



# WOOTTON PARK

*'Ipsum quod faciendum est diutius'*

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| <b>Title</b>                                       | <b>BTech/ Vocational Assessment Policy</b> |
| <b>Year</b>  | 2020/21                                    |
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This policy is to be read in conjunction with the ‘Wootton Park School Centre Policy for GCSEs and other Level 2 qualifications for Summer 2021’.

### 1. Aims:

- ✓ Learners can be given feedback on how to improve knowledge, skills and understanding so that they can improve their work to meet the criteria;
- ✓ Learners can be given confirmation of which criteria is being targeted and clarification of what the assignment brief requires;
- ✓ Assessment will explain which criteria has been reached and which has not.

Important Note:

- ✓ Feedback cannot provide a list of instructions on what the learner needs to do to hit the higher grade;
- ✓ Teacher cannot provide specific feedback before work is submitted.

### 2. BTech- Registration & Certification

**Aim:**

- ✓ To register individual learners to the correct programme within agreed timescales;
- ✓ To claim valid learner certificates within agreed timescales;
- ✓ 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, Wootton Park School will:**

- ✓ Register each learner within the awarding body requirements;
- ✓ Provide a mechanism for programme teams to check the accuracy of learner registrations;
- ✓ Make each learner 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.

### 3. Employer Involvement

**Aim**

With the understanding of the impact Covid19 has had on employer involvement, it is understood that the following will be ‘aims’ rather than ‘expectations’.

- ✓ Employer involvement in the delivery and/or assessment of technical qualifications provides a clear ‘line of sight’ to work, enriches learning and raises the credibility of the qualification;
- ✓ To ensure a designated lead for Employer Involvement;
- ✓ Aims to encourage learners to undertake meaningful activity involving employers during their study;
- ✓ To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner;
- ✓ The contribution of meaningful activities to the qualification must be significant and relate to the qualification wherever possible.

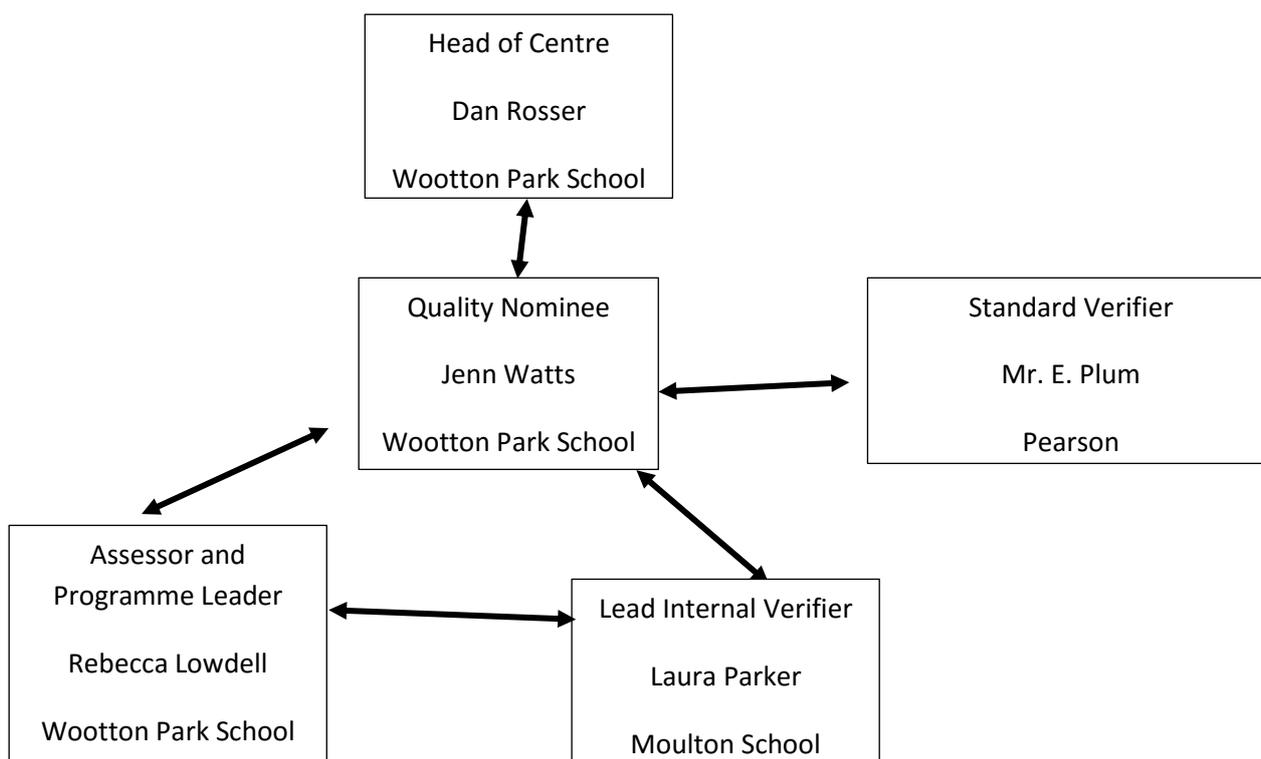
**In order to do this, Wootton Park School will**

