

Enfield Grammar School

My Vocational course has given me the opportunity to relate my school work to real world scenarios and gain a detailed insight into the working world

Founded 1558



I have learnt how to work independently and this has helped to prepare me for my University course

Vocational Education

Student Induction Booklet

2017/2018

I have developed a wide range of skills including organisational, interpersonal, communicational and decision making.

Without Vocational Education I would not have had the opportunity to go to University and study my programme of choice

Vocational Education has offered me the opportunity to engage in working practices which have aided my future career decisions

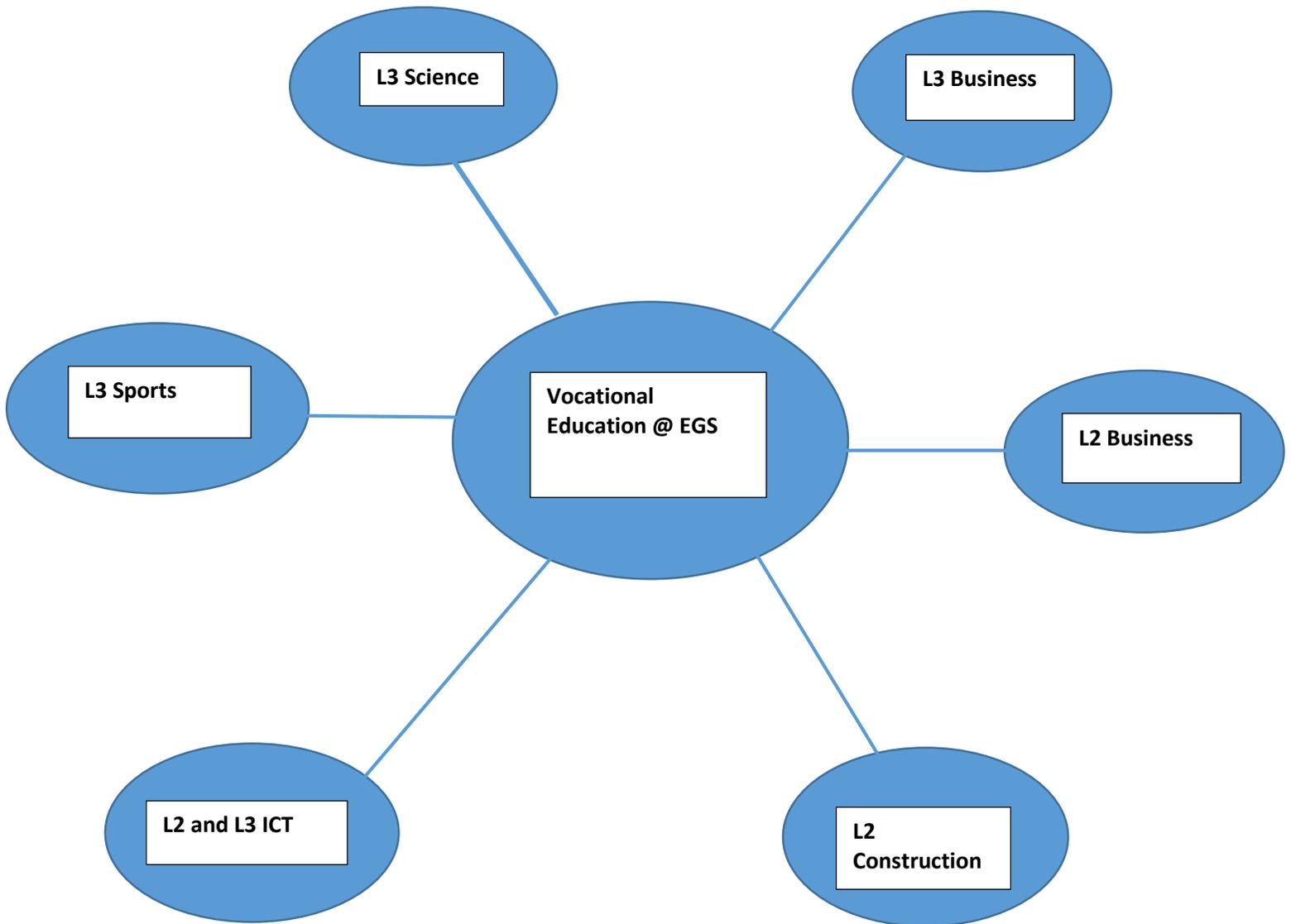
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Vocational qualifications offered at Enfield Grammar School



