



# Stanchester

Academy

## **BTEC Quality Assurance and Management Policy 2023/2024**

Signature:

A handwritten signature in black ink, appearing to read 'L. M. Smith', written over a faint horizontal line.

Headteacher

**Approval Date:** July 2023

**Review Date:** July 2024

## **BTEC Quality Assurance and Management**

The following policy outlines our approach to managing BTEC qualifications, the assessments and the quality assurance of each qualification at Stanchester Academy.

### **1.0 Centre Roles**

Head of Centre: Gregg Mockridge  
Quality Nominee: Jason Young  
Exams Officer: Sarah King

### **2.0 Qualifications Offered**

1. BTEC Level 2 Tech Award in Music Practice.

Course Assessor: Nuri Fontanals  
Internal Verifier: TBD

### **3.0 Registration and Certification of learners**

#### ***Aim:***

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. 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, Stanchester Academy will:***

- Register each learner within the awarding body requirements
- Register each learner on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make learners 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.

### **4.0 Assessment**

#### ***Aim:***

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

***In order to do this, Stanchester Academy 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 evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC 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 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

***Each qualification at Stanchester Academy will produce:***

- Assignment briefs that are quality assured and approved
- An assessment plan that outlines when assignments are issued and submitted
- An internal verification schedule that outlines which assignments are internally verified and when
- Accurate and up to date tracking of assessment decisions
- Recorded evidence of assessment decisions and internal verification.

**5.0 Internal Verification*****Aim:***

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

***In order to do this, Stanchester Academy will ensure:***

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures

- Effective internal verification roles are defined, maintained and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is internally verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

## 6.0 Appeals

### ***Aim:***

1. To enable the learner to enquire, question or appeal against an assessment decision.
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
3. To standardise and record any appeal to ensure openness and fairness.
4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate.
5. To protect the interests of all learners and the integrity of the qualification.

### ***In order to do this, Stanchester Academy will:***

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Pearson when a learner considers that a decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged appeals procedure
- 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.

## 7.0 Assessment Malpractice

### ***Aim:***

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

### ***In order to do this, Stanchester Academy 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
- 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/Principal/CEO 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 appropriate penalties and/ or sanctions.

### ***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 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.

## **8.0 Collaborative Arrangements**

### ***Aim:***

1. To ensure that all collaborative (consortia) arrangements are approved and meet requirements.
2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson.
3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements.

### ***In order to do this, Stanchester Academy will:***

- Have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment & commencement of delivery of the qualification(s)
- Make sure that we have qualification approval before applying for approval under a collaborative arrangement
- Identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- Ensure a Lead Internal Verifier (LIV) is registered appropriately for each qualification delivered
- Ensure that the LIV completes annual standardisation activities and undertakes appropriate standardisation training with all staff completing assessment and internal verification
- Make accurate learner registrations and claims under the appropriate consortium programme code or subsite, and have appropriate policies and procedures for registration and certification of learners in place
- Ensure you have access to all quality assurance documentation linked to your registered learners
- Ensure you have access to your learner progress and achievement records
- Be included /participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement
- Retain all assessment evidence and quality assurance documentation relating to your registered learners in line with Pearson requirements
- Participate as required in Pearson quality assurance monitoring through Lead Standards Verification(LSV) and Standards Verification(SV) as Appropriate complete and submit an Annual Centre Declaration to confirm that all required Centre Quality processes and procedures are in place and operating effectively
- Apply the outcomes of Standards Verification and support any essential actions required
- Ensure we/or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications.

## 9.0 Blended Learning

### ***Aim:***

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

### ***In order to do this, Stanchester Academy will:***

- Ensure that teaching/delivery/assessment staff are timetabled to support distance / 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.