



GREATFIELDS SCHOOL

RSL/Vocational Policy

Head of Centre

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SLT member with responsibility:

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Approved by SLT:

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Next Review Date:

September 2022

**This policy is reviewed annually to ensure compliance with current regulations*

Contents

• Purpose of policy	3
• Registration and Certification	3
• Assessment	5
• Internal Verification (Vocational Assessment policy link)	5
• Quality Assurance policy	5
• Recognition of prior learning (RPL)	
• Equal Opportunity	5
• Malpractice/maladministration	5
• Remote Learning support	8
• Appeals	8
• Complaints	9
• Health and Safety	9
• Conflict of interest	9
• Contingency policy	10

Purpose of This policy

This document lays out the assessment policy of Greatfields for all RSL Vocational Qualifications. This document is designed to be used in conjunction with RSL guidance (specifications, syllabus documents, RSL How to Guides and Centre Handbook) which is available to all assessors online or upon request from the Exams Officer.

Registration and Certification

Aim:

- Ensure RSL programme approval is completed in advance of a course commencing at the beginning of an academic year.
- To register all Individual learners to the correct programme by the published exam board deadlines.
- To claim all valid learner certificates by the published RSL deadlines.
- To have an accurate verifiable audit trail to ensure that individual learner registration and certificate claims can be tracked to the certificate which is issued to the learner.

In order to complete the above aims, Greatfields School will:

- Register each learner adhering to RSL requirements.
- Provide a checking method for each head of department to check the accuracy of learner registrations.
- Make each learner aware of the programme they have been registered on.
- Inform RSL of any learner withdrawals, transfers, or changes to learner details
- Ensure certificate claims are made at the appropriate time and only when all verifications are complete and approved.
- Keep a trail of all certificate claims made on behalf of a learner.
- Complete a thorough check of all certificates received from RSL, checking all units listed on the certificates are the correct units and the correct level has been claimed for. This will include the overall award claimed if applicable.
- Keep all records securely for three years from certification.

Procedures to complete Registration and Certification

The Exams Officer will contact all heads of department before the end of the summer term to request information on any new RSL courses being offered for the next academic year.

If there are any new courses an application will be made to RSL for approval to teach the course before the end of the summer term. All paperwork will be completed as required, signed off by the head of centre and sent to RSL via email or the cloud portal.

Once approval is granted a copy of the approval is printed and kept on file in the exam's office and the head of department is informed in readiness for the new academic year.

To make all necessary learner registrations in September, list of learners names are obtained from HOD. A registration is made on the cloud portal using RSL excel template for registration. Information for completing the information is obtained from SIMS.

- The head of department then co-ordinates with all teachers of that course to check that everybody in the class is registered.
- Final checks are signed and dated by the head of department and returned to exam's office
- A registration submission file is then exported to send to the HOD as evidence of registration made. Learners in each class are then informed that they are registered for the course.

As a new starter joins the school (part way through the academic year) in year 10 or 11 the exams officer is informed and can check which classes they are allocated and whether a late registration is necessary for that learner.

All heads of department are informed of the internal deadline that all unit claims need to be completed.

The exams officer makes an agreeable date to sit with the head of department to complete all unit claims for the learners.

At this point a record of all learners' units and grades achieved is kept by the exams officer for checking against certificates as they arrive. RSL cloud is also used to double check all unit information submitted to see any possible errors.

The record of certificates is signed and dated upon receipt after checking and kept for three years from certification.

If a learner needs to transfer between courses once registered, the data manager informs the exams officer that they have changed courses and the exams officer will complete the transfer through the cloud. A copy of the request is printed and kept on file with all other registration information.

If a learner leaves the school before completion of the course the exams officer is informed by reception when the learner has started at their new school. The exams officer to get in touch with RSL to ensure that the learner receives any certificates for completed units. If the learner is going to continue with the same course at their new school, the new school can contact the exams officer and ask for their registration to be transferred to them. A record is kept of this process.

Assessment

Aim: -

- To ensure that assessment is valid, reliable and does not advantage or disadvantage any learner(s)
- To ensure that the assessment procedure used is transparent, fair, free from bias and to national standards as per specification from Pearson
- To ensure there is accurate and detailed recording of assessment decisions

See here for the full policy. [202122\Vocational Assessment policy](#)

Quality Assurance.

The Quality Assurance Policy outlines the practices, resources and sequence of activities relevant to the maintaining quality provision.