Induction checklist

Below is an induction checklist. Complete this during your induction so you can check that you are ready to start your Vocational course/courses

| | Yes | No |
|---|------------|-----------|
| I have been told about my course detailing its title, coursework and exam units, deadlines, value of my course etc. | | |
| The assessment process has been explained to me. E.g. internal and external assessment, internal verification, external verification. | | |
| I have been given/shown the assignment briefs I will be working from for my first unit. | | |
| I understand what can be used as evidence for my portfolio. | | |
| I have been told about assignment submission dates and exam/set assessment dates by my teacher(s). | | |
| Health and safety has been explained to me. | | |
| I understand how my course will be assessed and what I have to do to achieve on my course. | | |
| The student appeals procedure has been explained to me and I know how I can access the Vocational Education Appeals/Malpractice Policy. | | |
| I know what is meant by the student voice survey and understand why I will be asked to complete one, at the end of the year. | | |
| I know and understand what is meant by plagiarism and what the consequences are of plagiarising work. | | |

What are Vocational Education Qualifications?

Vocational Qualifications are work-related qualifications suitable for a wide range of students. They are built to accommodate the needs of employers and allow students progression to university. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory. They can be taken alongside, or in place of, GCSEs and A levels. Vocational Education is immensely valuable for two crucial reasons.

First, it is an essential part of a broad curriculum. Just as much as academic education, vocational learning provides invaluable opportunities for young people to develop their potential and expand what they know, understand and can do; and to gain recognition for that learning which allows them to progress as they move to adulthood. Investigating and developing genuine craft skills, and experiencing the satisfaction of technical accomplishment, has just as important a place in our education system as does mastering an academic discipline.

Second, Vocational Education is a vital underpinning for our economy. The development of young people's skills in areas of immediate relevance to employers and business is a central part of the Government's plans to boost economic growth, and to support higher levels of youth employment. It is widely agreed that our country's future relies upon building an advanced economy founded on high-level technical skills, and the ability to remain at the forefront of ever-faster technological change.

Vocational Qualifications offer students the opportunity to study and gain skills that relate directly to specific job roles or sectors. These qualifications follow a course structure and have an emphasis on developing practical skills and knowledge, but they tend to be classroom-based with a combination of assessment by coursework as well as written and practical examinations.

Vocational Qualifications encourage students to demonstrate a wide range of lifelong skills which are transferable to numerous subject areas:

- Independent study skills (research, organisation, meeting deadlines)
- Interpersonal skills (communication, team work etc)
- IT skills
- Numeracy skills
- Written skills

How are Vocational qualifications assessed?

Vocational Qualifications are assessed with a combination of both written exams and also coursework tasks. You will be studying real life, work-based case studies and will complete projects and assessments, which contribute to achieving each unit studied. Vocational Qualifications are assessed on an on-going basis throughout the academic year with students completing coursework units of work. Each qualification is made up of a number of various units. The number of units is dependent on the level and size of the qualification being studied. Assessment can be through anything that reflects what you have achieved during the course (journal notes, witness statements, photographs, interviews, presentations, reports, video footage, etc). This will be set by your teacher through set assignment briefs.

Throughout the academic year you will either take a small number of exams and/or build a portfolio(s) of work that will be assessed by your teacher and checked by other staff within Enfield Grammar School and then by your exam board. This includes coursework you produce, such as items, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your teacher what you have learnt and will be looked at during moderation. The projects that you undertake will form the basis of your final grade. As part of your Vocational Education qualification you may also undertake external examinations.

In your BTEC units you will be awarded **Pass/Merit/Distinction** grades for each of your units. Your grades will depend upon how well your work meets the criteria set out in your Assignment Brief.

In order to achieve a **Pass**, you will have to do a variety of things such as:

| Key Words for Pass Grades | What you will have to do |
|---------------------------|--|
| Complete | Complete a form, drawing or diagram |
| Demonstrate | Show that you can do a particular thing |
| Describe | Give a clear, straightforward description which includes all relevant points |
| List | Make a list of the main items (not sentences) |
| Name | State the proper terms relating to topic |
| Outline | Give all the main points, but without going into too much detail |
| State | Point out or list the main features |

In order to achieve a **Merit**, you will have to do a variety of things such as:

| Key Words for Merit Grades | What you will have to do |
|----------------------------|--|
| Analyse | Identify the factors that apply, and state how these are linked and how each of them relates to the topic. |
| Comment on... | Give your own opinions or views. |
| Compare and contrast | Identify the main factors relating to two or more items and point out the similarities and differences. |
| Competently use | Take full account of information and feedback you have obtained to review or improve an activity. |
| Explain | Give logical reasons to support your views. |
| Justify | Give reasons for the point you are making so that the reader knows what you're thinking. |
| Suggest | Give your own ideas or thoughts. |

