

newcollaborative
Learning Trust

 **newcollege**
Parafract



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Doncaster

Vocational Centre Handbook

LEVEL 3

2018 – 2019

Key dates

**BTEC Grade submission deadline:
21/06/2019**

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Aims and Objectives of this document

Aims

New Collaborative Learning Trust (NCLT) is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

Objectives

- To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

Our Mission

To provide dynamic, high quality learning experiences in a supportive, young adult environment, enabling academic success and personal growth.

Our Vision

Our vision is of educational provision that transforms lives through raising aspirations.

Assessment Policy and Procedures

Aims

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the BTEC qualification. *All college devised assessment materials must be internally and/or externally verified before being issued to students.*

- Completed student assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body if and when required.
- Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny (moderation) and that ultimately the final decision rests with the awarding body.
- The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic, and that judgement of evidence is valid and reliable.
 - *Feedback*: Once the learner begins work for the assessment, the tutor must not provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment or confirm achievement of specific assessment criteria until the assessment stage.
 - *Submission of evidence*: 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 learners own work. The Assessor must not provide feedback or guidance on how to improve the evidence to achieve higher grades.
- Students: Each learner must submit an assignment for assessment which consists of evidence towards the targeted assessment criteria, a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
- Students: Must work independently on their assignment to produce and prepare evidence for assessment before the final submission deadline. One submission of evidence for assessment is allowed. One opportunity to resubmit evidence if the learner has met all the necessary conditions and the resubmission is authorised by the Lead Internal Verifier is allowed. One opportunity for a retake (new assignment) for BTEC Nationals on the Qualifications and Credit Framework only (QCF). This must be authorised by the Lead Internal Verifier and this can only be to pass level.
- Lead Internal Verifier: Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.
 - Resubmission: The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

Nationals

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
 - The tutor judges that the learner will be able to provide improved evidence without further guidance.
 - The Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.
 - If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.
- Retakes (QCF): Conditions for retaking a new assignment: If a learner has met all of the conditions listed above in opportunities for resubmission, but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.
 - The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
 - The Assessor cannot award a merit or distinction grade for a retake.
 - The Assessor must agree and record a clear deadline before the learner starts a retake.