- ✓ Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification;
- ✓ Produce a clear and accurate meaningful activity plan that covers all learners;
- ✓ Establish and agree milestones with employers to develop, execute and review meaningful activities for learners;

- ✓ Confirm learner engagement against the defined meaningful activities identified;
- ✓ Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study;
- ✓ Prepare the learner to engage actively and positively with opportunities offered with employer involvement;
- ✓ Develop robust and accurate recording procedures that minimise the opportunity for malpractice;
- ✓ Maintain a robust and rigorous quality assurance procedure;
- ✓ Provide evidence for standards verification and quality management review as required by the awarding body;
- ✓ Monitor Standards Verifier/External Verifier and Lead Standards Verifier reports and undertake any remedial action required;
- ✓ Share good practice between all Technical qualification teams in reference to employer involvement;
- ✓ Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement;
- ✓ Provide resources to ensure effective employer involvement and accurate monitoring and recording;
- ✓ Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement;
- ✓ An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement;
- ✓ Secure records of all activities are maintained.

#### 4. Definition of Roles for BTEC Assessments:

*The Roles and responsibilities for summer 2021 submissions are further detailed in Wootton Park School: Summer 2021 Centre Policy for Teacher Assessment.*



#### Teacher/Assessor

- ✓ Guides learners to produce evidence to meet assessment criteria;
- ✓ Monitors learners' progress, provide opportunity for learners to amend/upgrade work;
- ✓ Gives constructive feedback to learners;
- ✓ Check authenticity and sufficiency of evidence produced against criteria;
- ✓ Uses standard observation/witness statements for practical assessments;

- ✓ Awards partial/full unit grades as learners complete the assessment criteria;
- ✓ Records assessment decisions on mark sheet;
- ✓ Records Q-TAGs on Learner Assessment Record;
- ✓ Adjusts Q-TAGs in line with Variations for Individual Learners criteria.

### **Course/Programme Leader/Curriculum Leader**

- ✓ Reads and understands the Assignment Brief and course specification;
- ✓ Assigns staff to units and briefs them on course structure and assessments;
- ✓ Provides a minimum of a 25% sample of assessed learner work for IV (Internal Verifier) and identifies actions taken;
- ✓ Ensures learners are registered via exams officer;
- ✓ Completes the Assessment Plan and IV Timetable ensuring that all units and all assessors are verified;
- ✓ Keeps a record of all course meetings and IV/SV (Standards Verifier) must be standing items on the Agenda;
- ✓ Conducts Course Reviews throughout the year – at least once per term;
- ✓ Works with Lead IV to ensure Assessment Plan and IV timescales are met;
- ✓ Collates IV recording documentation;
- ✓ Co-ordinates time for feedback from IV and Lead IV to Assessors;
- ✓ Gathers and dispatches samples for Standards Verification if required;
- ✓ Feedbacks to staff on Standards Verification report and ensures any remedial actions are taken;
- ✓ Maintains and monitors learner progress;
- ✓ Liaises with Exams office.