In order to achieve a **Distinction**, you will have to do a variety of things such as:

| Key Words for Merit Grades | What you will have to do |
|----------------------------|---|
| Evaluate | Bring together all your information and make a judgement on the importance or success of something. |
| Recommend | Weigh up all the evidence to come to a conclusion, with reasons, about what would be best. |
| Demonstrate | Prove that you can carry out a complex activity, taking into account information you have obtained or received to adapt your original idea. |
| Analyse | Identify several relevant factors, show how they are linked, and explain the importance of each. |
| Describe | Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly. |

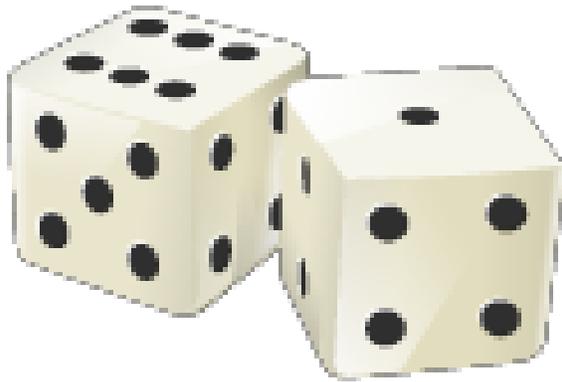
Golden Rules for successfully completing your Vocational Education course

- Read your assignment brief and exam questions carefully, to ensure you are familiar with what you have to do. Check that you understand everything, and where appropriate, ask your teacher for help if there is anything that you are unsure about.
- Check you know the date of the final deadline and any penalties for not meeting this.
- Check you know the date and time of your exams.
- Check that you know whether you have to do all the work on your own, or if you will have to do some as part of a group. If you work as a group, you will always have to identify which parts you have contributed.
- Remember that copying someone else's work (plagiarism) is always a serious offence – and is easy for teachers to spot. There are consequences for doing this (please refer to the appeals/malpractice policy), so make sure you reference any work you do. It is never worth the risk!!!
- Schedule enough time for finding out the information and making your initial preparations – from planning a presentation to writing your first draft or preparing an activity.
- Be prepared to amend, redraft or rethink your work following feedback from your teacher, so that you always produce work that you know is your best effort and will achieve you the highest level possible.
- Always check the brief to ensure you have completed all the necessary tasks before you hand your final draft in.
- Make sure you know what to do if you have a serious personal problem and need an official extension. An example would be if you were seriously ill and expected to be absent for some time.
- Have high standards and expectations of yourself.
- Have excellent attendance; any time you miss means less time to complete an assignment.
- Listen to your teacher.
- Be prepared to work on your own to complete your assignments.
- Manage your time in and out of class effectively.
- Remember if you are unhappy with the result you have been given you need to refer to the appeals/malpractice policy for further guidance.

Plagiarism – Copying other people’s work

Plagiarism means using another person’s work and passing it off as your own. It is **illegal** to plagiarise somebody else’s work and it will **not** be tolerated on the course under any circumstance. Any for any student who is caught plagiarising work **will be removed from the course**.

It is okay to use other people’s work to help you produce your own, but whenever you do this, you must correctly **reference** it by stating where it came from or who produced it. Whenever you use other peoples’ work like this, including websites, you must record them in a **bibliography** at the end of each unit. (There is sheet included in this handbook to help you produce a bibliography)



Don't risk it, it's not worth it!

Voc Ed Appeals and Malpractice/Plagiarism Policy

AIM:

- *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/malpractice to ensure openness and fairness.*
- *To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.*
- *To protect the interests of all learners and the integrity of the qualification.*

In order to do this, the Vocational Education Department at Enfield Grammar School will:

- Inform the learner at induction, of the Appeals and Malpractice/Plagiarism Policy and procedure.
- Record, track and validate any appeal.
- Forward the malpractice to the awarding body after the internal process has been exhausted.
- Keep appeals/malpractice records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals/malpractice procedure.
- Will 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/malpractice to inform quality improvement.

Malpractice and plagiarism

This Malpractice and plagiarism policy is an attempt by the centre to identify this potential problem and give staff and learners guidelines on how to deal with the issue, if it were to occur. It also sets out for staff and learners clear procedures on the issue. It is important all teaching staff and learners in the centre carefully read the policy, guidance and warnings set down. The centre will make sure that:

- All teaching staff carefully read the policy, guidance and warnings on malpractice and plagiarism.
- All staff carrying out internal or external assessed work must make learners aware of the guidelines on malpractice and plagiarism. They must explain how to cite any work that is not their own and include all resources used in a bibliography.
- All tutors and teachers before the main examination and coursework period must make learners aware of the centre malpractice and plagiarism policy.

