

Harrow Way Community School



BTEC Quality Handbook

September 2017

Quality Statement

In order to ensure the highest quality of delivery and assessment for candidates the following policies and procedures must be adhered to when planning, delivering and assessing on BTEC programmes.

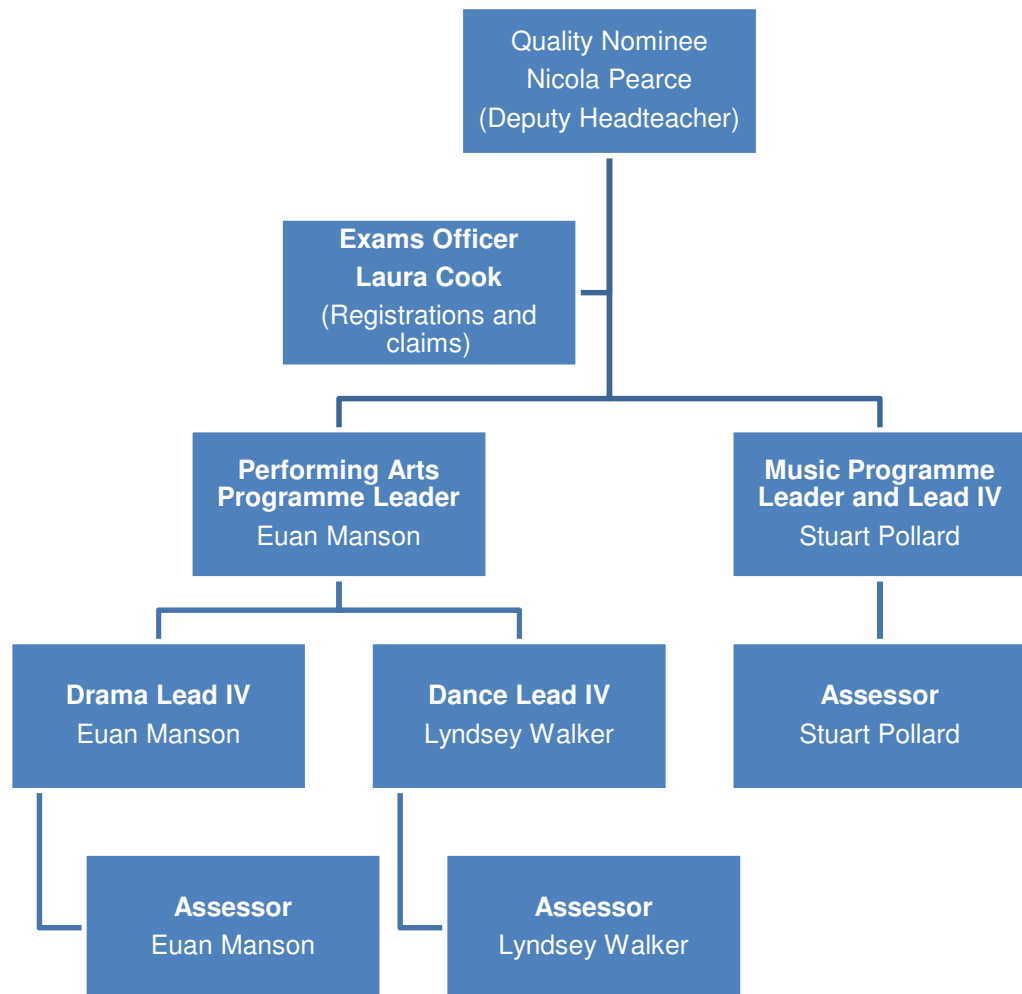
- Course recruitment
- Registration procedures
- Procedures for making examination entries
- Procedure for claiming certificates
- Learner support procedures/learner feedback
- Equality of opportunity for assessors and learners
- Assessment and IV procedures
- Complaints procedure
- Appeals procedure
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This Handbook will be reviewed annually to reflect changes in time for September of each academic year.