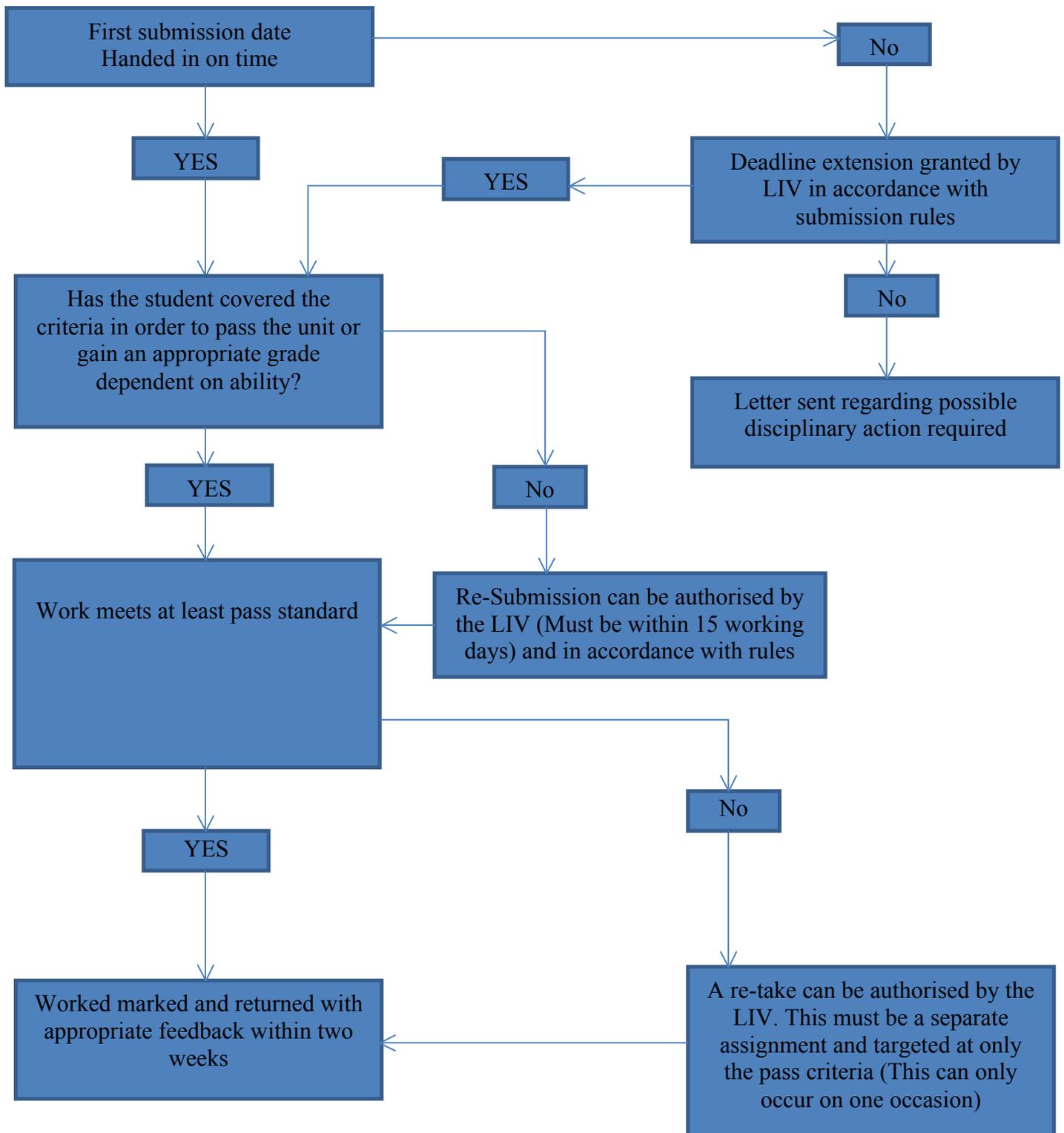
- The learner and the Assessor must sign declarations of authentication as they both did for the previous submissions.
 - The learner will not be allowed any further resubmissions or retakes.
 - Standards Verifiers will require you to include evidence of any retakes in sampling.
- All coursework must be handed in on the stated date otherwise sanctions will be taken in accordance with the formal intervention procedures.

Role of the Assessor

The role of the Assessor is to:

- Set tasks which allow students to demonstrate what they know, understand and can do, so that they have the opportunity to achieve the highest possible grades on their BTEC courses.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework/portfolio components of a subject.
- Set deadlines for coursework in accordance with the assessment plan and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- Aim to mark and return work within two weeks of submission.
- Adhere to the Awarding Body's specification in the assessment of student assignments.
- Outcomes will be held secure for three years, measured from the point of certification of the largest qualification.
- Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.
- Record assessment data on Cedar.
- Make use of TAP sessions for students who may require extra support.

Submissions Policy and Procedures



Internal Verification Policy and Procedures

Aims

- The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- Each course will have an identified Lead Internal Verifier (LIV) who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.
- The Lead Internal Verifier will set up and maintain an internal verification schedule (assessment plan) at the beginning of each year setting out when internal verification will take place and by whom making sure all assessors are covered for each unit. This will be passed to the Quality Nominee for QA.
- The Lead Internal Verifier will set up an assessment plan for each BTEC qualification within their area. This will be passed to the Quality Nominee for QA.
- Internal Verifiers may also be appointed who will have the knowledge and qualifications relevant to the qualification(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through regular meetings at which standards and processes are discussed to maximise consistency between courses.