Teaching staff that suspect any learner's work is plagiarised should deal with the issue in the following manner:

Stage 1

The assessor/teacher should make learners aware of the issue and penalise them through internal mark schemes if relevant.

Stage 2

If a learner persistently plagiarises the issue should be reported to the relevant Head of Department.

The Head of Department will see the learner and make them fully aware of the penalties imposed by the exam board and monitor the Learner's work.

Stage 3

If teaching staff/Head of Department still suspects' plagiarism then the Quality Nominee/Head of Vocational Education should be alerted immediately to the issue.

The Quality Nominee will deal with it depending on the severity of the plagiarism. If it is a more serious offence involving learners copying work, collusion or major sections of work plagiarised then the Head Teacher and Examination Officer will be informed by the Quality Nominee. The centre will then take appropriate action. In the majority of cases this will involve informing the exam board of the offence.

Appeals Procedure

Here at Enfield Grammar School we believe that all learners have the right to fair, valid and reliable assessment decisions when undertaking any programme of study, along with this all learners have the right to clear and constructive feedback from the assessor. If a learner believes that this has not happened then they have a right to pursue an appeal. The appeals procedure has 3 stages involved, they are:

Stage 1

If the learner feels the decisions made regarding the assessment of their work are unjust, then they should firstly approach this issue with the assessor in question within 7 working days of the assessment decision.

The assessor must then reconsider the reasons underpinning the decision and provide clear and constructive feedback to the individual.

If the learner remains unsatisfied with the decision, then they can pursue their appeal to Stage 2.

Stage 2

The internal verifier (whether this by the lead or another) should review all of the evidence and the assessment records in order to consider the appeal in detail. A decision should be made within 5 working days and both the learner and the assessor should be informed both orally and in writing.

If the learner still remains dissatisfied, then they progress onto stage 3 of the appeals procedure.

Stage 3

This is the final stage of the appeals procedure, and it involves appealing directly to an assessment panel (which will consist of the Quality Nominee, a senior member of staff and an internal verifier).

Both the learner and the assessor will be invited to state their case to the panel, the panel will review all of the evidence and assessment records and make its decision within 10 working days. The results of the appeals panel will be final, but details of the appeal will be made available to the standards verifier or the Quality Centre Reviewer where necessary.

If the learner still remains dissatisfied, then they can make a final appeal to the exam board.

Staff Malpractice

All staff teaching BTEC should be aware of the Appeals and Malpractice policy as laid out in this document. All staff teaching BTEC should be aware of how to mark a learners work and what feedback is appropriate to give and what feedback is not appropriate to give. They should all be aware of the processes of IV and internal assessment. All staff new to teaching BTEC should have undergone a formalised induction and should have the signed checklist to show this.

Any staff are suspected of malpractice (from IV, EV or other means) will be referred to the Head of the Centre, who will investigate the issue further and deal with the outcome as appropriate.

Created: January 2012

How to Acknowledge Sources and Referencing

There are several reasons why you must get in the habit of acknowledging sources of information. You need to give credit where it is due and you keep an accurate record of what you have used in case you or anyone else needs it again. Teachers can check your interpretation for accuracy and you can defend against claims of plagiarism. You should follow the established academic conventions as follows:

Referencing: Every time you refer to someone else's work you must acknowledge it whether by paraphrasing and giving the author's name in the sentence or by using brackets, footnotes or number references as follow ...

Paraphrasing: This is where you put the author's idea into your own words but say where you got it from,

e.g. “.....and this is further supported by Bruce Dierenfield in his book *The Civil Rights Movement (2008)* where he suggests that after the Civil War ended in 1865 it looked as though four million black citizens would enter mainstream society”.

Brackets: This is where you include a quotation and say where you got it from in brackets,

e.g. “..... and therefore Kant maintained that an action was only good “when a person acts from a sense of good will” (Ina Taylor: *OCR Philosophy & Ethics (2008)*).

Footnotes: This is where you mark each reference or quotation with a number and include the source at the bottom of the page. This can be less obtrusive but looks messy if there are too many references on one page

e.g. “..... and therefore Kant maintained that an action was only good “when a person acts from a sense of good will” (1). (1: Ina Taylor: *OCR Philosophy & Ethics (2008)*).