### **Head of Centre**

- ✓ Confirms that Q-TAG decisions represent the professional academic judgements made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations;
- ✓ Ensures a robust internal quality assurance process has been completed and signed-off in advance of results being submitted.

## **5. Internal Verification**

### **Aim:**

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

### **In order to do this, Wootton Park School will ensure:**

- ✓ Where required by the qualification, appoint a Lead IV is appropriately for each subject area, is registered with Pearson and has undergone the necessary standardisation processes;
- ✓ Each Lead IV oversees effective IV 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;
- ✓ 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;
- ✓ Check assessment decisions as per IV Timetable – a minimum of 25% of learner assessed work;
- ✓ Liaise with Lead IV and/or SV if appropriate;
- ✓ Provide advice and support to assessor;
- ✓ Ensure appropriate actions are taken and recorded;

- ✓ Ensure own assessments and decisions are sampled if teaching on the course;
- ✓ Complete IV documentation and return it to Course Leader (electronically) .

#### **Standards Verifier**

- ✓ Negotiates arrangements for units for SV sampling – dates, units, postal or electronic samples;
- ✓ Samples units and produces a report for Edexcel and the centre if applicable;

#### **Team/Programme Leader**

- ✓ Arrange appointment and accreditation of a Lead IV;
- ✓ Arrange sufficient time allocation to IV and Lead IV roles;
- ✓ Undertake Quality Health Check audits including Success Rate reporting for BTEC provision;
- ✓ Implement and oversee any disciplinary procedures, including appeals and malpractice for staff and learners.

#### **The Lead Internal Verifier**

- ✓ Once appointed complete the induction training and on-line accreditation with Edexcel Online (QCF - valid for 3 years, NQF – re-register annually);
- ✓ Check that both the Assessment Plan and IV Timetable is in place and sign them as being approved;
- ✓ Periodically sample assignments and learner work that has been IV'd and maintain a record electronically where possible;
- ✓ Provide annual training / standardisation for course/programme area staff and check that Standards Verification arrangements have been made where applicable and that SV reports are relayed to staff;
- ✓ Report any identified Malpractice to Section/Team Leaders;
- ✓ Authorises all re-submission;
- ✓ Authorises all re-takes;
- ✓ Ensure Q-TAGs are marked in-line with assessment criteria and are accurate.

### **6. The Assessment Plan**

The plan needs to include your assessment and IV for your programme, coverage of all the criteria against which learners will be assessed and assignment hand-out and hand-in dates. Please include dates for re-submission wherever possible.

#### **Assessments**

You can use different assessment methods with different learners – they do not all have to provide evidence in the same way. You could set them a task and give them a choice for example, of either presenting a written report or delivering a presentation or just have a one-to-one discussion etc.

It is important that every learner is aware of the assessment process.

Check, maintain and store accurate centre records securely and safely relating to registered learners at every stage of the learner process for Pearson scrutiny for a minimum of 3 years following certification. This **must** include:

- ✓ recruitment records (in line with Pearson requirements);
- ✓ accurate attendance records;
- ✓ assessment plans;
- ✓ assessment records (internal, including for resubmissions and retakes);
- ✓ internal verification records (including for resubmissions and retakes);
- ✓ assessment tracking;
- ✓ have a mechanism in place for the retention of learner work. This must be retained for a minimum of twelve weeks after certificates are received at the centre.

#### **Recognition of Prior Learning**

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

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be sufficient, reliable and valid. Further guidance is available in the policy document Recognition of Prior Learning Policy, which is on the Edexcel website.

