



GREATFIELDS SCHOOL

BTEC/Vocational Policy

Head of Centre

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Approved by SLT:

Date: September 2023

Next Review Date:

September 2024

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

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Purpose of the BTEC/Vocational policy

Greatfields School is committed to ensuring that the administration, teaching and all aspects involved in all BTEC/Vocational courses are completed to the highest possible standard and adhering to the procedures and processes Pearson requires.

Registration and Certification

Aim:

- Ensure Pearson Edexcel 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 Pearson Edexcel 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 Pearson's 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 Pearson 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 Pearson, 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 BTEC/Vocational courses being offered for the next academic year.

If there are any new courses, an application will be made to Pearson 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 Pearson.

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 or October (before the awarding bodies set deadline 1st November 2023) HOD must complete the spreadsheet uploaded to Teams which was exported from Edexcel Online BTEC registration page. When this is returned within the soft deadline set by the Exams Officer, the exams Officer will upload the spreadsheet to the qualification on

Edexcel online interface and export the final report for HODS to check and raise any concerns. The HODS are responsible for checking all learners are registered on the course and must also inform Exams officer of any newcomers and withdrawals. Learners in each class are then informed that they are registered for the course.

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- The marksheet(s) are then completed and passed back to the Exams officer to make the registrations through the SIMS Examination system.
- Once that is completed a final checklist is prepared and passed back to the heads of department with a copy of their initial registrations provided in order for them to cross check that everybody has been included in the class.
- Final checks are signed and dated by the head of department and returned to exam's office
- A registration submission file is then prepared by the exams officer and sent via A2C to Pearson by the deadline for registrations. The deadline information is obtained from the Pearson Information manual within the key date's section. Internal deadline is before October half term.

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

The exams officer makes an agreeable date to sit with the head of department to complete all unit claims for the learners. This is usually early to mid-July.

Entries for Units or Certification is made via EDI on SIMs. Basedata is downloaded from the website and imported to Examinations.

- The marksheet(s) are then completed HODs by form groups or cohort and passed back to the Exams officer to make the entry through the SIMS Examination system.
- Once that is completed a final checklist is prepared and passed back to the HODs with a copy of their initial entry provided in order for them to cross check that everybody has been included in the class.
- Final checks are signed and dated by the HODs via Teams form and returned to exam's office
- A n entry submission file is then prepared by the exams officer and sent via A2C to Pearson by the deadline for Entry. The deadline information is obtained from the Pearson Information manual within the key date's section. Internal deadline is before October half term and February and March resits.

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. Edexcel online 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 Edexcel online. 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 HODs and Quality Nominee, when the learner has started at their new school. Completed units are claimed for through Edexcel online as a “fall back” learner. This ensures 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

In order to complete the above aims Greatfields school will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment purposes.
- Produce a clear and accurate assessment plan at the start of the programme / academic year
- Provide clear, published dates for hand outs of assignments and deadlines for assessment
- Assess learner’s evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC/Vocational assessment requirements and guidance
- 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/external examination as required by the awarding organisation
- Monitor standards verification/ external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC/Vocational programme teams

- Ensure that BTEC/Vocational assessment methodology and the role of the assessor are understood by all BTEC/Vocational staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

Procedures for assessment

Staff follow the assessment procedure as laid down by BTEC/Vocational. LIV to take OSCA training and share with their team to ensure standardisation. LIV working with their subject team complete & up-date assessment plans. These are sent to the QN for checking. Changes to the assessment plan are also confirmed with the QN.

Assessment plans to contain the following:

- who is assessing each unit/component and when assessment is expected to be completed
- who is internally verifying the assessment decisions and when internal verification is expected to be completed
- Planned resubmission opportunities and internal verification dates for resubmission.

Submission dates shared with learners when assignments are handed out.

Assignments submitted by submission date with dated declaration of authenticity. Learners who do not meet the deadline, especially due to current extenuating circumstances can apply for a submission or an extension will be agreed in advance. Work handed in by the agreed extension date to be marked and grade awarded.

Resubmission/ retakes (as appropriate)

If an assignment does not achieve all the grades and the teacher believes the learner can improve their work without further guidance then a resubmission date of up to 15 days will be agreed. Work will be remarked and a grade awarded if the deadline has been met and learner has met the grade claimed – if the learner fails to meet the resubmission date then the original grade to be awarded.