Numbered Reference: This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. This keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order

e.g. 1: Bruce Dierenfield: *The Civil Rights Movement (2008)* p29

Bibliography: A bibliography is a list of all the sources you have used in an assignment, e.g. author's name, title, publisher and date of publication. They can be developed to include a summary of the content or even an evaluation of the usefulness of the content. Sources should be presented in alphabetical order by surname

e.g. 1. Armstrong N. *An Extraordinary View From Above* MacMillan 1989

Bibliographies

It is excellent practice to prepare a Bibliography for every unit you complete. Some units will specifically require a Bibliography. Here are some clues about how to lay one out.

Unit number: Unit Title

Book/magazine

Bell, Stewart. A Guide to Homegrown Vegetables, ON: Wiley, 2005.

Biale, David, ed. The History of Europe. New York: Schocken, 2002.

Map

"Dallas TX." Map. 2005 Road Atlas: USA, Canada, Mexico. Greenville, SC: Michelin, 2005.

Film/movie

Charlie and the Chocolate Factory. Dir. Tim Burton. Based on book by Roald Dahl.
Perf. Johnny Depp. Warner, 2005.

Internet magazine/newspaper article

Marshall, Leon. "Mandela in Retirement: Peacemaker without Rest." 9 Feb. 2001. National Geographic 10 Oct. 2005 <http://news.nationalgeographic.com/news/2001/02/0209_mandela.html>

Internet advert

IBM. Advertisement. 23 Mar. 2003
<<http://www.bharatiyahockey.org/2000Olympics/ibm.htm>>.

Online map

"UK: Political Map." Map. Atlappedia Online. 1993-2003. Latimer Clarke. 7 June 2003
http://www.atlappedia.com/online/maps/political/UK_etc.htm>.

BTEC Reasonable Adjustment and Special Consideration Policy

Principles

At Enfield Grammar School we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. We comply with the Disability Discrimination Act 1995 and the amendments to the Act. This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for pupils who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways:

1. By reasonable adjustment; this is agreed pre-assessment and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments.
2. Through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the pupil faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Nothing in this policy should prejudice the information given in the school's examination policy or the SEN Policy.

Aims

1. To explain how Enfield Grammar School will manage requests for reasonable adjustment and/or requests for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or pupil support.
3. To establish protocols for dealing with lost or damaged work.

Practice

Reasonable Adjustment

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the pupil at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following: -

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

2. Reasonable adjustments must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a pupil access to a qualification.

3. The work produced following a reasonable adjustment must be assessed in the same way as the work from other pupils.

4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The pupil may not need, nor be allowed the same adjustment for all assessments.

5. Reasonable adjustments could consist of any of the following: -

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

6. Assessors should ensure that pupils are recruited onto courses with integrity to ensure that pupils have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.

7. The recruitment process should include the assessor looking at each potential pupil and making justifiable and professional judgments about the pupil's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the pupil to facilitate access to the assessment.

Where the recruitment process identifies that the pupil may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the pupil. A pupil may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

8. All pupils should be made aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the pupil as a result of not achieving certain outcomes.

9. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A pupil does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every pupil who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the pupil.

10. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will be kept on record in compliance with regulations in school.

11. It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a pupil, is based on firm evidence that there is a barrier to assessment.

12. It should be noted that a Statement of Special Educational Needs (SEN) does not automatically qualify the pupil for reasonable adjustment to assessment, as the SEN statement may not contain a recent evaluation of the need of that pupil; and the reasonable adjustment may compromise the assessment.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.

2. A special consideration cannot give the pupil an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the pupil, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the pupil.

3. The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered: -

- Terminal illness of the pupil/parent/carer
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crisis leading to acute anxiety about the family
- Incapacitating illness of the pupil
- Severe car accident
- Recent traumatic experience such as death of a close friend or distant relative
- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend.

4. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any pupil. The only exception to this is where a group of pupils have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected pupils attached to the application.

Reviewed = July 2015, July 2016 and July 2017

Recognition of Prior Learning Policy

Policy Statement

- Recognition of Prior Learning (RPL) is a *method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.*

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

- Enfield Grammar School recognises the RPL enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable.

Scope

This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks, self-regulated qualifications and the Quality Assurance Agency (QAA) for Higher Education. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

Legislation

The Equality Act 2010 applies to the operation of this policy.

Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring that the policy is known, understood and implemented.

Principles to Implement and Develop Policy

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centered, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.
- The assessment and award of credit must take into account the relevant validating or awarding body regulations pertaining to RPL.
- The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.
- A student should have the right to appeal when an application for credit is unsuccessful.