The role of the internal verifier:

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
- Make recommendations to the Assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the SV as necessary.
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Plan with the course team an assessment plan for each BTEC qualification.
- Consider the assessment decisions of all units and all assessors to judge whether the Assessor has assessed accurately against the unit grading criteria.
- Verify samples of work – 3 pieces of work per unit per assessor covering all awarded grades (Pass, Merit, Distinction and Fail if possible) ensuring all assessors are scrutinised throughout the duration of the course (experienced staff). Where teachers teach more than 100 students per unit across numerous classes the sample size must be increased to 8. New or inexperienced assessors must have 5 pieces internally verified per unit, new assessors to NCLT must have 5 pieces per unit internally verified and staff members under scrutiny 6-8 pieces per unit internally verified until the LIV is satisfied with the assessment grading. These numbers can change throughout the year at the discretion of the LIV, the QN (Quality Nominee) should be kept updated.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (eg, assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process.
- If a concern is raised the IV should discuss this with the Assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the Assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the SV and records kept.

Assessment Malpractice Policy and Procedures

Aims

Authentication of Candidate's Work

- On each assignment students must sign that the work submitted is their own and teachers/assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions. This should be done on the feedback sheet once a portfolio is complete.
- If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be dealt with within the department for which the program is associated with appropriate action taken. If this occurs for a second time it should be reported to the QN (Quality Nominee) who must proceed in accordance with the Trust's NEA policy.

Student Misconduct

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the Trust reserves the right to include any other type of cheating under the terms of this policy.

- Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books
- Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
- Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.
- Submitting work done by another student as your own.

Preventing Student Misconduct

The Trust will take positive steps to prevent and reduce the occurrence of malpractice by students. These will include:

- Using the induction period and the course handbook to inform students of the policy on malpractice and consequent penalties.
- Showing students the appropriate formats to record cited texts and other materials or information sources including websites. Students should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the student has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
 - The requirement for interim work to be handed in before final deadlines to give a picture of the student's progress.
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
 - Altering assessment assignments/tasks/tools on a regular basis.
 - The assessor assessing work for a single assignment/task in a single session for the complete cohort of students.

- Using oral questions with students to ascertain their understanding of the concepts, application, etc within their work.
- Assessors getting to know their students' styles and abilities.
- Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers.

Investigating Student Misconduct

There will be an investigation if student misconduct is suspected which may lead to disciplinary action.

- Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a member of senior staff. The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
- The outcome of the investigation will determine the appropriate course of action to be taken by the College. Malpractice is a breach of College rules and may invoke the Student Disciplinary Policy and Procedure. Any case where student malpractice is found to be substantiated will be reported to the awarding body.
- If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

Staff Malpractice

The following are examples of malpractice by Trust/College staff. This list is not exhaustive.

- Alteration of awarding body assessment and grading criteria.
- Assisting students 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 Trust/College staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/ coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special student requirements.
- Failing to keep student computer/Paper files secure.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.
- Not following new submission and re-submission guidelines as set out in the Assessment Policy.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

Appeals Policy and Procedures

Aims

- It is the responsibility of the College as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of the procedure.
- The QN is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- Written records of all appeals should be maintained by the College. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

Grounds for Appeal

A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- The work is not assessed according to the set criteria or the criteria are ambiguous.
- The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- The internal verification procedure contradicts the assessment grades awarded.
- There is evidence of preferential treatment towards other students/candidates.
- The conduct of the assessment did not conform to the published requirements of the Awarding Body
- Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the College was aware of prior to the submission deadline.
- Agreed deadlines were not observed by staff.
- The current Assessment Plan was not adhered to.
- The decision to reject coursework on the grounds of malpractice.

Formal appeal procedures

- If, after informal discussion with the LIV, the candidate wishes to make a formal appeal, the candidate must ask the LIV, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- The QN, with the Lead Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the QN and the LIV will set a date for the Internal Verification Appeals Panel to meet.
- The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the LIV, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - An opportunity to resubmit for assessment within a revised agreed timescale.
- On receipt of the outcome of appeals panel a student still feels they do not agree with the decision they may appeal to Pearson.

College Complaints Policy for Students and Parents

NCLT is committed to high quality provision and support and we operate in a climate of fairness, equality and mutual respect. We also believe that we can learn from the experience and views of students, parents and other stakeholders and want to listen and respond to any concerns that you may have. Everyone has a role to play in resolving difficulties and we want to work constructively with students, parents and staff to address any issues that may arise.

What should you do if you have a query or want to discuss progress?

If you have a query or want to discuss issues such as progress or well-being, please contact the relevant teacher or progress tutor.