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Roles and Responsibilities



Quality Nominee (QN)

- Ensures correct programme planning, delivery, assessment, recruitment, entry and award claims and takes action to address any concerns
- First point of contact if a concern or complaint is raised by staff or student
- Supported by Exams officer
- Liaises with programme leaders to ensure the quality of the courses in every aspect.
- Liaises with the senior leader with responsibility for the subjects regarding quality of teaching and resources and student progress on courses
- Keeps up to date with BTEC requirements and shares with programme leaders
- Informs senior leaders regarding appropriate recruitment at both options choice points in students' careers at Harrow Way Community School

Programme Leader (PL)

- Ensures that the programme delivery is planned to meet the requirements of the BTEC specification and checks regularly for updates from BTEC
- Ensures that the assessment and quality assurance processes are planned for and adhered to – raises concerns or queries with QN at first opportunity
- Ensures IV'ing of briefs, student work and grade awards occurs in accordance with the requirements as set out in the BTEC Assessment Handbook
- Liaise with the senior leader who line manages the subject regarding student progress

Assessors

- Plan and deliver high quality lessons to prepare students for the assessment plan as set out by the programme leader
- Ensure they know and understand the assessment requirements for their units as set out in the programme specification and Assessment Handbook
- Raise any concerns with the programme leader at earliest opportunity

Exams Officer

- Ensure students are enrolled on the correct course in accordance with BTEC requirements
- Ensure that grades are entered with 2 people present and grade awards

Course Recruitment

Student Options

The process starts when the students are in year 8.

Please refer to the 'Pathways' booklet (The Key Stage 4 Curriculum - Years 9, 10, 11 2017-2018

Registration Procedures

The Head of Department will liaise directly with the school's Examination Officer to ensure registrations are made within the appropriate time frame. SRF's are not kept. QN and IV's have online accounts to review registrations on BTEC courses.

Examination Entries

The programme leader will be responsible for ensuring the examination entries are given to the Exams Officer in good time to ensure appropriate entries are made with Edexcel without incurring late entry charges.

Claiming Certificates

The relevant Lead Internal Verifier and one BTEC assessor from outside that department will meet to fill in the grades spreadsheet at the appropriate time before the end of the academic year. As colleagues they will go through each candidate's summative grade record and using this will transfer grades onto the spreadsheet. The responsibility for submitting the grades to Edexcel lays with the Lead IV who must ensure that grades are with the Examinations Officer in good time for submission to the examination board via the online system. In the event of an individual not completing the course but who has completed individual units, the programme leader must ensure that unit certification is claimed and inform the Quality Nominee when this is going to occur.

Learner Support Procedures/ Learner Feedback

Course staff are available to support students at lunchtimes and after school, there are also a range of homework support clubs where prefects can assist. Facilities also exist for students to access the school computers up to 5.00 pm each weekday evening, along with a member of staff who may or may not be a subject specialist.

All departments will be encouraged to support all students to have at least one week's work experience during year 10 of the course and this will be arranged by the associate senior leader responsible for careers. The students will be supported in attending interviews and the member of staff responsible will ensure the host organisation is aware of the special needs of the student where appropriate. Each student will be visited at least once by a member of staff during their work placement.

The Senior Leadership Team (including the Quality Nominee) is tasked with walking the school regularly and discussing any issues with the staff or students undertaking BTEC courses. A formal monitoring and evaluation is undertaken of every department each year, and student voice is taken and fed

back to departments. Any comments made by students are reported back to the relevant Programme Leader.

As part of the learner support procedures, standardisation of assessment is expected to take place for all BTEC courses if more than one assessor is assessing a particular unit of work. Due to the relatively small numbers and the way the courses are organised the norm is for one member of staff to assess the whole of a particular unit for all students. However if more than one member of staff assesses a particular unit, there has to be standardisation of that work before it is internally verified.

Students and their parents receive regular progress reviews throughout the year and a full report annually.

Equal Opportunities Policy

Harrow Way Community School is an equal opportunities employer, our policy is available on the school website.

The school has guidelines for entry to BTEC courses and these are applied impartially when students apply to start a BTEC course during the options process in year 8 and 9.

During the course the expectation is that all students receive equality of treatment from assessors in terms of, for example tutorial support, consistency of assessment decisions, work experience placements and all other elements associated with the course.

Members of staff will have equal access to staff development to ensure updating of skills and knowledge. All staff will be expected to attend departmental meetings to ensure they are kept informed of any changes in BTEC arrangements.

BTEC Assessment and IV Policy

Assessment

Individual members of the programme teams will be charged with writing assignments. Programme Leaders will ensure this is done in a fair and equitable manner. Assessors will ensure assignments are of sufficient quality to enable the candidates to access pass, merit and distinction grades.

Assessment will be fair, open and transparent. Assessors will make judgements based purely candidates' responses to the tasks as written in the assignment brief. Some of the responses will be written, some will be in the form of role play. In the case of the latter a signed statement will be provided by the assessor as to the authenticity of the role play.