Assignment design / assignment brief

Staff to use authorised assignment briefs or can adapt or write their own but they must use the following process:

- The scenario used should link to the local area or topic relevant to your learners.
- The assignment must work together as a coherent whole.
- All assignment briefs whether authorised or a revised brief must be internally verified, or checked through the assignment checking service.

Assessment plans

Assessment plans to be written by LIV with team to agree submission & IV dates. All assessment plans to be sent to the QN for checking. Amendments to assessment plans to be agreed with the QN all assessment plans should contain the following:

- Who is assessing each unit/component and when assessment is expected to be completed.

- Who is internally verifying the assessment decisions and when internal verification is expected to be completed.
- Planned resubmission opportunities and internal verification dates for resubmission.

Assessment recording/ tracking for learners

Staff to prepare assessment tracking to record all assessment activities for the qualification on a unit by-unit basis, at criteria level. This can be done using Pearsons templates document. Progress should be tracked according to what each learner has achieved and what still has to be done.

Staff roles and responsibilities for each process, as appropriate Quality Nominee:

- Be the main point of contact for Pearson/quality assurance
- Initial point of contact for the Standards Verifier
- Work with centre staff to ensure that Standards Verification can take place.
- Monitor and support the programme teams
- Liaise with exams officer and head of centre

Lead Internal Verifiers

- Responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
- Register through the online standardisation system, OSCA, each year.
- Ensure staff complete standardisation exercises
- Attend half termly meeting with QN to discuss progress of learners, concerns and confirm procedures are being followed.
- Provide evidence of programme management of BTEC/Vocational in their subject area (e.g. programme files, live quality assurance documentation).
- Ensure that all assessment and verification records are available for scrutiny by Pearson with learner work
- Ensure they can confirm learner work is authentic and valid.
- Responsible for authorising resubmissions fairly and consistently.
- All evidence and records held on Teams.

Internal verifiers

- Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- If requested attend the Quality Management Review meeting to provide evidence on how centre procedures are implemented
- Ensure documentation is up-to-date and available for QN Assessors:
- Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.
- Provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards

Key dates and actions

Deadlines to be communicated to learners at the beginning of each learning aim. These deadlines will be added to school assessment calendar and added to the website.

Soft and hard deadlines will be communicated with Assessor, LIV, QN and exam officer of registration, sampling submission dates and claim dates. Also added to staff calendar.

Internal verification.

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

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

- Where required by the qualification, a lead internal verifier will be appointed for each subject area, they will be registered with Pearson and will complete all 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
- Standardise Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal verification documentation schedule, linked to assessment plans is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

All assessment plans to contain the following:

- who is assessing each unit/component and when assessment is expected to be completed
- who is internally verifying the assessment decisions and when internal verification is expected to be completed
- planned resubmission opportunities and internal verification dates for resubmission

LIV (Lead Internal Verifier) registration

- LIV registration to be completed by deadline date
- QN to check registration has taken place

OSCA (Online Standardisation of Centre Assessors) accreditation/standardisation activities

- Staff to undertake standardisation activities

- LIV to provide evidence to QN that standardisation activities have taken place. QN can also see this on Edexcel Online OSCA tab found in BTEC.

Staff briefing/ annual updating

- Programme teams have dedicated time at the beginning of the academic year to discuss and update assessment plans and assignments being used
- Programme teams have regular calendared meetings to discuss progress of students.
- QN & LIV have regular calendared meetings. The initial meeting and welcome meeting takes place in September lead by QN and Exams officer to discuss key dates, registration and assessment plans

IV of assignments

- IV of assignments to be undertaken by LIV/IV depending on who has written them
- QN to receive confirmation this process has taken place
- Records that IV of assignments has taken place