It is important not to let problems get too big or out of hand. Discussing or reporting a concern quickly will help you and us to find a quick and effective resolution. We will treat promptly, fairly and seriously any concerns from students, parents or other individual or organisation involved with the relevant College. Initially, it is often good to talk to the member of staff most directly involved.

When you raise a concern you can expect us to listen to the issues you raise, investigate them thoroughly if needed and give you feedback about any steps or actions we feel are appropriate to deal with your concerns.

Taking the matter further – making things formal

If you feel your concerns are very serious in nature or you feel that earlier actions haven't fully addressed your concerns, please contact the **Complaints Officer**. The member of senior management designated as the Complaints Officer is **Lauren Walker**. She can be contacted via email at lauren.walker@nclt.ac.uk or via telephone on 01977 702139.

The Complaints Officer will review the complaint and determine the most appropriate member of staff to handle the complaint or conduct further investigations, where required. Where complaints are serious, the Principal will be notified. The Complaints Officer will ensure that we provide you with feedback about how long it is likely to take us to deal with your complaint and, where appropriate, any actions taken to address your concerns.

Any action is at the discretion of the Principal and Senior Management based on the nature of the initial complaint and supporting evidence. In the interests of fairness and consistency, all formal complaints will be managed initially by the Complaints Officer. This policy applies to all students regardless of qualification type or age.

Please see the Trust Complaints Policies for full details, including appeals. This can be found on our website or by contacting the relevant College.

Recognition of prior learning policy and process

Scope of policy

This policy applies to all BTEC qualifications delivered within NCLT. Where the use of RPL is permitted, this will be stated within the qualification specification.

Policy statement

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of a qualification] 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 do not need to develop through a course of learning.

Note: RPL should not be confused with exemption, unit equivalency or credit accumulation and transfer.

RPL enables recognition of achievement from a range of activities using any appropriate assessment 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, units or a whole qualification. Partial unit completion is not acceptable. Evidence of learning must be:

- Valid
- Reliable.

Terminology

RPL policies and procedures have been developed over time which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL) Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

These terms broadly describe the same process. This policy uses the term Recognition of Prior Learning (RPL).

Amplification

RPL can be used where a learner has not had their prior learning formally recognised.

RPL focuses on assessment and awarding for prior learning which may count as evidence towards:

- a unit accumulated towards a full Pearson qualification
- a unit or units recognised by a Pearson Certificate of Achievement of a full Pearson qualification.

All evidence must be evaluated using the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed. 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. Evidence used for RPL will be subject to standards verification as normal.

Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the normal practice because it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements.

The prior achievement 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 ask for the demonstration of skills to check competence. Note that the assessment strategy for each qualification must be adhered to.

Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.

Where Recognition of Prior Experiential Learning evidence is being assessed against graded units, only pass criteria can be awarded.

The RPL process is **not** concerned with allowing for exceptional entry to, or exemption from, a programme of study.

NCLT will ensure that:

- Identification of any achievement through RPL is prior to learners taking a qualification
- Relevant to the learner's knowledge, skills and understanding which will be assessed as part of a qualification
- Learners are registered as soon as they formally start to gather evidence
- Records of assessment against prior learning are maintained
- Certification claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process.

The RPL process

Stage 1 - Awareness, information and guidance

Ahead of enrolling a potential learner, the possibility that they may be able to claim unit(s) for some of their previous learning and/or experience should be raised with them. If the learner is interested in this, they will need to know the:

- Process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines, appeals processes and any fees involved

Stage 2 - Pre-assessment, gathering evidence and giving information

At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

Stage 3 - Assessment/documentation of evidence

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learners' prior learning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the learner or essays and reports validated as being the learner's own unaided work.

Assessment must be valid and reliable to ensure the integrity of the award of unit(s) and, as above, the evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for. If the collated evidence of RPL for a learner is judged by the centre not to be sufficient to meet all the requirements of the relevant unit(s), then the learner will have to complete the normal assessment for those unit(s) if they wish to be awarded the qualification.

