DRAFT

CANNOCK CHASE HIGH SCHOOL
ACHIEVEMENT FOR ALL

BTEC COURSES
QUALITY ASSURANCE STAFF
HANDBOOK 2019-2020

edexcel
advancing learning, changing lives

Contents

DRAFT

Overview

This Handbook has been developed to ensure that quality assurance (QA) of BTEC courses is standardised. It has copies of all the documents that you should implement to ensure quality assurance is achieved to a high standard.

As well as using these documents, every department should have a QA File for every BTEC course taught. Should you wish to see an example of a course file please see Caroline Mills, Director of Sixth Form.

The documents have been produced with the advice of a BTEC External Verifier and have been created to make your job more manageable. This Handbook explains some of the policies and procedures that are required in order to run a successful BTEC programme.

All BTEC co-ordinators should keep a QA course file for every BTEC course and ensure that documentation for each BTEC being taught in the department is included in that folder.

The QA BTEC course file does not mean you have to do extra work, it means that as you complete the different quality assurance measures required, you keep a copy in your course file. I have produced master copies of standardised documents; these can be found in the "Staff Shared Documents". Furthermore, I have saved on the Staff Area a link to the most up-to-date documents that may be required. Please note, should anybody wish to see a completed course file then I am happy to share mine with you for guidance.

Course File Contents

Guidance for these documents is available from Edexcel website.

Section One	
1	Marketing information (leaflets, option booklets etc)
2	Details of industrial links with external agencies i.e. industry and educational
Section Two	
1	Syllabus (including all unit/module descriptors)
2	Schemes of work
3	Course specifications (student Handbook)
4	Tutorial plans (schemes of work for tutorial sessions/extra sessions etc)
5	Book lists
6	Lists of other learning resources (CD ROMs, websites, videos etc)
7	Course information sheets/booklet
Section Three	
1	Course calendar (including parents evening, open days, business enterprise etc) – BTEC meeting dates on whole school calendar.
2	Course timetables (student, staff and rooms)
3	Assessment plans (including assignment/homework deadlines) IV plan (ensuring all assessors have each unit IV'd)
4	Copies of Assignments and front covers
Section Four	
1	Minutes of team meetings (last 3 years)
Section Five	
1	List of all students (current cohort – including details of progress)

DRAFT

2	Data on students on course, with TG and predicted grades
Section Six	
1	Induction checklist
2	Induction Assignment and Induction Evaluation (students)
Section Seven	
1	Individual action plans, IEPs
2	Details of additional support provided (TAs etc) SEN students
3	Individual student progress documentation (grades, copy of tracking sheets etc)
Section Eight	
1	Details of work experience and work placements/Business Enterprise
2	Documentation to be used in work placements/Business Enterprise activities
Section Nine	
1	Course and/or subject reports and action plans
2	Self-Assessment Reports/Department Improvement Plan
3	Moderators/External Verifiers reports (at least 2 years)
4	Course targets – recruitment, retention and achievement

A second folder is needed to show all Internally Verifier work, with all documentation alongside each piece of work.

Please ensure that internally verified work is photocopied – using reprographics, with a two day turn around given. This then means students can keep their original work in their course work folders.

Assignments

The assessor teaching the unit within a subject area will produce an assignment(s) or can use assignments produced by Pearson, when planning each unit, ensuring that the awarding body criteria within the unit syllabus is met. The assignment should have a vocational scenario and the criteria within the unit must be displayed alongside the assignment task. It must be clear to the students how they can achieve all the grade boundaries. All assignments must have a standardised front cover sheet with a delivery and submission date and spaces for both teacher and student's comments. Each front cover must have an authentication signature to say that the work is the student's own and to date when the work is submitted. This must be signed by the student and the assessor.

Support and training will be provided by Subject Leaders and experienced assignment writers to new staff. Staff are also asked to use the assignment checking service that is provided by Pearson at the start of each academic year. Assignments should be internally verified before they are distributed to students to complete. Feedback given to the assessor, which should be acted upon before delivery of the unit. The verification documents should be completed by the internal verifier and should be stored for 3 academic years.

During the teaching and learning of BTEC courses registered from September 2014, model assignments and or class activities should be used for formative assessment of students work.

Summative assignments can only be distributed to students once the teacher is confident in the student's ability to complete the assessed work independently. This work can only be assessed once. **(See assessment policy)**

DRAFT
Assessments

Internal Assessment NQF

During the assessment of students' work, staff should be vigilant to ensure that plagiarism is not a concern. Should you have concerns, please report this to the Quality Nominee (QN)as soon as possible. If there are concerns regarding plagiarism, then this will be logged on the central record of plagiarism. Students will then be moved through the staged intervention system accordingly should repeated concerns exist.

The assessor is responsible for recording this concern on the central record and should inform the QN. Starting at Stage 1,the student must re-do the work, but will have failed to have met the deadline and submission requirements for a re-submission, so their grade will stand once it has been assessed. The student will have a conversation with their assessor regarding malpractice and be reminded of the rules from their induction (show them the PowerPoint).

If there is a repeat offence or concern from another subject area, the student will move to Stage 2. They will be placed on a subject report with the lead of the subject area. This is also logged on the central record. Contact will be made home regards in monitoring the student on formal intervention. Work must be completed again, this will also mean that the student cannot complete a re-submission. For level 3 students, study time will be removed to complete work.

If there are continuing concerns, Stage 3 will be recorded. The student will be isolated to work under constant one on one supervision, with the removal of internet. This will be referred to Directors of Year/Director of Sixth Form and can result in the removal from the course. Any work that shows malpractice will need to be completed again, meaning re-submissions will not be granted.

An assignment will be marked by the teacher who delivered the Unit according to the specific criteria. The assignment can only be marked once by the teacher.

Once completed, subject specific assignments will be assessed with constructive feedback given to the student to explain what criteria has been met and what criteria has not been met. The teacher must then formally record the grade and confirm the work is authentic and the student's own. Then 25% of the cohort's work (or a minimum of 4 students for a small cohort) will be internally verified by a BTEC Subject Leader/Verifier or assessor. (A sample of a third will be normal with up to 100% for staff new to teaching BTEC.)