See here for the full policy [QA policy.pdf](#)

Recognition of prior learning.

Recognition of Prior Learning is defined as an opportunity for learners to present performance or accredited knowledge evidence which comes from a period prior to their registration. This is evidence of earlier learning and achievement towards part of a qualification. For example, if a learner has started a vocational qualification elsewhere (i.e. an equivalent level qualification (i.e.RSL) and wishes to transfer the previous credits.

See here for the full policy. [202122\Centre Recognition of Prior Learning Policy](#)

Equal Opportunities.

Greatfields School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Greatfields equality information and objectives are outlined in the policy hyperlink [Greatfields Equality Policy](#).

Assessment Malpractice

- 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 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 RSL qualifications

In order to do this, Greatfields school

- 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 the work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the 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 every opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgement made.

Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties/ sanctions which will be decided by the awarding body. Learners given a copy of JCQ Information for candidates which identifies the following sanctions:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time. Definition of malpractice by learners

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

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work

- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging 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/performance recording 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 a writer, 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.

How you minimise risk of learner malpractice

- Learners made aware of what constitute plagiarism/malpractice during induction process
- Explanation of plagiarism/malpractice clearly outlined in Candidate Exam Handbook

How you minimise risk of staff malpractice

- Existing and new staff to have annual refresher on what constitutes malpractice
- LIV to monitor new staff to ensure they are aware of the requirements for coursework and as a result do not commit malpractice.

How you deal with malpractice

1. Assessor/IV suspect malpractice
2. Contact LIV
3. LIV to contact QN

4. If malpractice is suspected then QN to contact Deputy Head responsible for exams and the Head of Centre.
5. Deputy Head and Head of Centre investigate suspected malpractice – this must be completed with 10 days
6. If malpractice is confirmed then the student/member of staff has 5 days to appeal.
7. Malpractice not proven – records of the investigation to be kept Exam Officer.
8. Malpractice proven – Head of Centre to contact Pearson.

Employer Involvement

We do not currently teach any VOCATIONAL qualifications that require Employer Involvement. Should this change in the future the centre will include a policy with the required information to support the qualification.

Learner support aims for remote learning.

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

In order to do this Greatfields school will:

- Ensure that teaching / delivery/ assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face- to- face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson centre Agreement

Please see hyperlink for Remote Learning Policy [Remote Learning Policy](#)

Appeals Policy

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the Awarding
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, Greatfields School will:

- Comply with RSL appeals with the latest procedure information for that academic year.
- Provide students and parents/carers with up to date information on the website and student handbooks.

- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months.
- Have a staged appeals procedure outlined in [Greatfields Internal appeals policy](#). External appeals guidelines will be set by the individual awarding body.
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- The Quality Nominee will be responsible for the management of internal appeals.
- The review will be led by QN with LIV together with IV.
- The LIV or the Exam officer will inform the learner in writing of the findings of the review within the deadline set to students before submitting the work.

This policy is further supported by the RSL document Appeals Policy and also the school's Examinations Policy which can be found at the links below:

[202122\Appeals-Policy](#)

[Greatfields Exam Policy 21.22](#)

Complaints.

The policy below is in compliance with JCQ's General Regulations for Approved Centres 2021 - 2022 (section 5.8) that the centre will draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification. A candidate (or his/her/parent/carer) may make a complaint on the grounds outlined in the policy.(this is not an exhaustive list).

Greatfields confirms this process and procedure is staged for all awarding body.

[Complaints & appeals procedure policy 21.22.](#)

Risk assessment.

Greatfields policy is issued in accordance with the Health and Safety at Work Act and with relevant Health and Safety guidance issued by the London Borough of Barking and Dagenham.

The Health and Safety policy can be found on the website or here [Health and Safety](#).

Conflict of interest.

The purpose of this policy is to protect staff and students and the integrity of Greatfields School as an exams centre. Any assessor or other member of staff involved in any way with Greatfields Internal assessments or exam processes must advise the Head of Centre of any conflict(s) of interest in this regard

The policy below will outline:

- defines what is meant by conflict of interest
- describes the role of conflict of interest in the context of working with, or for, an awarding organisation.
- sets out the responsibilities for managing conflict of interest at each level in the organisation

[Conflict of Interest Policy 21.22](#)

Centres contingency policy.

This policy examines potential risks and issues that could cause disruption to the management and administration of the exam process at Greatfields School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

[Exam contingency plan 2021-22.](#)