### **Credit transfer**

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF. If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

## **7. The Submission Process**

Only one submission is allowed for each assignment. The intention is to set the learner up to be successful first time. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. Assessment criteria in each unit are assessed once only.

### **The assessor must:**

- ✓ Formally record and confirm the achievement of specific assessment criteria;
- ✓ Complete a confirmation that the evidence they have assessed is authentic and is the Learner's own work;

### **The assessor must not:**

- ✓ Provide feedback or guidance on how to improve the evidence to achieve higher.

### **NOTE:**

- ✓ During teaching and learning you can provide formative feedback – although this should be detailed within the Assessment plan;
- ✓ Once learners commence work for Summative assessment – they must work independently.

## **8. Extensions, Resubmission and Special Consideration**

Extensions for individual items for coursework may be requested before the submission date on the grounds that illness or an accident or a personal crisis or factors outside the learner's control have adversely affected or will adversely affect the time available for completion of the assignment.

**Note:** JCQ guidelines states '*Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body. The centre must contact the awarding body as soon as possible to request an extension.*' (JCQ: Instructions NEA 2020/21: 15)

Resubmission is permitted under the new BTEC framework rules (one resubmission of evidence for each assignment). This is because under the new framework every assignment counts towards the final qualification grade. A Lead IV can authorise a resubmission if the original met the agreed deadline, the tutor feels that the learner will be able to improve the work without further specific guidance, and the assessor has authenticated the evidence presented. A 10 working day deadline will be provided and the assessment record must show that this is an agreed resubmission.

Acceptable evidence of extenuating circumstances would include originals of:

- ✓ Medical Certificate (Medical certificates are not always accepted. To be accepted, the medical certificate must be specific about the nature of the illness and the dates affected, and confirm that this is the doctor's own

diagnosis. It is not sufficient for the doctor to write a letter stating that the learner saw him/her and “said” that they were or had been suffering from stress etc. Self-certificates are not acceptable).

- ✓ Letter from Student Services Counselling Service or Students’ Services Advice service;
- ✓ Letter from solicitor, summons to attend court, eviction notice;
- ✓ Letter from a transport official confirming serious unforeseen disruption to transport.

### **Special Considerations during 2020/21:**

According to JCQ guidance, ‘*Grades will be based on teachers’ assessments of the standard at which students are performing and will be based on the student’s demonstrated knowledge and skills. It is important to remember that students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally. Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student’s demonstrated knowledge and skills. While there is no set requirement for the minimum amount of content that students must have been taught, Heads of Centres will be required to confirm that students have been taught sufficient content to form the basis for a grade. If the content for any of the pieces of evidence have not been taught, then the teacher should remove that piece of evidence entirely or remove the questions that assess that specific content. If teachers need to remove any evidence at this point, they should consider whether they need to and can replace it with anything else.*’ (JCQ: Guidance on the Determination of Grades: 18)

## **9. Authentication of Assessed Work & Learner Malpractice**

The learner must complete a signed and dated declaration of authenticity for each assignment, which confirms they have produced the evidence themselves. This is compulsory. Learners are to be made aware of the seriousness of plagiarism, copying or claiming for work that they did not produce. Where this occurs a Fail grade will be awarded and the school’s Quality Nominee informed.

It is always best practice to educate learners about issues associated with potential malpractice at the start of a programme. This could include helping to develop their understanding of research methods, referencing etc.

## **10. Feedback Process**

The new rules are very much concerned with promoting learner independence and resourcefulness with their own learning. By setting high quality assignment briefs with clearly referenced criteria and timescales we are helping to ensure that learners get it right first time.

Teachers should not:

- ✓ Provide specific feedback on the evidence produced prior to submission;
- ✓ Confirm achievement of an assessed piece before it is submitted;
- ✓ Give learners a specific list of tasks to complete in order to meet criteria;
- ✓ Coach learners to produce the evidence themselves;
- ✓ Give direct, specific instructions on how a learner could achieve a higher grade following submission.

