

Rooks Heath College



BTEC Staff Induction Handbook

2018-19

Schools and Further Education (Level 1 - 3)

General information:

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This document is formulated by the BTEC Coordinator, following Pearson guidelines in consultation with staff and is monitored by the College's Leadership and Management Group. The policy is subject to review every year by the College's BTEC Co-ordinator and is subject to approval by the Governors of the College.

Qualification Structure:

Level 1 Qualifications

This is a course which, for the purpose of delivery, needs to develop a range of skills through vocational subjects, functional skills and personal /social development. Students generally come onto this level of course with no formal qualifications they may have become disengaged from learning for a variety of reasons; personal problems, specialist learning needs, emotional or behavioural difficulties. Students therefore require consistency and often respond well to having clear boundaries; however a skilled approach is essential to often break through the prior negative experiences of these students.

Level 2 Qualifications

This is a course which, for purpose of pitch and delivery, means students are provided the equivalent of GCSE material to learn from. There is often a wide spread of ability at this level as some will have had limited success and possibly negative experiences at school; whilst others will have unexpectedly not met their full potential in exams to gain the predicted grades for Level 3.

These qualifications contain both internal and external assessment.

Level 1/2 Tech Awards are aimed at the 14-16 years old learners.

Level 3 Qualifications

This is a course which, for the purpose of delivery, means students are provided the equivalent of 'A' Level material to learn from. Though vocationally based qualifications these are designed to stretch students academically and prepare them for work or higher education.

These qualifications contain both internal and external assessment.

Level 3 National qualifications that are under the Technical pathway includes the need for mandatory employer involvement (see [BTEC Centre Guide to Employer Involvement](#)).

Recruitment:

At RHC, we aim to ensure the success of students, the centre will recruit learners with integrity, the qualifications will benefit them to meet their aspirations and career goals.

A guide to recruiting with integrity and enrolling learners onto qualifications' can be found on the Pearson Website – [Policies for centres, learners and employees](#)

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/student>.

Quality Assurance:

Quality assurance is an ongoing process which includes:

1. Quality Management Review
2. Internal Assessment, Lead Internal Verifiers and Internal Verification
3. Standards Verification

Roles and Responsibilities

The delivery of a BTEC qualification requires a team approach. The roles and responsibilities of an assessor, internal verifier, Lead internal verifier and Standards Verifier, Exam Officer and Quality Nominee are explained on the Pearson Website – [Guide to BTEC Quality Assurance](#)

BTEC Centre Guides to Quality

There are a range of easy to follow handbooks which cover each aspect of the Quality Assurance model. These guides are uploaded onto canvas in the course folder BTEC for quick reference. The guides include:

BTEC Centre Guide to Internal Assessment
BTEC Centre Guide to Internal Verification
BTEC Centre Guide to Standards Verification
BTEC Centre Guide for Lead Internal Verifiers
BTEC Centre Guide to Managing Quality

Quality Management Review

The Quality Management Review is an annual process through which a holistic view on the quality of BTEC at a centre is reviewed. Your centre Quality Nominee will lead on this process but all BTEC staff have a part to play in the successful outcome of this process.

You can read about this process and find relevant support guides on the [BTEC Quality Management Review](#) pages of the website.

Internal Assessment

It is advisable that these the internal assessment rules are made clear to students during the interview and induction phases in preparation for success from the start of the course.

An assessment plan must be created for each course to show both staff and students when assignments will be issued and submitted. A template for this is provided by Pearson and can be located on the website – [BTEC Assessment and Verification Forms](#)

Prior to an assessment (assignment) being issued assessors must ensure that students have been properly prepared in order to be successful. Once an assignment brief has been issued no further teaching for the relevant criteria can take place.

Submission of internal assessments (see Annex A on page 8)

1. Only one submission is allowed for each assignment.
2. Only the **Lead Internal Verifier** can authorise one resubmission to provide any additional evidence to meet missing assessment criteria – very specific criteria must be met to allow this to happen:
 - a. The deadline for submission was met by the learner
 - b. The work is authentic and signed by both the learner and assessor
 - c. The learner will be able to add the additional evidence without any further teaching / guidance

It is therefore crucial to properly prepare students to 'get it right' on the first attempt.

3. Resubmission must be made within 15 days of being given the formal assessment feedback (see BTEC Guide to Internal Assessment for full procedure and documentation required).

Retakes

If a learner has not passed all the required pass criteria after a resubmission the **Lead Internal Verifier may authorise one retake**. The retake must be either a new assignment or task which directly targets only the missed **PASS** criteria.

A new deadline for submission will be agreed. The achievement will then be capped at a PASS.

NB: It is essential you know whether the qualification you are delivering allows for the retake opportunity. Your Lead Internal Verifier or Quality Nominee will be able to answer this for you.