Student Entitlement

- All students shall be entitled to apply for RPL, providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Created = July 2015

Reviewed = July 2016, July 2017

Policy on Internal Verification

This policy provides essential guidance for BTEC courses on the internal verification of BTEC qualifications.

What is internal verification?

Internal verification ensures that internally assessed units:

1. have assignments that are fit for purpose
2. are assessed accurately to national standards
3. judge learner evidence against the assignment criteria
4. utilise consistent assessment and grading across the course

Internal Verification: Best Practice

Internal verification can be undertaken in a number of ways, but it should be recognised and supported consistently across the school and also in each department. The following are examples of best practice:

- There is a recognised team of Internal Verifiers, who meet regularly to ensure standardisation of procedures.
- There is an internal verification policy which promotes a rigorous commitment to quality improvement.
- Internal verification processes are agreed and published so that they are clearly understood by all members of delivery teams.
- BTEC internal verification forms are standardised across the centre.
- Internal verification schedules are drawn up to ensure timely implementation of the process.
- All Assessors are involved in the internal verification role.
- Standardisation meetings are seen as pivotal staff development.
- The time required to carry out internal verification is acknowledged.

The internal verification process should be monitored in the centre, by the Lead Internal Verifiers and the Quality Nominee.

Standardisation

When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and internal verification has taken place. The standardisation process is to agree the standard by discussing and mutually assessing a sample of learner work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification.

Once agreement has been reached, the assessors can then individually assess the work of their appointed learners, after which internal verification will take place.

Standardisation can also be used as a staff development tool. Standardisation materials for each principal subject area, which the Lead Internal Verifier can access via OSCA, are provided by Edexcel each academic year.

Internal verification of Assignment Briefs

The Internal Verifier should check that the assignment brief:

- has accurate unit and programme details
- has clear deadlines for assessment
- shows all relevant assessment criteria for the unit(s) covered in the assignment
- indicates relevant assessment criteria targeted against each task
- clearly states what evidence the learner needs to provide
- is likely to generate evidence which is appropriate and sufficient
- is set at the appropriate level
- has a time period of appropriate duration
- uses suitable vocational language
- has a clear presentation format

If you plan to re-use an assignment from the previous academic year or a Pearson Authorised Assignment Brief, you should check that dates and deadlines are updated/appropriate and that the assignment is appropriate for the new group of learners.

Giving feedback to the Assessor

Internal Verifiers should use the feedback section on the form to provide advice and guidance to the Assessor. If an action is identified by the Internal Verifier, then the Assessor should complete this and return it to the Internal Verifier for sign off prior to an assignment being issued to learners. Internal Verifiers should provide feedback that makes any actions clear. Good practice should be commented on.

Timing

Assignment briefs are expected to be internally verified, with any issues addressed, before being distributed to learners.

Assignments from other sources

There may be occasions where assignments may be used which have come either from published material or from other centres. These assignments still need to be internally verified to ensure that they match the specification that you are registering learners on, that the assignments are appropriate for your learners and that you have the resources to deliver them.

Internal verification of assessment decisions

The internal verification sample

During the delivery of the course, sampling from Assessors should cover the following as a minimum:

1. every Assessor
2. every unit
3. work from every assignment

There is not a requirement that all learners must have been internally verified during the lifetime of a course.

If following a review of the sample there are any assessment concerns, the sample can be re-selected. For example, if the group has been awarded high grades you may choose to increase the number of learners sampled at this grade.

There is no prescribed sample size but a well-constructed sample should consider:

- the full range of assessment decisions made (pass, merit, distinction criteria, and not yet achieved) should all be included in the sample if possible
- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor
- new BTEC course: when a unit or course is first introduced, the sample should be increased
- the size of the group of learners
- known issues with internal verification: these may have been identified previously

The internal verification of assessment decisions process

The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification.

It is advisable for them to check:

- the learner work against the assessment criteria and judge whether it has been assessed accurately.
- the assessment criteria: this represents the national standard and all BTEC learners are measured against it
- coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.
- the feedback from Assessor to learner is accurate and linked to the assessment criteria

Timing

For internal verification of assessment decisions to take place, learner work must have been formally assessed. Internal verification must take place before learners receive confirmation of their achievement and feedback. If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor before results are made known to learners. When issues are identified by the Internal Verifier, if appropriate these should be applied across the group

Internally verifying resubmissions

If a request for a resubmission is made, and providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified.

Completing best practice internal verification at the first submission stage should avoid ~~issues~~ around resubmission.