Each Lead IV will have completed a risk assessment of the assessors on their course by completing the risk assessment paper work. This justifies the amount of work that is internally verified for each assessor, considering their time delivering BTCE, previous verification complete, previous reports from external verifiers and any major changes to the course or cohort. The QN also keeps these risk ratings to support the QA process within the centre.

The lead IV for each subject area can allow a student to amend assessed work by completing a formally agreed resubmission of the assessed work. The student must have met all deadlines, authenticated their work and be able to improve their grade independently without advice or support of how to make improvements. If a re-submission is granted, a

DRAFT

15 day turn around must be set, within the academic year, this is tracked on the assessment plan. These assessment plans are shared with the QN and SLT to track throughout the year on a central calendar and updated termly, as a working document. The lead IV is responsible for recording this agreed resubmission with the student on the unit tracking sheet. This is saved in a central location, so subject leads and lead IVs can access these. The QN and SLT also oversees these during the centres internal QA process

External Assessments (NQF)

NQF courses now have a percentage of externally assessed units of work, please see the specification of your course to ensure you fully understand the weighting of the externally assessed units of work. Students must be registered for these external units before they are eligible to sit these. This should be discussed by the Lead IV with the Examinations Officer at the start of each academic year, particularly because there are multiple possible entry points. The Examinations Officer will send entry statements to each Learning Community to ensure the correct students are entered for each BTEC assessment. This is completed via the internal post system, the list of entered students should be signed and checked by the Examinations Officer and the Lead in the subject (or Director or Learning Community (DoLC)). These lists will be returned to the Examinations Officer and retained. If any amendments are required from these checks, a further list will be checked by the Lead in the subject (or DoLC) and the Examinations Officer. Checks for entries will be completed during the first half term and then each term after.

It is the Lead IV's responsibility to ensure external assessments are completed effectively and follow BTEC procedures. In the case of a public examination, the Examinations Officer with ensure the exam follows the **Examinations Policy** (see Policy). In the case of a Controlled Task, it is the responsibility of the Assessor and Lead IV to ensure that these follow the BTEC procedures for each course and the **controlled assessment** policy (see Policy). The Assessor and Lead IV should refer to and adhere to the guidance found in the **Administrative Support Guide**, which can be found on the Edexcel website. There is a separate guide under each subject area, as the guidance may vary for each subject. If you do require any further information regarding controlled assessments, please speak to the Quality Nominee or Examinations Officer.

Issues with Assignments and Assessments

Staff should follow all procedures as highlighted in the BTEC staff QA Handbook above and below, and by adhering to Pearson's recommendations on the BTEC website.

In the event of issues not being resolved the Quality Nominee will need to be informed and will have to become involved, with the support of SLT at the centre.

Should a student disagree with an assessment decision then the appeals procedure will be implemented. Students can appeal to the subject assessor, the Quality Nominee and then the Assistant Headteacher for BTEC should they disagree with the decision of the assessor. Students are made aware of the appeals procedure in their own handbook.

Stage 1 – the assessor is to discuss the assessed work with the student, explaining the decision made, justifying this with the specification, submission rules and grading criteria. This conversation should be recorded and e-mailed to the QN to save. The assessor can

DRAFT

make the decision to re-mark the work if they wish to. The stage one of the appeals process stays on the central record. If the student is unhappy, they are able to progress to Stage 2.

The Lead IV will re-assess the work. This will be formalised via e-mail to the QN and the Assistant Headteacher. The Lead IV is required to contact home to discuss this with parents or carers. They should be offered the opportunity to arrange a formal meeting if this is felt necessary.

If escalated to Stage 3, the Quality Nominee will review the marking and make a judgement in favour for the student or the assessor. This will formally be recorded in an e-mail to the Assistant Headteacher. The review of marking will be discussed and justified during the link meeting between the QN and Assistant Headteacher. This will be communicated between the students, assessor, Lead IV in pre-arranged meeting, where parents or carers will be asked to attend.

If escalated to Stage 4, the Assistant Headteacher of Curriculum will review the work and make a judgement in favour of the assessor or student. This will again be formalised and recorded in an e-mail to all involved. This will be communicated to the student, assessor and Lead IV in a pre-arranged meeting where parents or carers will be asked to attend.

If escalated to Stage 5, the school will refer the appeal to Pearson. The appropriate documentation will be completed by the Examinations Officer.

Student Handbook/Induction Checklist

All students should have an induction onto their specific course in the first week. This is where, as a centre, we explain what the course entails, who is teaching the course, who to see regarding any issues, how work is assessed and types of assessments etc. External Verifiers can request evidence that this has taken place at any time. It is, therefore, important that an induction evaluation is also carried out following this period. The Student Handbook (separate document) can be delivered to the students during the induction period. A generic induction will be delivered to all students who are enrolled on a BTEC course at level 2 and level 3 during a timetabled assembly slot. This Induction will be delivered by the Quality Nominee, with further student questionnaires and evaluations completed. The Quality Nominee will deliver the induction using the induction PowerPoints that are available on the staff area, students will complete the induction questionnaires during this assembly. The student handbook will also be distributed to students during this time. For level 3 students, this induction is also delivered by the QN or Assistant Headteacher during the Year 12 Parents' Evening.

Student Folder

All students should set up a folder for completed coursework and assignments. This is their portfolio of work, which allows them to show they are making progress and completing the course. This can be called for at any time by BTEC.

The folder should include the following.

DRAFT

1. A yearly overview – this should show dates of when units will be completed and show staff that are completing the units of work with students. (This should match your assessment plan and mark sheets.)
2. Assignment sheets at the start of each unit of work - these must all be in the same format and there should be an assignment sheet per task.
3. Unit check sheets at the start of each unit of work – these show student engagement and are used by the student to mark off formative and summative marking and record any comments that they may need for themselves or you.
4. All coursework should be kept in the folder – formative mock assignments and classwork should be annotated, and a formative mark sheet must be at the front of each piece of work. Summative coursework should be marked, with the summative mark sheet displayed at the front.
5. A coursework progress booklet can be used for students to set their own targets during coursework time. This will help you to monitor their progress during lessons and over time.