## **11. Observation Records and Witness Statements**

An observation record is used to provide a formal record of an assessor’s observation of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

**Please note:** observation record is a source of evidence and does not confer an assessment decision.

The record will:

- ✓ relate directly to the evidence requirements in the unit specification;
- ✓ provide primary evidence of performance/work to support subsequent assessment decisions;
- ✓ is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance/work.

Observation records should:

- ✓ be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- ✓ be completed by the assessor who must have direct knowledge of the specification;
- ✓ record the assessor's comments;
- ✓ also include the learner's comments;
- ✓ be signed and dated by the assessor and the learner;
- ✓ be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

### **Witness statement**

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria.

The assessor must:

- ✓ consider all the information in the witness statement;
- ✓ note the relevant professional skills of the witness to make a judgement of performance;
- ✓ review supporting evidence when making an assessment decision;
- ✓ review the statement with the learner to enable a greater degree of confidence in the evidence;
- ✓ be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

## **12. Internal Verification**

A centre agrees the following internal assessment procedures at approval:

- ✓ that learners' work is reviewed and judged by assessors;
- ✓ to quality assure assessors' decisions by appointing an Internal Verifier and Lead IV. This role ensures that all assessment decisions are accurate, fair and consistent;
- ✓ a senior manager responsible for managing quality has oversight of assessment;
- ✓ The Lead IV manages the process. He/She should be an experienced teacher and assessor; carry out the role in a supportive and authoritative manner; and be familiar with the specification;
- ✓ IV documentation should be produced for Standards Verification when required, together with the appropriate BTEC specification and centre delivery and assessment methodology.

Please note:

- ✓ All assessors' assignment briefs must be verified prior to release to learners;
- ✓ A minimum of 25% of assessed learner's work is to be verified. For new courses/under 3 years and inexperienced/new staff to Btec this may be more;
- ✓ Assessors cannot IV their own assignment briefs or assessed learner work;
- ✓ A range of grades should be targeted when selecting learner work for IV e.g., one learner at pass level, the other at merit level;
- ✓ Different learners should be targeted for iv of assessment decisions across the units;
- ✓ If an assignment brief is used again in a different year without alteration there is no need to IV the brief again, however if assignment briefs are amended/adapted then they must be IV'd prior to use by learners (assessment activities are only going to be effective if they are reviewed and renewed on a regular basis to check they meet the requirements of different learners);
- ✓ IV records (including assignment brief and IV reports) to be stored on file (electronically) and maintained by the course leader for quality inspection purposes (The Lead IV and Quality Manager will require to see these);
- ✓ Plan ahead – ensure that planning is done thoroughly and takes account of each term;
- ✓ Set aside time for programme teams to have formal minuted meetings to discuss delivery, assessment, verification and other activities and strategies in order that staff have sufficient time to effectively fulfil all aspects of their roles;
- ✓ Assessors must be provided with adequate induction that is appropriate to the level of BTEC provision being delivered;

- ✓ Assessors must have sufficient access to monitored annual continuous professional development and are provided with regular updates with reference to BTEC qualifications.

### 13. Appeals

Appeals for all qualifications awarded at the centre in Summer 2021 will follow JCQ Guidance and is outlined in the ‘Wootton Park School Centre Policy for GCSEs and other Level 2 qualifications for Summer 2021’.

#### **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 record any appeal to ensure openness and fairness;
- ✓ 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;
- ✓ To protect the interests of all learners and the integrity of the qualification.

#### **In order to do this, Wootton Park School will:**

- ✓ Inform the learner at induction, of the Appeals Policy and procedure;
- ✓ Record, track and validate any appeal;
- ✓ Forward the appeal to the Awarding Body;
- ✓ Keep appeals records for inspection by the Awarding Body for a minimum of 18 months (evidence which is used to support the Qualification-Level Teacher Assessed Grade should be retained until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later);
- ✓ 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.

### 14. Malpractice

#### **Aim:**

- ✓ 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 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 qualifications.