Feedback

1. *During teaching & learning* – formative and summative feedback should be used to help students identify knowledge and/or gaps in knowledge; ‘dry run and ‘mock tasks’ can be used with feedback to help students identify progress and prepare for formal assessment.
2. *During assessment*– once the learner is undertaking the final work for assessment they must work independently to produce and prepare their evidence. The tutor cannot ‘coach’ the student on how to answer the assessment. Only general feedback can be given on how to approach the assessment, confirmation on deadlines and confirmation of criteria. The tutor cannot provide specific feedback on the evidence produced before it is submitted for marking and cannot confirm achievement of specific criteria until marking.
3. *Following assessment* – formal feedback must cover the criteria that has been achieved, if not achieved there must be clear reasons why not (so the learner can progress).
Feedback at this stage must avoid giving direct, specific instructions on how the learner can improve or gain a higher grade.

Lead Internal Verifier

Each programme must have a Lead Internal Verifier (LIV) who will oversee the internal assessment, internal verification and standards verification processes on a specific programme.

Registration for this role, for all qualification types, takes place between August and September.

For QCF qualifications an online exercise must be completed to demonstrate an understanding of internal Quality Assurance processes. This must be completed by October.

For Non-QCF qualifications once registration has occurred the LIV will have access to standardisation materials which will need to be shared with any other assessors or internal verifiers on the programme.

The responsibilities of the LIV can be found in the BTEC Guide for Lead Internal Verifiers uploaded onto Canvas.

Internal Verification

Before every assignment is issued it must be internally verified for quality. The verification process checks that the assignment is in a format suitable for the students, that the tasks are clearly explained and that the grading criteria can be met through the style of work requested. ***The tasks and evidence required must be checked against the unit specifications and unit assessment guide.***

If BTEC Authorised Assignment Briefs are being used at your centre these must also be internally verified to ensure they are suitable for your students i.e. the language used, relevance of the scenario.

For each unit of study completed assessments will be verified for accurate and consistent marking. The objective is to ensure that the internal verifier (IV) agrees with the grade awarded by the assessor. *The internal verification must be constructive and thorough.* The recommended approach is to adopt the view of an independent reviewer. If there is any discrepancy in the marking the assessor and the IV must meet to review and discuss the issue and review the evidence against the criteria. If the IV feels grades have been inaccurately

awarded a second piece of work at the same level should be reviewed to establish if this is a recurring issue. **If there is found to be inaccurate marking on more than one piece of work then the Lead IV should be consulted.** This is essential to prevent any delays that will impact staff and learners at the Standards Verification stage.

Students should be told that their grades are provisional pending internal verification and remember the grade awarded is for that assessment only; they are 'working towards' an overall unit grade one assessment at a time.

Plagiarism is serious

It is the responsibility of every assessor to reinforce this message. Cut and paste from the internet or direct copying from textbooks is unacceptable. Students must be encouraged to develop employability and English skills by interpreting information and putting it into their own words.

For assessments to be accepted and marked they must be authentic. The centre should be clear with students about the level and type of referencing to be used to accurately reflect sources of information.

It is important that this topic is embedded during learner inductions and reinforced throughout the year into the teaching and learning.

The team can use Pearson resources such as the Podcast, BTEC plagiarism fact sheet (uploaded onto Canvas)

Discipline Policy

Rooks Heath College will adhere to Pearson guidelines on late submissions of work or plagiarism as outlined in Appendix A on page 8.

Standards Verification

Standards Verification is the process through which there is an external check on the programmes internal quality assurance processes and maintenance of national standards.

For QCF qualifications the need to provide a Standards Verification sample will depend on the status of your registered Lead IV. Please check the BTEC Guide to Standards Verification to find out when these programmes will go through this process.

For Non QCF qualifications Standards Verification is an annual requirement so a programme being delivered over two years can expect to be required to provide a sample in each year. However do remember that the sample relates to the qualification not the cohort, therefore the chosen units can come from year 1 or year 2 of the programme.

It is advisable to review your assessment plan each year to ensure there are sufficient units available for sampling ahead of the May deadline. This will reduce any stress related to having corrective work to undertake if the sample is not accepted as up to standard. It will also prevent delays in being able to submit your learner results for certification.

Teaching, Learning and Assessment Support

BTEC team will adhere to Rooks Heath Teaching, Learning and Assessment policy. In addition to the generic policy, the BTEC team will adhere to the internal and external assessment procedures articulated by Pearson.

For any subject specific support contact your Subject Advisor; his/her details can be found on your subject pages of the Pearson Qualifications Website or by going to [Ask the Expert](#) pages on the website

For enquiries relating to Internal or External Assessments email btecdelivery@pearson.com

For support with registering learners, entering them for exams, certificating learners or support with Edexcel Online, contact RHC's Exam Officer Jaqui Das.

Appendix A

BTEC Assessment Submission Process (Level 1 – 3 excluding NQF Level 1/2 Firsts)

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