All electronic copies of the above documents are saved in the "staff shared documents". Printed copies are in the appendices.

The monitoring of the student folders is the responsibility of the Director of Community or the TLR holder responsible for BTEC. They will be assessed during Work Scrutiny and during the BTEC review to ensure monitoring and tracking is in place.

Unit Assignments Format

All units in Edexcel's BTEC qualifications have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way:

Unit Title: The unit title is accredited by QCA and this wording will appear on the learner's Notification of Performance (NOP). All BTEC qualifications will have guided learning hours and these will vary between levels of qualifications.

Guided Learning Hours: Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.

Learning Outcomes: Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit Content: The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the Pass, Merit and Distinction criteria within that unit. The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material maybe further detailed

DRAFT

by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Grading Grid: Each Grading Grid contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a Pass, Merit or Distinction grade. It is important to note that the Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence.

Essential Guidance for Tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

Delivery

This explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment

This provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This sets out links with other units within the qualification. These could be used to ensure that learners can relate to different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.

Essential Resources

This identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

Indicative Reading for Learners

This provides a short list of learner resource material that benchmark the level of study.

Quality Assurance

Edexcel's qualification specifications set out clearly the standard to be achieved by each learner in order to gain the award of the qualification. This is covered in the statement of outcomes and grading criteria in each unit. Further guidance on delivery and assessment is

DRAFT

given in the Essential Guidance for Tutors section of each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Edexcel operates a quality assurance process which is designed to ensure that these standards are maintained by all Internal Verifiers and External Verifiers. It achieves this through the following activities:

Approval

As we are a well-established Edexcel BTEC Centre, we will be allowed 'accelerated approval' for any new programmes; approval must go through the Quality Nominee via Edexcel On-line. In order for approval to take place, the Assistant Headteacher (Curriculum) will need to liaise with the Quality Nominee and Examinations Officer to ensure that the centre is approved to run the course before delivery begins. The Quality Nominee will then deliver a new BTEC staff induction to ensure that the deliverer is compliant with BTEC standards.

Risk Assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel. This is pre-empted by the QN and discussed with the Lead IVs during the summer term of the academic year. This is based on previous external verification, standardisation requirements within the centre, the role of the Lead IV, the cohort of students and any changes that may have taken place with courses. The QN will then communicate with the Standards Lead Verifier (SLV) via telephone. The risk rating will then be shared with Lead IVs and preparation for the annual visit will take place. Lead IVs will be communicated with during BTEC meetings and informed if they will meet with the SLV on the day of the visit.

Internal Verification

We are required to have processes in place reviewing each Assessor's decisions to ensure that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this may vary from subject to subject but Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Edexcel's own documentation is also available to use for this process.

All documentation must be signed and dated by the Assessor, Internal Verifier and the Lead Internal Verifier (where necessary).

If any amendments are needed, the amendments must be re-internally verified and again, signatures and dates must be included.

Within the Internal Verification process, the Lead IV/IV must ensure that students have met deadlines, authenticated work and plagiarism have not occurred, as well as verifying that criterion has been fully met and feedback is accurate and complete.

Re-internal verification must take place if amendments are needed.

DRAFT

The dates to internally verify work should be followed, as per the assessment plan for each subject area. This is a working document, dates should be amended if necessary to ensure the QA process is robust. Please see previous section regarding the amendments of assessment plans and central calendars used within the centre.

Please be aware that free plagiarism software is available to check students work, as a centre, this should be used when students have previously been recorded for malpractice. Please see Katie Ward if you require assistance with this software.

External Verification

Each year, Lead IVs are required to complete the standardisation activities set by Pearson. These are to be completed at the start of each academic year. As a centre time is given to complete these, with the QN during staff training days, during September. The Lead IV is required to save the material completed and notes made during the discussions with assessors. A second standardisation activity is also timetabled during the second term, during a calendared BTEC meeting, where students work is required to complete this.

Lead Verifiers from all subject areas are responsible for ensuring that all Assessors in their subject areas work to the correct standards and, therefore, will be ultimately responsible for ensuring that verification is consistent and valid across a range of students' work, through monitoring the quality of assessment through the above process. An External Verifier may sample students' work each academic year also. This decision will be communicated via the External Verifier and the QN. Sampling will take place no later than 15 May and second samples, if required, will take place no later than 15 June.

Subject areas may be granted high integrity, if their risk rating is green, so may not be required to send a sample for one academic year.

If a subject area has a red risk rating, this will require a centre visit to sample students work. This will be arranged for a set date, the Lead IV and assessors will meet with the External Verifier and the QN will support this process.

Reports are generated by the External Verifier, where clear guidance is given. These targets must be used in your Action Planning to demonstrate to BTEC that you have acted upon these targets within your next sample.

Calculation of the Qualification Grade

Awarding a Qualification Grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. For Level 3 National courses, Learners will achieve a Pass, Merit, Distinction or Distinction* qualification grade based on the attainment of a stated minimum number of points for each Unit grade. For Level 2 TECH Awards, students can be awarded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*. The number of points available will be dependent upon the Unit grade achieved and the credit size of the unit, as determined by the stipulated guided learning hours.

DRAFT

For the calculation of a qualification grade for a BTEC, the learner must:

- Complete all designated Units that make up the qualification;
- Achieve a minimum point's score for all Pass criteria;
- Achieve a minimum Pass grade for all designated units.

Specific point values are in the BTEC specification booklet for each subject area and will be discussed with students at the induction period. The grade achieved will be identified on the SRF sheets prior to being sent to Edexcel – who will then calculate the final grade award.

Access and Recruitment

Edexcel's policy regarding access to its qualifications is that:

- The qualifications should be available to everyone who can reach the required standards;
- The qualifications should be free from any barriers that restrict access and progression;
- There should be equal opportunities for all wishing to access the qualifications.