An assessment schedule will be produced by Programme Leaders to ensure candidates know when the assessments are going to take place. In addition, each assignment will have a clear start and hand in date to help candidates plan their work. In the event of slippage, the Programme Leader will discuss this with the Quality Nominee and it might be necessary to update the scheduling plan for completion of assignments.

Standardisation of marking will be undertaken within course teams if more than one assessor has assessed the work of different students for a particular unit. Programme Leaders are fully involved with quality monitoring of course members. This quality monitoring also takes the form of regular departmental meetings to ensure tutors are fully engaged with the course and to pass on any relevant information. The minutes of departmental meetings are shared with the SLT member who line manages the department. They ensure that they are discussed at meetings of the Leadership group. This ensures the Quality Nominee, who is also part of the Leadership group, has a natural constituency in which to discuss issues relevant to BTEC courses.

Internal Verification

Verification will be undertaken of assignment briefs and assessment decisions. A Lead Internal Verifier will be appointed for each subject area. The Lead IV will undergo OSCA training. It is not a requirement the Lead IV carries out all the internal verification for a particular subject area. This is impractical as subject teams tend to be small which means the Lead IV will be writing assignments for which they cannot internally verify. It is important that programme leaders are aware of succession planning with respect to the position of Lead IV. All team members must have the opportunity to internally verify students' work and the Lead IV for a subject must ensure that all team members are aware of the procedures for becoming a lead IV.

Assignment Briefs

A written report on the assignment will be completed and given to the Programme Leader. This report will have advice and guidance to improve assignment quality and also where appropriate, direction when the IV feels some part of the assignment must be changed to meet National Standards. The report used will be the standard Edexcel report form for internally verifying assignment briefs.

In the event of the IV requiring an assignment to be rewritten or amended in part or wholly a meeting with the Programme Leader and/or member of the course team will be called to discuss the issues and to come to an agreement about how the situation is to be moved forward.

When handed an assignment brief the Internal Verifier will ensure it has been verified within one working week of its receipt. If any changes are required these are to be made within two working weeks, depending on the amount of change required. The Internal Verifier will look at the re written assignment and make appropriate comments. All changes have to be signed off both by the assessor and internal verifier.

When an assignment has been agreed by the Internal Verifier as being fit for purpose and signed to this effect, no further changes can be made to the assignment without discussion with the Internal Verifier.

The Internal Verifier will keep records of all IV reports for three years after the candidate has been certificated.

Assessment Decisions

The internal verifier will sample the work of 50% of the students for each assignment written. The sample will include the assessed work of each assessor and an IV schedule will be produced to ensure assessors know when they are expected to hand in assessed work to be internally verified.

Candidates will be told that any grades awarded by the assessor and the internal verifier are subject to external scrutiny by the External Verifier.

The internal verifier will write a report on the assessment decisions and this report will give advice as well as direction where appropriate for assessors. In the event the internal verifier does not agree with an assessment decision a meeting will be called and the IV will explain the reason for not agreeing with the assessment decision of the assessor. At this meeting the assessor will have an opportunity to challenge the decision of the Internal Verifier. At the end of the meeting agreement needs to be reached by both parties. If agreement is not reached the judgement of the Internal Verifier will stand. The assessor has the right to make a written statement explaining why he or she disagrees with the judgement of the IV and this statement will be scrutinised by the Quality Nominee who will make the final internal decision.

BTEC Complaints Procedure

In the event a student or member of staff wishes to make a complaint against any person or procedure associated with the course, a written copy of the complaint must be submitted to the Quality Nominee. If the complaint is against the Quality Nominee the written copy must be given to the Headteacher as soon as practically possible.

The Quality Nominee or the Headteacher will meet separately with all parties concerned. At these meetings any one of the parties can nominate a supporter to be in attendance. An impartial person will also be in attendance to take notes/minutes of the meeting.

Having read and heard from all parties the Quality Nominee or Headteacher will make a decision on the complaint. If the complaint against the individual is not upheld this is the end of the matter. If the complaint against an individual is upheld the Headteacher will make the decision as to whether the issue warrants further action.

BTEC Appeals Procedures

This appeal document outlines the procedures for the following types of appeal:

- Learner appeal against an assessment decision
- Learner appeal against a malpractice decision
- Member of staff appeal against a malpractice decision

Learner appeal against an assessment decision

The student will make the appeal in writing to the Programme Leader. If the appeal is against a decision made by the Programme Leader the written appeal will be given to the Quality Nominee.

The Programme Leader or Quality Nominee will discuss the matter with the student and the member of staff separately. The piece of assessed work in dispute will then be looked at by the Programme Leader or Quality Nominee.