Created by FAP in June 2017 (adapted from the BTEC Guide to Internal Verification).
Next review date = July 2018

Programme Title and Level:

BTEC Firsts in Construction and the Built Environment Level 1/2

Units to be covered:

- Construction technology
- Sustainability in Construction
- Scientific and Construction and Design
- Mathematical Applications for Construction
- Carpentry
- Brickwork
- Electrical
- Brickwork

Assessment Procedures:

Assessment is external (25%) and internal (75%) at pass, merit or distinction

Career and further study opportunities:

- Enter employment in the construction sector or to progress to BTEC Level 3 Nationals in Construction.

This course provides opportunities to:

- Educate and train those intending to work in the construction industry
- Achieve a nationally recognised Level 2 vocationally specific qualification
- Develop a range of skills, techniques and attributes essential for successful performance in working life.

Programme Title and Level:

Pearson BTEC Level 3 National Extended Certificate in Applied Science (NQF)

Units to be covered:

The Pearson BTEC Level 3 National Extended Certificate in Applied Science is a 360 guided learning hour (GLH) qualification (taught over 2 years) which is equivalent to 1 A level. It consists of 4 units, of which 3 are mandatory and 2 are external. The mandatory content is 83% and the external assessment is 58%. The mandatory units are:

- Principles and Applications of Science I
- Practical Scientific Procedures and Techniques
- Science Investigation Skills

Assessment Procedures:

- There are three main forms of assessment that you need to be aware of: external, internal and synoptic.
- The styles of external assessment used for qualifications in the Applied Science suite are:
 - examinations – all learners take the same assessment at the same time, normally with a written outcome
 - set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.
- All assessment for internal assessment is criterion referenced, based on the achievement of specified learning outcomes.
- Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.
- A summative unit grade can be awarded at pass, merit or distinction:
 - to achieve a ‘pass’ a learner must have satisfied **all** the pass assessment criteria
 - to achieve a ‘merit’ a learner must additionally have satisfied **all** the merit grading criteria
 - to achieve a ‘distinction’ a learner must additionally have satisfied **all** the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded ‘unclassified’.

Career and further study opportunities:

- working as a quality control technician/analyst, where the employee works in a production plant
- working in a laboratory carrying out analytical tests using modern instrumentation, ICT and data interpretation
- working in a hospital as a medical physics technician supporting the use of X-ray and other imaging/scanning equipment
- working in a research laboratory in the development of new drugs. Managing projects that include setting up apparatus, measuring and handling chemical substances, following procedures, carrying out observations and measurements, separating and analysing products
- working in the chemical industry, involved with testing materials
- working with the forensic science service or using their analytical skills in the chemistry industry
- working in chemical companies developing fertilisers and other plant feeds
- working for a scientific magazine or journal, editing and proofreading articles on issues such as applications and implications of new scientific discoveries and developments
- working in a biotechnology laboratory carrying out fermentation and purification processes

This course provides opportunities to:

- acquire technical and employability skills, knowledge and understanding which are transferable and will enable individuals to meet changing circumstances, whether these arise from a shift in their own status or employment, or general changes in applied science practice, provision or environment
 - provide education and training for science employees to develop their underpinning knowledge and scientific skills
 - achieve a nationally recognised level 3 vocationally-specific qualification
 - enter employment in the science sector or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Applied Biology, Applied Chemistry or health-related or other science-related qualifications
 - increase understanding of the role of the science technician or assistant practitioner, their relationship with the scientific community and their responsibilities towards the community and the environment
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

Programme Title and Level:

BTEC First Level 2 Information and Creative Technology

Units to be covered:

Unit 1: The online world

Unit 2: Technology systems

Unit 3: A digital portfolio

Unit 9: Spreadsheet development

Unit 13: Website development

Assessment Procedures:

Unit 1: The online world (This is an exam unit).

Unit 2: Technology systems (This is an exam unit).

Unit 3: A digital portfolio (This is a coursework unit).

Unit 9: Spreadsheet development (This is a coursework unit).

Unit 13: Website development (This is a coursework unit).

Career and further study opportunities:

Information and Communication Technology is the ever-developing computer-based technology that is opening up communications and the exchange of information on a global scale. ICT has found its way into all aspects of life, from entertainment to most areas of work. This qualification will prepare you for a wide range of further courses or employment in junior positions.

Qualification gained from this course is acceptable by colleges/universities.