We are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. We will take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the Assessment for the qualification. We will also show regard for Edexcel's policy on learners with requirements. We also need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress further from a Level 2 to a Level 3 qualification. The majority of BTEC Level 2 qualifications are available to learners aged 14–16 to enhance their curriculum and to help them gain experience of vocational skills which will prepare them for the world of work.

Processes are in place within the centre to ensure we recruit with integrity. Each learner, both applying for Level 2 and Level 3 qualifications will receive an interview with a member of SLT. During this process, each Learner will discuss their current attainment and predicted grades for their current studies, they will discuss their plans for their future and their suitability for subjects they wish to study. All students also receive a careers interview with the Careers Officer, to again ensure suitability of courses and to ensure the best options are chosen for future destinations.

Progression

Our school policy is that a student achieves a Level 2 Pass grade on any external assessment on a Level 2 course before progressing to study at Level 3. This is to ensure that students are not recruited at a disadvantage to successfully complete external assessments on Level 3 National courses.

DRAFT

Access Arrangements and Special Considerations

NVQ qualifications aim to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Further details are given in the policy 'Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications', which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with requirements.

Timetable

Whilst studying the BTEC qualification a student will be allocated enough time to complete all units of study at the relevant level and depth of the qualification taken.

Recording of Assessment Data

An Excel marksheet must be set up for each class and each unit. This should record a formative grade for mock assignments and summative grade for final assignment for each criterion. Re-submissions should also be entered on the mark sheet by the Lead IV to ensure assessment requirements are met.

Summative grades should not be formally shared and entered onto the mark sheet, until Internal Verification has taken place.

A calculation mark sheet should also be used to record formal shared marks with Learners, once their work has been internally verified, this should allow the assessor and student to track progress and discuss attainment and predictions with the Learner.

A central record for extensions should also be completed for any student who has a legitimate reason for extension. This extension should be completed by the Lead IV, who should agree the extension deadline with the student, the date should be noted down in the record. The student and Lead IV should agree this new date before the initial deadline has arrived to ensure assessment regulations are maintained. The Lead IV can approach and discuss deadlines with learners if they feel there is a reason that a learner may be struggling and the learner seems hesitant, or unlikely to approach the assessor for an extension. Medical evidence that has been shared with a DoY or SLT may be required to support the need for an extension. Any pre-planned trips or visits and extracurricular activities can also warrant an extension. Students who have mitigating circumstances, outside of school, which is impacting attendance and attainment, may also warrant an extension. Assessors and Lead IVs are asked to communicate deadlines with the Assistant Headteacher and the QN to ensure the use of the central calendar for assessment dates is used, in order to support students who may have a number of deadlines fall in one time, as this too may lead to a legitimate reason for extensions to support students to manage their work load, via school intervention procedures. Please see the Extensions Policy and processes for further guidance.

DRAFT

Induction Checklist/Plan

Each BTEC team will have an induction programme – here are some requirements for that programme.

Ensure you include in your programme:
- The timetable;
- The teaching staff (assessors and their roles);
- The Course Co-ordinator (and their role);
- Lead Verifier (and their role);
- The units being studied;
- The Student Handbook;
- The class rules;
- The course rules;
- The course requirements;
- What to do if they disagree with an assessment decision;
- The resources they require;
- Induction assignment;
- Induction evaluation sheet.

Tracking, Marking and Verification of Work

It is our school policy that all assignments are assessed with valid feedback within a two week turn around window. A minimum of a third of students' work for each subject area must be internally verified and evidence of this recorded on a Verification Sheet. You must use the Internal Verification sheets that are found on the Edexcel website, which are designed for the course you are delivering. A link to this website can be found on RM Staff – BTEC Paperwork. Please see information above regarding the Lead IVs role in risk rating assessors to ensure a rigorous QA process is followed.

Assessment and Verification Methods

All assessment methods operated within the qualification will be covered by the sampling plan. All new Assessors will have all their assessment methods verified at least once with their decisions counter signed by a competent assessor/verifier. In verifying the assessment practice internal verification will employ a range of evidence gathering methods.

Possible Assessment Methods are:
- Completed assignments;
- Observations;
- Oral questioning;
- Written tests;
- Accreditation of Prior Learning (APL);
- Simulation;
- Witness testimony.

All students will be covered by the IV sampling, the internal verification process can also include interviewing of students. The Lead IV should use a random sampling method in order to IV students' assignments. This will ensure that patterns cannot be predicted before

DRAFT

student's names are shared. The Lead IV should also cover a "top, middle and bottom" criteria, where possible. It is understood that this is not always possible with smaller cohorts of students.

Documentation and Administration

The internal verification process will use awarding body documentation. Evidence of internal verification must be kept safe as the visiting quality reviewer may wish to see this on one of the visits. This documentation can be stored electronically in the staff area and should be password protected to ensure safety, or can be stored in a locked cabinet, if paper copies are used. All verification documentation should be stored for three academic years and then should be destroyed.

Assessment Plans/Internal Verification Plans

Internal verification must be planned and carried out regularly to ensure standards are met across a subject area. Should a student appeal against an assessment decision an investigation will follow. If you do not have an assessment and IV Plan the student will always 'win' their appeal. The students will also 'win' their appeal if your assessment plans indicate that the students have been put under too much pressure. This can happen if the students are given the same deadline dates for more than one assignment. Therefore, delivery of assignments across a programme must be planned effectively to prevent overloading a student with the same submission dates.

The Internal Verification Plan should also ensure that all students have some assessed work internally verified at some stage; an effective tracking chart will allow you to see this is happening across the cohort.

Templates can be found on the "Staff Shared Documents". There is a link to the Pearson website to access these.

Internal Verification Feedback

External Verifiers require evidence of internal verification procedures. There are specific internal verification feedback forms on the Edexcel website which are available to download and a copy of which is attached to this Handbook. When internally verifying, it is important to remember that you are giving feedback to the assessor and not the student. You are also checking that work has been accurately assessed and that feedback is constructive, linked to relevant grading criteria, identifies opportunities for improved performance and has actions identified where possible. The Internal Verifier must also state whether the grade is agreed or not. All of this can be completed on the relevant form.

