- register each student within the awarding body requirements;
- provide a mechanism for subject staff to check the accuracy of student registrations;
- make each student aware of their registration status;
- inform the awarding body of withdrawals, transfers or changes to student details;
- ensure that certificate claims are completed based on internally verified assessment records;
- audit certificate claims made to the awarding body;
- audit the certificates received from the awarding body to ensure accuracy and completeness;
- keep all records safely and securely for three years post certification.

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for students as well as ensuring student details held by Pearson are accurate
- Subject Leader: responsible for keeping an accurate audit trail of student assessment and achievement, making sure it is available on request
- Quality Nominee: responsible for coordinating and monitoring the student details held with Pearson
- Senior Leadership: responsible for overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.

BTEC Assessment

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

Marking of student work

Each subject area is responsible for the assessment of the students they teach. Using the Attic marking policy, class teachers must feedback through the use of strength and next step, ideally once every fortnight on class-based work which is not formal assignments. This could be work in progress as formative assessment. Students must be given an indication of what level their work is at and how they could improve it further, referring to the BTEC criterion (Pass, Merit, Distinction).

In some cases, subject areas may choose to verbally feedback and record this at regular intervals throughout the assessment period creating evidence of such conversations through recordings or teacher feedback sheets. The formal submission of coursework at the end of the assignment (as indicated on the assignment brief) would then demonstrate the marking policy being used.

When grading students on BTEC courses, the use of the term 'fail' must not be used as Pearson does not endorse this term. All courses must implement 'NYA' or 'Not Yet Achieved' until the students have successfully gained at least the pass accreditation.

Once the assignment has been set, the assessor may provide feedback only twice within the length of an assignment. At an interim point, teachers give formative feedback using strengths and next steps, indicating what students need to do in order to improve their grade. At the end of the assignment (as indicated on the assignment brief), assessors must state the grade that the student achieved and use summative feedback using Attic's marking policy, but only in reference to literacy and numeracy. No subject specific examples are stated which could indicate how students could improve their coursework to a merit or distinction.

Once students' work has been assessed, they must be given time to improve their assignment and reflect on the feedback given.

Class teachers must make it visible to students through a tracking sheet, the overview of their assessment throughout the course both at assignment level and unit level. This could be completed through displays on the wall or via a document stored within their folder.

Internal verification – assignment brief

Each assignment brief must be written by the assessor and put through internal verification (IV) before it is handed to students. The IV form for assignment briefs must be completed by the internal verifier and handed back to the assessor. If the assignment brief is fit for purpose, then it can be photocopied and handed to students at the start of the unit of work. If the assignment brief is not fit for purpose and is handed back with required amendments, then this must be completed and signed off by the IV before students see it.

Internal verification – student work

An agreed date is issued to assessors for interval verification which must happen at regular intervals throughout the course at the end of each assignment or unit of work. Before assessment decisions are handed back to students, the assignment/unit must be put through the IV process.

The assessor must submit a sample of student's work (pass, merit, distinction and one other) to the internal verifier.

The IV will use the IV assessment decisions form when assessing students' folders. They will outline the positives and areas to develop, ultimately signing off, or not, the assessment decisions of that assessor.

If the assessment decisions are not agreed, then a conversation between the assessor and IV must ensue where an explanation of the decision is given and an agreement is made. It is expected that assessors amend their decisions and show these amendments to the IV for it to be signed off. Students may then be given their work to improve or file away.

Mapping out the internal verification process

All leads IVs should ensure that mapping of their course is completed to ensure the same students' work is not submitted each time and that a spread of the cohort is seen across the course. However, due to the nature of the setting and the low numbers in a cohort this may not always be possible.

Completion of the course

It is the responsibility of the course leader and lead IV to ensure that the appropriate level of internal verification has taken place throughout the course and across all staff members. Once this has been agreed, then the grades per student, per unit, are submitted to the examinations officer to be sent through Pearson online to the exam board.

The Attic will ensure that the following is adhered to:

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

- 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.

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Responsibilities:

- Subject Leader: responsible for managing programme delivery and assessment of the students, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to students; assures the authenticity of student work; records and tracks achievement.
- Internal Verifier: records findings of assessment decisions, gives assessor feedback, and oversees remedial action, validating assignments.
- Lead Internal Verifier: by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans. Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA and confirms registration annually.
- Quality Nominee: ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.

Procedures:

At the start of the course students are informed about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines and the need for authentic work.

Assignment design has a practical vocational focus and references the unit grading criteria.

A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.

At the start of the course, the assessment plan is agreed and signed off by the Lead Internal Verifier.

All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.

There is a monitoring and review procedure in place for standards verification and external examination outcomes which deals with unsuccessful standards verification and external examination samples.

BTEC - Internal Verification

- 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 Attic will ensure that a lead internal verifier for each subject area is accredited by Pearson via the successful completion of an online standardisation exercise - OSCA;

BTEC - Plagiarism and Assessment Malpractice

- To identify and minimise the risk of malpractice by staff or students.
- 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 students 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, Attic will:

- inform students at the beginning of the course about malpractice and the penalties for attempted and actual incidents of malpractice;
- show students the appropriate formats to record cited texts and other materials or information sources;
- ask students to declare that their work is their own;
- ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used;
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation;
- make the individual fully aware and parents/carers 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.

Responsibilities:

- Centre: seeks proactive ways to promote a positive culture that encourages students to take individual responsibility for their learning and respect the work of others.
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the student's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Should gross misconduct be identified, it will be dealt with in accordance with student and staff disciplinary procedures.

BTEC - Appeals

This process enables the student to enquire, question or appeal against an assessment decision. It attempts to reach agreement between the student and the assessor at the earliest opportunity and to standardise and record any appeal to ensure openness and fairness. The appeal's process facilitates a student's ultimate right of appeal to the awarding body, where appropriate and protects the interests of all students and the integrity of the qualification.

In order to do this, Attic will follow the process set out in 'The Attic Exams Policy'.

Vocational qualifications at the Attic PRU are with Pearson. The exam board's specific policy for appeals for all Pearson Vocational qualifications can be viewed at:

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-students-andemployees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf

Addendum for Covid-19

Blended Learning/ Distance Learning

This addendum is written to ensure that all students who cannot access work within the school environment get the same opportunity to succeed as all students in the cohort.

Attic PRU will ensure that blended learning delivery meets the guidelines set by the Pearson and that assessment methodology is valid, reliable and does not disadvantage any group or individual students.

Implement:

Attic will ensure that:

- teaching/delivery/assessment is timetabled to support blended learning when students are working remotely
- There is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear – this will be done via Zoom
- When students submit work, measures are taken to ensure the work is authentic and has been completed by the student
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement

Impact:

- All students access all aspects of the curriculum; lessons, and feedback, whether in school or from home
- All students access all aspects of the assessment criteria for all qualifications

Data Protection:

- In the event that virtual lessons are delivered, Attic will use Zoom for delivery. All students and staff will use their Attic email address.

Safeguarding:

- Attic safeguarding policy will be followed by staff and any safeguarding concerns will be reported using My Concern as set out in the safeguarding policy.