Standards of verification (entry to level 3)/ Monitoring and review

- QN to liaise with SV and pass on relevant information to the LIV different programmes
- QN to ensure LIV's are aware of key dates
- QN to ensure LIV's are aware of the units and learners to be sampled and when work should be submitted by
- QN to ensure staff have support to submit work electronically if required.
- LIV to ensure the sample requested includes the following:
 - Assignment Briefs
 1. All assignment briefs used to generate learner evidence for the units/components selected for sampling
 2. If an Authorised Assignment Brief has been used then confirmation is needed if this has been used 'off the shelf' or has been adapted
 3. Internal verification documentation for the assignment brief.
 - Learner Evidence and Assessment Records
 1. Completed unit/component of learner work
 2. Assessment decisions for the learner work and related assessment record showing Assessor feedback
 3. Signed and dated declaration of authenticity by the learner (this is accepted in an electronic format)
 4. Confirmation from the Assessor that the evidence is authentic and is the learner's own work
 5. Learner consent form
 6. Internal verification documentation relating to the assessment decisions where this activity has taken place for the learner
 7. The Lead Internal Verifier declaration
 8. Evidence of Employer Involvement in line with any approved adaptation requirements, where applicable.
 - Where a resubmission opportunity has been approved for a learner:
 1. Signed and dated authorisation from the Lead Internal Verifier, showing the resubmission deadline and any conditions that were put in place e.g. to prevent collusion
 2. Initial assessment record

3. Original and resubmitted learner evidence with a signed and dated declaration of authenticity from the learner
4. Assessment records for the resubmission
5. Confirmation from the Assessor that the resubmitted evidence is authentic and the learner's own work.

Staff roles and responsibilities for each process, as appropriate

Quality Nominee:

- Be the main point of contact for Pearson/quality assurance
- Initial point of contact for the Standards Verifier
- Work with centre staff to ensure that Standards Verification can take place.
- Monitor and support the programme teams
- Liaise with exams officer and head of centre

Lead Internal Verifiers

- Responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
- Register through the online standardisation system, OSCA, each year.
- Ensure staff complete standardisation exercises
- Attend half termly meeting with QN to discuss progress of learners, concerns and confirm procedures are being followed.
- Provide evidence of programme management of BTEC/Vocational in their subject area (e.g. programme files, live quality assurance documentation).
- Ensure that all assessment and verification records are available for scrutiny by Pearson with learner work,
- Ensure they can confirm learner work is authentic and valid.
- Responsible for authorising resubmissions fairly and consistently.

Internal verifiers

- Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- If requested attend the Quality Management Review meeting to provide evidence on how centre procedures are implemented.
- Ensure documentation is up-to-date and available for QN.

Assessors:

- Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.
- Provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards.

Exams Officer

- Making learner registrations
- Submitting marks and uploading work on LWT.

- Setting up staff on Edexcel online with user rights i.e. to OSCA.

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) and wishes to transfer the previous credits.

Recognition of Prior Learning can be applied to internally assessed parts of vocational qualifications. It **cannot** be applied for RPL for external assessment, set exams or set assignments.

It **can** be applied to:

- Full units in vocational qualifications (including those externally assessed)
- Part of internally assessed elements of vocational qualifications

RPL does not apply to qualifications which identify the achievement of specific qualifications as a minimum entry requirement.

Prior to Registration

All prospective learners will have access to information on how to apply for and claim RPL as set out by Pearson.

At interview/enrolment, any prior learning will be discussed with the learner and documented within the interview/enrolment paperwork. Learners will have full information on our school qualification booklet which will outline RPL for learners this applies to

At enrolment, certificates which can be used as evidence of RPL will be collected and photocopies made, to be kept on file as part of the mapping process.

Process for the Assessment of RPL

Greatfields accepts the following evidence for RPL:

- Unit certificates
- Certificates for full qualifications

When presenting a certificate for RPL, the learner will need to demonstrate their knowledge, skills and understanding to prevent the need to repeat the assessment or course.

Learners' prior certificated¹ learning can be used as evidence for assessment criteria. Copies are only acceptable as evidence where the original certificates have been seen and countersigned.

When using certificates for RPL, Greatfields will cross reference the work between the two standards, (the qualification/unit certificated and the qualification registered on).

Evidence of previous learning or achievement, like other evidence, will be rigorously subjected to the assessment of it's:

- **Validity:** does the evidence demonstrate that the demands of the assessment criteria/learning outcome has been met?
- **Currency:** does the evidence demonstrate that demands of the specification have been met and are up-to-date? See below for further guidance.
- **Authenticity:** can the evidence be unequivocally attributed to the learner?
- **Sufficiency:** is there enough evidence to fully meet the criteria/outcome

Other types of evidence

The evidence gathered needs to meet the standards of the specification that it will be used for. Evidence from a learner's past experience could include:

- Paid work
- Community or voluntary work
- Home life
- Education and training

Further evidence may include:

- Evidence of workplace practice, confirmed by workplace managers.
- Past portfolios of evidence created by the learner which remains current.
- Reports created by the learner and confirmed as authentic.
- Expert witness testimonies (i.e. workplace managers, specialists, lecturers/teachers)
- Professional discussions conducted with the learner to confirm their knowledge/skills
- New assignment briefs or tasks that have been created to fill any gaps in the evidence presented.