Internal verification should also be completed for resubmission. The Lead IV should authorise any resubmissions of work to ensure that students have met the criteria of:
- Meeting the set deadline;
- Completing the work independently;
- Authenticating their work;
- Being able to complete the resubmission independently, without further guidance;
- All resubmissions should be submitted within 15 working day of IV taking place;

DRAFT

- All IV'd work must be kept for three years, along with calculations of grades, IV documentation and Confirmation Reports from Edexcel Online. Learner work is to be retained for 12 weeks after issue of certificates.

Tracking Records

There are copies of all tracking material, assignment front covers, and progress covers, internal verification sheets and all other documentation that you may need in "Staff Shared Documents". If you require help to find these or are unsure of anything, please see the Quality Nominee. A link has also been provided to the Edexcel website, to ensure that staff always have access to the most up-to-date paperwork.

New BTEC Subjects

Any new proposals for new courses must be taken to Assistant Head for Curriculum to be approved.

Approval of courses follows the process of:
The Assistant Headteacher for Curriculum each year meets with the DoLC/ADoLC, for each community in the summer terms to ensure they have assessed the needs for:
- the cohort of students – considering capabilities of students;
- numbers of students in each cohort – considering if further option choices are needed;
- entry requirements assessed for the courses – considering the accessibility of the content and if the course is on league tables with DfE.

These discussions will then be taken to SLT. SLT will discuss the proposals of courses to weigh up the pros and any cons for course changes or new courses that may be introduced. Once an agreement is made for BTEC courses, registration is completed by the Examinations Officer. As a centre, we have an instant approval on line or there is fast track which is an application completed by the Examinations Officer and authorised and returned by the Headteacher.

Controlled and Internal Assessment Policy

1   It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the exam boards.
2   The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
3   The Controlled Assessment may take place during timetabled class time.
4   Departments must plan when and how the assessment will take place, considering the accommodation and resources required. The Examinations Officer should be notified when high level-controlled assessment is taking place.
5   Relevant display materials must be removed or covered up.
6   All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
7   During the controlled summative stage of BTEC assessment, students can use all formative work and resources but may not receive any further guidance from the

DRAFT

teacher. In the case of a BTEC controlled task, teachers must refer and adhere to the *Administrative Support Guide* to ensure all BTEC procedures are followed.

8   All assessment materials must be locked in a suitable secure cabinet at the end of each session.

9   Separate user accounts for exams use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.

10 If a student is absent, the teacher must allow that student the chance to make up the time if necessary.

11 For long absences, special consideration should be applied for.

12 Entries for controlled assessment must be made at the appropriate time.

13 Attendance records from assessment sessions should be kept by the class teacher.

14 Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.

15 Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

16 Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.

17 If suspected malpractice occurs, the Exams Officer, and BTEC co-ordinator if relevant, must be informed. All teachers are required to sign the security of controlled assessments agreement.

18 All teachers must take all reasonable steps to prevent plagiarism. Any member of staff who is suspected of knowingly allowing plagiarism will be subject to investigation under the school's staff disciplinary procedures.

19 If a student's work is lost within the school, this must be reported to the exam board.

20 Authentication forms must be signed by the teachers and candidates.

21 Access arrangements do apply to controlled assessment.

22 The assessment marks must be submitted to the exam board by the appropriate date.

23 Candidates' work must be securely stored as in 8 above until all results have been verified.

24 Re-sits of controlled assessment may be allowed in the next exam session.

25 After the results are published it may be possible to request details of their moderated work.

Roles within School

BTEC Quality Nominee
Role Description

Course Planning and Preparation
- Being an advocate for BTEC and the BTEC approach with staff, SLT and governors.
- Arranging to attend appropriate training.
- Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.

DRAFT

Verification

- Ensuring that Subject Leaders have followed procedures by 'Internally verifying' assignments.
- Sampling assignments to ensure evidence of colleagues responding to IV feedback.

Administration of Student Entries

- Convening BTEC Meetings as per School calendar.
- Responding to queries from Subject Leaders re; Students' causing concern.
- Ensuring that entries are made in a way that maximises the experience of students, adds value and minimises cost to the centre.

Teaching, Tracking and Assessment

- Ensuring that subject leaders and their teams complete BTEC trackers as per the assessment calendar.
- Identifying patterns in ongoing and summative data which indicate success and areas for concern and discuss these with Subject Leaders.
- Ensure policies for IV and EA are understood and implemented by the Lead IV.

Quality Control

- Comply with the 'Quality Assurance Measures" as per the calendar.
- Ensuring adherence of BTEC programme to Edexcel guidance.
- Sampling & monitoring individual subjects' documentation.
- Evaluating BTEC structures and processes for following year and identifying development priorities.

BTEC Subject Leader
Role Description

Course Planning and Preparation

- Obtain specification and related materials at appropriate level.
- Draft year plan/timeline with reference to School calendar.
- Produce & distribute course booklet.
- Design generic feedback sheets.
- Design grading grid & IV sheet for assignment.
- Lead and coordinate the writing of assignments.
- Issue assignment to students after IV adjustments.
- Obtain appropriate resources for students.
- Arranging to attend appropriate training.

Verification

- Internally verifying assignments.
- Respond to IV feedback.
- Complete OSCA Accreditation (to become a lead IV) in subject area.

Administration of Student Entries

- Liaise effectively with the EO regarding the registration & certification of learners.
- Register students at appropriate level.
- Identify students causing concern and raise concerns with QN.

DRAFT

Teaching, Tracking and Assessment
- Comparing interim achievement against target grades.
- Ensuring that subject teachers complete BTEC trackers as per the assessment timeline.
- Submitting results to Examinations Officer.

Quality Control
- Taking part in the 'Quality Assurance Measures" as per the calendar.
- Ensuring adherence of BTEC programme to Edexcel guidance.
- Sampling & monitoring individual subjects' documentation.
- Evaluating course for following year and identifying development priorities.
- Liaise with QN to be aware of information updates and quality assurance requirements.
- Liaise with relevant Edexcel appointed staff undertaking quality assurance requirements.
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers.
- Review the reports arising from quality assurance and ensure that appropriate actions are taken.