The judgement of the Programme Leader or Quality Nominee will be based on the marking of the disputed piece of work, along with an investigation of the written evidence submitted by the assessor.

Learner appeal against a malpractice decision

The student will need to submit written evidence to the Headteacher who will ask for evidence to be similarly supplied by the person making the allegation, the Programme Leader and the Quality Nominee. After looking through the evidence the Headteacher will meet separately with all parties, an independent person being present to take minutes and a supporter for each party if they so desire.

Having considered all the evidence the Headteacher will make the final decision whether to uphold or reject the appeal. If the appeal is rejected the exam board will be informed.

Member of staff appeal against a malpractice decision

The member of staff will need to submit written evidence to the Headteacher who will ask for evidence similarly supplied by the person making the allegation and notes and minutes of meetings held during the process from the Programme Leader and or Quality Nominee.

The Headteacher will meet separately with all parties, an independent person being present to take minutes and a supporter for each party if they so desire.

Having considered all the evidence the Headteacher will make the final decision whether to uphold or reject the appeal. If the appeal is rejected the exam board will be informed. The Headteacher will then make the decision about any further action to take against the member of staff.

Assessment Malpractice

The school has adopted the Assessment Malpractice Policy published in the current Harrow Way Exams Policy, along with the procedures for reporting malpractice as published by JCQ.

The internal procedures for student malpractice are:

- The person reporting the malpractice will make a written statement and pass a copy to the Programme Leader
- On receipt of the written statement the Programme Leader will inform the Quality Nominee who will investigate the complaint
- A meeting will be called with the candidate against whom the complaint is made and the allegations put to the candidate. Communication will be in writing with the candidate. At this meeting the candidate can nominate a supporter to attend and an impartial person will also be present to take the minutes of the meeting. At this meeting the candidate will be asked to make a written response to the allegations, to be presented to the Programme Leader within five working days of the meeting
- Two outcomes are possible, the candidate will accept the allegations whereupon the Quality Nominee will be informed and he will make contact with the examination board and invoke the formal proceedings as outlined in the Board's guidance. In the event the candidate rejects the allegations further investigations will be carried out, this time by the Programme Leader and the Quality Nominee working together
- On receipt of the comments from the candidate the Programme Leader and Quality Nominee will meet to discuss the next course of action. If grounds still exist for there to be some evidence of malpractice, the candidate's written work over a number of assignments will be compared to establish if there is a distinct difference in the written language of the candidate. In addition the candidate will be invited to a

meeting where the Programme Leader and Quality Nominee will ask the candidate questions based on the alleged piece of irregularity to determine whether or not the candidate has full understanding of the work

- If the Programme Leader and Quality Nominee feel irregularity has taken place the student will be informed in writing and the Quality Nominee will inform the examination board. At the same time the candidate will be reminded about the appeals procedure in place

The internal procedures for staff malpractice are:

- The person reporting the malpractice will do so in writing and pass the report to the Quality Nominee, unless the allegation is against the Quality Nominee. In this case the written report will be passed to the Headteacher.
- The Quality Nominee or Headteacher will invite the member of staff against whom the allegation has been made to respond in writing.
- A meeting will be called attended by the Quality Nominee or Headteacher and the member of staff. The member of staff can nominate a supporter to be in attendance at the meeting. An impartial person will also be in attendance to take the minutes of the meeting
- Two outcomes are possible. The member of staff can accept the allegations whereupon the Quality Nominee or Headteacher will make contact with the examination board. The member of staff can deny the allegations. In the case of the latter the Quality Nominee or Headteacher will make a decision whether to reject or accept the allegations
- If the allegations are rejected this is the end of the matter and no record will be placed on the file of the member of staff. The member of staff will be informed in writing of the outcome
- If the allegations are accepted, the member of staff will be informed in writing and the Headteacher will make the decision whether to issue a verbal and/or written warning to the member of staff or to invoke proceedings for dismissal if the issue warrants such seriousness
- The examination board will be informed of the proceedings
- The member of staff will be reminded of the appeals procedure in place

Continuous Improvement

Continuous improvement underpins all BTEC courses. The annual course review will take account of any external reports as well as observations of team members. External reports might include

- Quality Review and Development
- Standards Verification if OSCA is not achieved
- Random Sampling
- OFSTED

Internal feedback is also part of working to improve, this will include –

- METAL process of monitoring and evaluation
- Annual Exam Review meeting with Headteacher
- Student Voice (including school council)
- Course Exit questionnaire