#### **In order to do this, staff at Wootton Park 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 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 Principal and all personnel linked to the allegation.
- ✓ 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, the school may apply varying penalties.

### **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.

Any suspicion of malpractice by staff or learners should be reported to Jennifer Watts, Quality Nominee, in the first instance. Where malpractice is suspected by staff they will be subject to the school's discipline policy and an investigation will be initiated.

Please refer to the school Exams policy re malpractice and additional information (previously distributed) from the JCQ with regards to what you should do if you suspect malpractice.

## **Annex A – Centre Policy for Qualification-level Teacher Assessed Grades**

This Annex is written in accordance with the Joint Council for Qualification's and Pearson's guidance: [\*BTEC Qualifications. Awarding results in 2021. Guidance for Certifying and non-certifying learners.\*](#)

### **Aims**

- ✓ To ensure that Wootton Park School (WPS) Exam Centre adheres to the JCQ guidance for assigning Qualification-level Teacher Assessed Grades (Q-TAGs) during submission in the summer of 2021. WPS will confirm adherence via the Q-TAG submission and Head of Centre declaration process.
- ✓ To make it clear the steps WPS will take to ensure that the Q-TAGs determined for all learners are sufficiently valid and reliable.

The steps WPS will take to ensure this are:

- ✓ Review the specification grading information i.e. unit-level assessment criteria and grade descriptors with the subject teaching team;
- ✓ Consider what evidence you will have from the content you have taught;
- ✓ Collect the evidence;
- ✓ Evaluate the quality of the evidence;
- ✓ Assign a Qualification-Level Teacher Assessed Grade (Q-TAG);
- ✓ Reflect on judgements made before submission;
- ✓ To ensure that learners can feel confident in the process taken to determine their Q-TAG;
- ✓ To summarise the existing BTEC policies, and confirm that they now also apply in the context of Q-TAG judgements;
- ✓ To reflect and incorporate Ofqual's Vocational Contingency Regulatory Framework (VCRF) and Guidance that any Q-TAG is based on appropriate sources of evidence and has gone through an internal quality assurance process;
- ✓ To ensure that the methodology used to determine the Q-TAG is consistent across the centre and sufficiently valid, reliable and does not advantage or disadvantage any group of, or individual, learners.

In order to do this WPS will, for each qualification and learner, submit a Q-TAG and Head of Centre Declaration confirming:

- ✓ All relevant teaching staff (I.e. Assessors, Internal Verifiers, Heads of Department and Heads of Centre) will use the guidance provided by Pearson to confirm the Q-TAG, and refer to supplementary guidance from JCQ and Ofqual where required;
- ✓ That the evidence that has been used for each Q-TAG judgement is sufficiently documented to ensure that it can be explained to the learner or Parent or Carer in the case of Appeals, and to Pearson.

All assessment evidence is retained in line with Ofqual's Vocational Contingency Regulatory Framework (evidence which is used to support the Qualification-Level Teacher Assessed Grade should be retained until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later). In some cases, evidence may no longer be available, JCQ has released guidance on the retention of evidence in these circumstances. Evidence must be made available for the purposes of further external quality assurance or an Appeal.

This will include documentation that demonstrates the above process for the Q-TAG judgement has been followed, i.e.:

- ✓ Records of Standardisation of Assessors and Internal Verifiers and other relevant members of staff, in relation to the Q-TAG process and holistic judgements;
- ✓ Evidence sheets for learners (existing BTEC templates for actual assessment and Pearson will provide a template for documenting alternative evidence);
- ✓ The alternative sources of evidence that have been considered;
- ✓ Any additional Assessment and Internal Verification materials;
- ✓ Any assessed learner work assessment records;
- ✓ Records of performance data used;
- ✓ Follow all other policies as set out in our Pearson Annual Centre Declaration signed in 2021, including Pearson Terms and Conditions.

Signed:

Print:

Dated: \_\_\_ / \_\_\_ / \_\_\_

Head of Centre