BTEC Subject Teacher
Role Description

Course Planning and Preparation
- Promoting the course to students and parents.
- Supporting Subject Leader by writing assignments as required.
- Supporting Subject Leader in producing and promoting the course.
- Producing individual BTEC booklets.
- Issuing assignment to students after IV adjustments.
- Arranging to attend appropriate training.
- Obtaining appropriate resources for students.

Verification
- Internally verifying assignments.
- Responding to IV feedback.
- Completing OSCA Accreditation (to become a lead IV) in subject area.

Administration of Student Entries
- Attending BTEC Meetings as appropriate.
- Registering students at appropriate level.
- Identifying students causing concern and raise concerns with QN.

Teaching, Tracking and Assessment
- Producing class lists with target grades based on student progress data.
- Regularly check progress/achievement against target grades.
- Completing BTEC trackers as per the assessment calendar.
- Submitting results to Examinations Officer.
- Teaching units.
- Assessing student work, with guidance from Subject Leader.
- Returning work with constructive feedback.
- Obtaining appropriate resources for students.

DRAFT

Quality Control
- Taking part in the "Quality Assurance Measures" as per the calendar.
- Responding to IV feedback.
- Ensuring adherence of BTEC programme to Edexcel guidance.
- Evaluating course for following year and identifying development priorities.

BTEC Examinations Officer
Role Description

Course Planning and Preparation
- Arranging to attend appropriate training.

Administration of Student Entries
- Attending BTEC Meetings as appropriate.
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times).
- Register students at the appropriate level, on the instructions of Subject Leaders.
- Informing the SLT link/QN of Subject Leader requests to adjust the arrangements for individual students.
- Register/withdraw students as advised by subject leaders (in consultation with SLT).
- Ensure registration is tracked throughout the year.

Teaching, Tracking and Assessment
- Ensuring overview of BTEC trackers and their completion.
- Supporting the QN in identifying patterns in tracking and other data.
- Reporting results to Edexcel.
- Liaise with the QN to ensure data entry is tracked and quality assured before entry for certification.

Quality Control
- Support the "Quality Assurance Measures" in relation to the use of data.
- Evaluate BTEC administration for the following year.

Responsibilities of BTEC Students
- Reading the 'Student Handbook'.
- Attending the induction assembly and quiz.
- Completing course induction material.
- Ensuring attendance to school is 95% or above.
- Do not take holidays within school term time.
- Completing out of hours learning.
- Participating in all activities to the best of your ability, ensuring that where group/pair work is involved, you do not let others in your group down.
- Acting on feedback within the formative stage of assessment.
- Being a positive influence on the learning of others.
- Submitting work according to deadlines.
- Completing revisions to assignments considering teacher feedback.
- Aiming to achieve at least your target grade.
- Completing coursework by the final deadline.

DRAFT
BTEC Assessment Appeals Policy (Student)

If at any stage during your BTEC courses you have concerns about the procedures used in assessing your work, then you must initially discuss this with your form tutor, the teacher concerned, and/or the relevant Head of Department. Hopefully this will resolve the issue. If the matter is not resolved then you should see the Examinations Officer as soon as possible to discuss whether a formal appeal could be made.

The Examinations Officer will discuss your case with our centre 'Quality Nominee' (a member of our senior leadership team). Any appeal is very much a last resort, and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if you have not kept to the agreed deadlines, which should have been outlined at the start of each assignment (unless this is what the appeal is about), or you have not tried to sort it out within a fortnight of the problem arising. You may not appeal against any mark that has been awarded unless you think that this has been because of a procedural error (people not following standard procedures), and you must be able to identify the procedural error.

Cannock Chase High School is committed to ensuring that:
- Internal assessments are conducted by staff with 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 internal assessment is secured through internal standardisation;
- Staff responsible for standardisation have been properly trained.

Qualifications guidelines and the guidelines set out by Edexcel as our 'Awarding Body'

Appeals may be made to the school regarding the procedures used in internal assessment, but not against the actual marks or grades submitted by the school for moderation by the awarding body. Appeals concerning matters outside the school's control will not be accepted.

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School before the last written paper of the subject in question has taken place.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer or his/her representative.

This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the awarding body.

The school would encourage the candidate to be supported by a parent, guardian, or friend in the presentation of their case. The appeal decision will be recorded and filed.

DRAFT

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the awarding body and of any steps taken further to protect the interests of the candidate(s).

Post Results Services

Deadlines for enquires and appeals are set by the Examination Board and must be adhered to. These dates vary between each examination season; you will be notified of these dates on Results Day.

The Examination Board offer two "Enquiry about Results" (EAR) services.

Clerical re-check (Service 1)
This service would include the following checks:
- that all parts of the script have been marked;
- the totalling of marks;
- the recording of marks;
- the application of any adjustments;
- the application of grade thresholds;
- the application of any special consideration, where applicable – please indicate on your application if special consideration was requested at the time of the examination;
- **if requested**, a photocopy of the re-checked script(s) for those units/components included in the Access to Scripts service.

Post-results review of marking (Service 2)
This service will include:
- the clerical re-checks detailed in Service 1;
- a review of marking as described above;
- **if requested**, a photocopy of the reviewed script(s) for those units/components included as part of the Access to Scripts service.
  (If the nature of the unit/component is such that access to scripts cannot be undertaken, then a report may be requested. Individual awarding bodies will advise centres of the mechanism by which reports may be requested.)

If a candidate wishes to query a result the following points must be considered and followed:
- Student, parents and staff must all be involved in the final decision;
- Enquiries can result in marks and grades being lowered as well as raised;
- There is a fee for the Post Results services;

Candidates with concerns about their results should discuss these concerns with the appropriate member of staff and seek advice. The school must make all enquiries; the examination boards do not accept enquiries from individual candidates or parents. The school must receive **written permission** before proceeding with any EAR. You must be aware that the marks and grades may be lowered as well as raised. All appropriate forms and list of fees are enclosed with the Statement of Results.