Whatever evidence is used it must be confirmed as valid, current, sufficient and authentic and subjected to the same rigour as any other type of evidence by the Head of Department prior to acceptance.

Cross Referencing

All RPL will be mapped to individual assessment criteria to the appropriate/corresponding assessment criteria in Pearson vocational qualifications. This will mean that some assessment criteria will be met and others only partially met, some not at all. It is unlikely that learners will have all the evidence they need to achieve a full unit unless they have previously achieved the unit itself. A full record of the mapping must be kept for quality assurance purposes.

RPL can only be used for those assessment criteria that are fully met.

With this type of mapping, the assessment criteria have to match, or sufficient evidence to show that the learner has achieved the criteria with the work that they have done and access to the work that has been submitted for the original qualification, if available, may help. When mapping, grading criteria cannot be used unless the learner has met all assessment criteria.

Evidence for how and why an individual learner has achieved through RPL needs to have a substantial audit trail and is not a shortcut.

RPL Assessment

Currency

The currency of knowledge and practice will be assessed. Greatfields, accept certificates not older than 2 years as it is deemed that the knowledge and skills of the learner will no longer be current after this time. Certificates older than 5 years may require additional assessment of the learner's knowledge and skills against the current standard. Significant changes in practice or technology in under 2 years must also be considered to ensure that the assessment of the learner's practice is current. All Awarding Organisations require confirmation that currency and validity has been assessed RPL should be subject to the same assessment processes as other forms of evidence and be subject to formal review and feedback.

Quality Assurance

Presenting RPL to Awarding Organisations

Greatfields, will provide access to the audit trail for all units claimed through the individual Awarding Organisation (AO) quality processes. 100% of RPL evidence could be asked for by the External Quality Assurer so a rigorous audit trail must be in place.

Certificates can only be claimed when the appropriate quality assurance processes are completed successfully.

Complaints and appeal.

Learners are able to appeal the assessment decision for RPL in the same way they can any other assessment decision by use of the centres Appeals and Complaints policy which can be found on Greatfields website.

[Complaints & appeals procedure policy](#)

[Special Consideration and reasonable adjustments.](#)

What is special consideration? Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination. (JCQ's A guide to the special consideration process, section 1).

Eligibility, processes and role and responsibilities concerning the above are outlined in the policy hyperlink [Special Consideration policy](#). Greatfields policy is in conjunction with JCQ regulation.

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](#).

Malpractice and Plagiarism

Malpractice – this is the general term used when candidates try to use unacceptable methods in the completion of their work.

Plagiarism – this involves a candidate taking someone else’s words, thoughts or ideas and passing them off as their own.

Most candidates who are sitting external examinations have to produce internally assessed work, including controlled assessments and portfolios, as part of their course. All candidates have access to the JCQ Notice [Suspected Malpractice in Examinations and Assessments](#) about the proper completion of internally assessed work on the school website. This clearly states the following:

- *The work which you submit for assessment must be your own*
- *you must not copy from someone else or allow another candidate to copy from you.*

In conjunction with JCQ regulation, Greatfields school is obligated to:

- 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 BTEC/Vocational qualifications

In order to do this, Greatfields school 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 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:

- 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 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 Student Handbook
- All learners are given copies of JCQ Information to Candidates – coursework assessment

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 BTEC/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](#)

BTEC/Vocational 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 Pearson BTEC/Vocational appeals process in conjunction with JCQ A guide to appeals processes for the required series.
- 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 [Internal Appeals and Post Result Appeal Policy](#) 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.

Guidance on assessment can be found in the BTEC/Vocational qualification specification <https://qualifications.pearson.com/en/about-us/qualification-brands/BTEC/Vocational.html>

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

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

[Greatfields Exam Policy](#)

[Exams Policy](#)

Complaints.

The policy below confirms Greatfields 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).

[Complaints & appeals procedure policy](#)

Health and Safety.

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](#).

Safeguarding Policy.

This policy has been developed to ensure that all adults in Greatfields school are working together to safeguard and promote the welfare of students. [Safeguarding Policy](#)

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](#)

[Conflict of Interest Policy](#)

[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](#)