This course provides opportunities to:

Choosing to study this course is a great decision to make for many reasons. You will learn about the online world and technology systems and develop many skills in creating spreadsheets, databases, and websites. This qualification will equip you with many skills which are valued by employers in any career you wish to do, but particularly it will prepare you for a career using ICT.

Programme Title and Level:

BTEC National Level 3 in Information Technology

Units to be covered:

Unit 1: Communication and employability skills for IT
 Unit 2: Computer systems
 Unit 7: Organisational systems security
 Unit 8: E-Commerce
 Unit 9: Computer networks
 Unit 28: Website production

Assessment Procedures:

Unit 1: Communication and employability skills for IT (This is a coursework unit).
 Unit 2: Computer systems (This is a coursework unit).
 Unit 7: Organisational systems security (This is a coursework unit).
 Unit 8: E-Commerce (This is a coursework unit).
 Unit 9: Computer networks (This is a coursework unit).
 Unit 28: Website production (This is a coursework unit).

Career and further study opportunities:

Information and Communication Technology is the ever-developing computer-based technology that is opening up communications and the exchange of information on a global scale. ICT has found its way into all aspects of life, from entertainment to most areas of work. This qualification will prepare you for a wide range of further courses or employment in junior positions.

Qualification gained from this course is acceptable by many universities.

This course provides opportunities to:

Choosing to study this course is a great decision to make for many reasons. This qualification is a further step towards a career in the IT industry. The IT industry is an exciting and constantly changing one with a wide range of opportunities. This course is a vocational or work-related qualification so this does not mean that it will give you all the skills to do a job, but it does mean that you will have the opportunity to gain specific knowledge, understanding and skills that are relevant to your future career.

Programme Title and Level:

BTEC National Level 3 Extended Certificate in Sport

Units to be covered:

Y12 Units: 1 Anatomy and Physiology – External Exam
4 Sports Leadership- Internally assessed

Y13 Units: 2 Fitness Training and Programming for health , sport and wellbeing- Externally Marked Task
3 Professional Development in the Sports Industry- Internally assessed

Assessment Procedures, including the timing of assessments:

The course will use a variety of assessment methods throughout the different units. Examples of work to be produced include written reports, leaflets, posters, verbal presentation (video evidence needed) and log books/diaries

Work will be set by staff with deadlines clearly stated. Any work submitted late may not be accepted.

Career and further study opportunities:

This qualification is accepted by universities as it is equivalent to one A Level. It is also recognised within the Sports and Leisure industry.

The Edexcel BTEC Level 3 qualifications in Sport relate to the following National Occupational Standards and would lead student to study the following courses:

- Level 3 NVQ in Coaching, Teaching and Instructing
- Level 3 NVQ in Instructing Physical Activity and Exercise
- Level 3 NVQ in Achieving Excellence in Sports Performance
- Level 3 NVQ in Leisure Management
- Level 3 NVQ in Sports Development
- Level 3 NVQ in Outdoor Education, Development Training and Recreation.

This course provides opportunities to:

Develop knowledge and understanding of
Anatomy and physiology of the human body and the impact of physical activity
Fitness testing, training and programme development
Leadership, performance analysis and safe practice in sport and physical activity

BTEC qualification help to develop students' personal learning, learning and thinking skills with specific focus on Team workers, self-managers, independent enquires, reflective learners, creative thinkers and effective participators.

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| Programme Title and Level: Pearson BTEC Level 3 Business National Diploma |
| Units to be covered: Year 1 Unit 1 - Internal Unit 2 – External Units 3 – External Unit 8 - Internal |
| Assessment Procedures, including the timing of assessments: Externally Assessed: Unit 2 Developing a Marketing Campaign & Personal & Business Finance Internally assessed units (course work) Unit 1-Exploring Business & Unit 8 Recruitment & Selection Process |
| Career and further study opportunities: Students completing the BTEC Nationals in Business will be aiming to go on to university employment, apprenticeship and often via the stepping stone of higher education. |
| This course provides opportunities to: Achieve an equivalent to two A 'levels Enhance knowledge of the vocational sector and to acquire new skills in English and Maths. |

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| <p>Programme Title and Level: Pearson BTEC Level 1/2 First Award in Business</p> |
| <p>Units to be covered: Unit 1 - Internal Unit 2 – External Plus a further 2 optional units assessed internally.</p> |
| <p>Assessment Procedures, including the timing of assessments: Externally Assessed: Unit 2 - Finance for Business Internally assessed units (course work) Unit 1 – Enterprise in the Business World</p> |
| <p>Career and further study opportunities: Give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Business. Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.</p> |
| <p>This course provides opportunities to: Develop the communication skills needed for working in the business sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.</p> |