DRAFT
Registration and Certification Policy

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

In order to do this, the centre will:
- register each learner within the awarding body requirements;
- provide a mechanism for programme teams to check the accuracy of learner registrations;
- make each learner aware of their registration status;
- inform the awarding body of withdrawals, transfers or changes to learner details;
- ensure that certificate claims are timely and based solely on internally verified assessment records;
- audit certificate claims made to the awarding body;
- audit the certificates received from the awarding body to ensure accuracy and completeness;
- keep all records safely and securely for three years post certification.

All policies are reviewed by the BTEC Quality Nominee and the Examinations Officer every 12 months. Last review: September 2019.

DRAFT

Assessment Policy

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 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.

This policy is reviewed every 12 months by the Quality Nominee. The last review took place in September 2019.

DRAFT
Internal Verification Policy

Aims
- To ensure there is an accredited Lead Internal Verifier in each principal subject area.
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

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;
- should electronic copies of work be kept, the centre will ensure that all work is password protected;
- the outcome of Internal Verification is used to enhance future assessment practice.

This policy is reviewed every 12 months by the Quality Nominee. The last review took place in September 2019.

DRAFT
Assessment Malpractice Policy

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

In order to do this, the centre will:
- seek to avoid potential malpractice by using the induction period and 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;
- investigate 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. It will proceed through the following stages;
- 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.

Stage 1:
Discuss with students the consequences - re-do work notify QN to monitor. The student cannot resubmit work. C2 recorded on the school system, and Stage 1 intervention implemented for Level 3 students.

Stage 2:
The student is placed on subject report - C2F recorded or Stage 2 intervention implemented for Level 3 students. Home and Head of Year is notified.

Stage 3:
The student is referred to the DoY, and isolation can result in removal from course - discussion with QN and CM.

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;

DRAFT

- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work;
- copying (including the use of ICT to aid copying);
- deliberate destruction of another's work;
- fabrication of results or evidence;
- false declaration of authenticity in relation to the contents of a portfolio or coursework;
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates;
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made;
- failure to keep candidate coursework/portfolios of evidence secure;
- fraudulent claims for certificates;
- inappropriate retention of certificates;
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner;
- producing falsified witness statements, for example for evidence the learner has not generated;
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework;
- facilitating and allowing impersonation;
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment;
- falsifying records/certificates, for example by alteration, substitution, or by fraud;
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy is reviewed every 12 months by the Quality Nominee. The last review took place in September 2019.

DRAFT
Long Term Staff Absence Procedures for BTEC Courses

The Quality Nominee is a member of the Senior Leadership Team and is therefore aware of any staff who are absent for long periods of time. This includes staff who provide a fit note for work. The Quality Nominee can then ensure that the process will not be compromised and that an alternative teacher from another BTEC can step in and take over the responsibility.

Process for supporting long term staff absence:
1. Ensure the succession plan is updated annually, or earlier if required by the Quality Nominee, Director of Learning Communities and Lead IV's for each subject area;
2. Discuss absence with the Leadership Team;
3. The Quality Nominee is to arrange a meeting with any subject area where the succession plan must be actioned;
4. The Quality Nominee will support the Acting Lead IV and Director of Learning Community to ensure they fully understand the role they will undertake;
5. If there are any disagreements with the IV process with the assessor and Acting Lead IV the Quality Nominee will have the final say to decide the outcome of the IV process;
6. The role of the Lead IV will be discussed annually with each Director of Learning Community to ensure a permanent individual is appointed with the responsibility, this is usually the main subject teacher, the Director of Learning Community or Assistant Director of Community who has responsibility for the Quality Assurance of BTEC subjects.

DRAFT
Examination Policy

Objective

To provide an efficient exam system with clear guidelines for all users. In September the Examinations Officer will circulate to all departments the board and specification used by that department. This must be checked, signed and returned to the Examinations Officer by the SIE (staff in charge of exams).

Accountability of Departments

One person should be nominated from each department to take responsibility for exam entries/withdrawals etc, and this person should be known to the SIE

Each department will have a labelled wallet, which they will use to give and receive information. These wallets will be kept in a basket in the staff room and should be checked regularly by the SIE and Examinations Officer.

Entries

All candidates will be entered by the due date set by the board. It is the responsibility of the SIE to ensure that the correct lists are issued to the Examinations Officer.

Amendments

Withdrawals will be accepted by the Examinations Officer up to the date set by the board. Withdrawal forms must be used. These will be placed in the exam wallet and removed by the Examinations Officer. Any late withdrawals/entries except in exceptional circumstances will be charged to the department.

Change of Tier

See note on amendments.

External Exams

The Examinations Officer is responsible for the organisation and conduct of all external exams.
1. Final confirmation of entry numbers and levels will be made with the SIE;
2. All exam papers will be counted in by the Examinations Officer and exam admin assistant and locked away;
3. All sealed exam papers will be checked by the SIE of each department in the presence of the Examinations Officer in good time before the exam date;
4. The SIE or other member of department will be present at the start of each subject exam;
5. No exam papers can be removed from the exam room before the end of a session;
6. All exams will be conducted according to the rules laid down by exam boards and within the start and finish times determined by the board;
7. Any misconduct or irregularity must be reported to the Examinations Officer as soon as possible, who will then inform the exam board concerned;

DRAFT

8. In the absence of the Examinations Officer at the end of any exam, papers will be collected and taken to the front office and given into the care of the exam admin assistant;
9. Students will not be allowed to leave an exam unless their exam paper has been picked up and secured by an invigilator.

Coursework It is the responsibility of each department to ensure all coursework is dispatched at the correct time. The SIE may liaise with the Examinations Officer if necessary. Coursework will be dispatched using the same method as for exam papers.

The SENCO, in consultation with the Examinations Officer, will complete the special arrangement request forms for special needs candidates at the appropriate time and provide the necessary evidence to reach the exam boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified/enlarged papers for NCTs and GCSEs which must be complied with.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the Examinations Officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the Examinations Officer and locked away.

The necessary re-scheduling of internal and external exams for special needs students will be co-ordinated with the Examinations Officer e.g. students who have extra time cannot fit two exams in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will always be properly supervised and have no contact with other candidates taking the same examination.

Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of learning support to ensure that all work is original.

Results

Results will be available for collection on the day notified by the exam boards only.

Subjects should check for the possibility of a re-mark/re-grade within three days of scrutiny of the results. If a result is queried the Examinations Officer will investigate the feasibility of asking for remark.

Special Needs

It is the responsibility of the SENCO to liaise with the Examinations Officer about the arrangements for candidates with Special Needs. The SENCO will ensure the Examinations Officer has all information needed on each candidate with special needs. The Examinations Officer will ensure requests for special consideration will be sent to the boards and process the replies.

DRAFT
Special Needs

Staff in departments should inform the SENCO of special needs students who are embarking on a course leading to an examination, and the date of that exam. The SENCO can then inform individual staff of any special arrangements which individual students can be granted during the course and in the exam. In the case of students with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations;
- Rest periods;
- A reader;
- A scribe;
- Enlargements/models;
- A helper;
- A prompter;
- Separate room/invigilator;
- Use of word processing/printing facility;
- Wheelchair user.

Special arrangements can also be made for students to take their examinations outside school e.g. phobic student. In these cases, invigilation/examination rules must still be adhered to.

The SENCO will inform the Examinations Officer, who will communicate with the exam boards at the beginning of a course, if any student is to be given special arrangements for coursework which carries marks towards a final mark.

Any student that is disabled in a wheelchair must sit their exams in Upper School Hall as this has the correct facilities for ease of access. A member of staff from the Inclusion Team will escort and remove this student to ensure ease of transition.

A separate room and invigilator are required for anyone with a reader and a separate room is required for an individual or group who is/are granted extra time/rest periods/use of a word processor.

It is preferable that the reader/scribe should be a person within the learning support department who is familiar with and has had practice with the student taking the examination. It is important if for example the student and reader or scribe have worked together in similar situations such as internal tests/exams. It is the duty of learning support to ensure that no unauthorised help is given to these students.

Internal Examinations

The Examinations Officer will be responsible for the overview of the organisation of accommodation and invigilation for these exams. Each department will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. Departments must ensure that they are represented at the start of each exam and collect papers at the end. If an internal exam must be finished during lunch or after school, it is the responsibility of the department concerned to invigilate.

DRAFT

Misconduct

This should be reported to the Examinations Officer in the first instance, who will decide what action to take.

Dispatch of Exam Scripts

The school will dispatch exam papers to examiners by a new traceable system. This will be agreed between the Examinations Officer, the carrier company and the school bursar.

Invigilation

Conduct of invigilators

The Examinations Officer will ensure that each exam session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each. The senior invigilator or SIE will check attendance according to seating plan. Invigilators must not take any work into the exam room but give full attention to the conduct of the examination. It is the responsibility of those invigilating session three to ensure they relieve those invigilating lesson two halfway through break.

External Invigilators

The employment of external invigilators does give assured continuity and responsibility in an exam room even if you use a mix of teachers and externals. This has a direct benefit for your candidates. Teachers who are on release and not used because of the external can be used in other ways for the benefit of the school.

The Examinations Officer will organise a team of external invigilators. While school governors will help when it is convenient, this cannot be relied upon.

This policy is reviewed every 12 months by the Quality Nominee and Examinations Officer. The last review took place in September 2019.

DRAFT

Employer Engagement Policy

The purpose of this policy is to set out the commitment of Cannock Chase High School to provide a curriculum offer which supports the development, in both young people, of the skills that are necessary for a productive and competitive economy. The core purpose of the School is to support people to develop skills in the broadest sense and to encourage talent, knowledge, resourcefulness and creativity.

The School seeks to deliver skills at all levels, including Level 2 and Level 3 BTEC qualifications, in order to support the development of an advanced competitive economy and make us a fairer society, offering equal opportunities for all. We will focus on the employability and progression of learners and deliver the skills and qualifications which individuals, employers and the economy need.

This policy covers all the vocational curriculum offered by the school, it will develop its staffing potential, allocate its resources, in order to continue to move towards a service which is driven by the needs of its learners and its employers.

Curriculum Offer and Range

Cannock Chase High School is committed to the provision of excellent learning opportunities for young people aged 14-19. This will include partnership working with schools, other post 16 providers and other agencies to ensure a balanced and inclusive vocational curriculum at a range of levels which equips all our young people with the skills for employment, further or higher learning and wider social and community engagement. The school seeks to do the following:

- Work in partnership with other training providers to offer employers clearer information about training opportunities;
- Make employers aware of the range of training options through appropriate information channels, project planning to ensure, for each company, an understanding of underlying business need and an adequate analysis of training needs;
- Provide briefings for delivery staff, employers and employees to ensure shared expectations;
- Provide student research opportunities and employer focussed work-based projects, that will inform business practice and that promote knowledge transfer;
- Develop flexible lifelong learning to meet both the employer and employee needs;
- Engage employers in curriculum development and embedding employability;
- Engage employers to support the delivery of the curriculum, including learning, teaching and assessment;
- Ensure standardisation of operational and delivery practices, including regular feedback to learners and employers relating to progress;
- Complete performance reviews and observations of the people delivering training solutions;
- Regularly review of the resources available for training;
- Ensure quality improvement through regular feedback from both employers who use the School services, and those who do not, in order to improve perceptions and the overall offer;
- Act promptly to respond to feedback and/or complaints in order to improve services;
- Review outcomes following delivery to identify unmet needs and inform further actions;
- Manage and maintaining a data base of employer contacts;

DRAFT

- Measure employer satisfaction;
- Continue to evolve and improve the training offer, offering teaching and learning strategies which motivate, stimulate and encourage the learners as well as meeting the employer's requirements;
- Regular review of the resources available for training;
- Extend and develop identified specialist areas of the school through clearly identifying those areas in which the School will specialise;
- Use input from appropriate stakeholders and employers to share good practice and understand each sector's shared business needs;
- Develop products and services and staffing to address industry expectations;
- SMART targets and performance indicators which measure and monitor success and lead to an improving trend.

This policy is reviewed every 12 months by the Quality Nominee. The last review took place in September 2019.