The assessment process will be subject to the usual quality assurance procedures of the centre, for example internal standardisation and internal verification. Evidence gathered through RPL should be clearly referenced and sign posted to aid internal assessment and internal and external verification.

Stage 4 - Claiming certification

RPL processes and evidence used by centres will be subject to the normal standards verification process. Pearson will check RPL via its external verification processes, and if Pearson identify that not all requirements for a unit have been met via the RPL evidence, then more evidence will be needed or the learner will have to undergo the normal assessment requirements.

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the centre. Assessment and internal verification records, along with any additional RPL records completed, should be retained for the standard three year period following certification.

The assessor must ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

Stage 4 - Appeals

As with any assessment decision on procedural grounds; if a learner wishes to appeal against a decision made about their assessment they need to follow the standard centre policy and procedures and then Pearson Enquiries and Appeals procedures.

Registration and Certification Policy and Procedures

Aim:

- To ensure that individual students are registered on the correct programme within agreed timescales.
- To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate which is issued for each student.

The Centre will:

- Register each student within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of the student registration.
- Make each student aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to student's details.
- Inform the awarding body where the centre is able to apply for reasonable adjustments or special consideration for individual students.
- 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 certificate.
- Make sure BTEC result sheets are sampled for accuracy across all assessors

Responsibility

Responsible for Policies: Quality Nominee

Responsible for implementation: Course Assessors, LIVs, IVs and QN

Role of Quality Nominee for BTECs

Each centre is required to appoint a member of staff as the Quality Nominee. The Quality Nominee acts as the main point of contact for Pearson Edexcel and should be someone who has the capacity and authority to act for the centre.

Access to Edexcel Online is **essential** to gain information such as centre qualification programme details, registrations, the appointment of Centre Quality Reviewers and Standards Verifiers and quality reports.

The Quality Nominee will also be required to liaise with the appropriate Programme Managers and/or Lead Internal Verifiers to ensure that Centre Quality Reviewers and Standards Verifiers are able to carry out their roles.

The Quality Nominee is required to:

- Ensure that up-to-date centre contact email addresses are available, including their own details, using Edexcel Online.
- Ensure the accuracy of centre programme listings and monitor approval of BTEC programmes (including review dates).
- Monitor registrations against approved BTEC programmes.
- Liaise with Programme Managers and/or Lead Internal Verifiers to co-ordinate the effective assessment and internal verification of BTEC programmes.
- Ensure that programme teams are briefed about expectations regarding Edexcel quality assurance processes including:
 - The nomination of a Lead Internal Verifier for both QCF and NQF programmes in each Principal Subject Area.
 - Standards Verification
 - The procedures involved with the annual Quality Management Review visit.
- Liaise with Programme Managers to ensure Lead Internal Verifiers:
 - Complete induction training, available as a podcast on the Edexcel website.
 - Register for the Lead Internal Verifier role via Edexcel Online.
 - Work through OSCA practice/training materials with the programme team.
 - Confirm team members understand quality assurance processes.
 - Carry out OSCA formal exercises within the available window (QCF BTECs only).
 - Standardise team member's assessment decisions.
 - Have an awareness of the External Assessment timetable for NQF BTEC.
- Monitor the results of OSCA assessments (QCF only) for each Lead Internal Verifier via the Quality Nominee view on Edexcel Online.
- Liaise closely with the Programme Managers to ensure that the Principal Subject Area Lead Internal Verifiers are scheduling and monitoring internal verification across the programmes delivered in each Principal Subject Area.
- Record and manage the replacement of any Lead Internal Verifier leaving the centre.
- In the event of a Lead Internal Verifier leaving, ensure rigorous internal verification practice continues in the relevant Principal Subject Area and that another member of staff is nominated as the Lead Internal Verifier to carry out induction training, standardisation of the team and OSCA assessment (QCF only) during the next academic year.
- Monitor re-registration of Lead Internal Verifier annually at the start of each academic year.
- Monitor the standards verification process as follows:
 - Receive the Standards Verifier allocation for the specific Principal Subject Area.
 - Liaise with the Standards Verifier regarding samples required.
 - Ensure that the samples are prepared according to our guidelines and dispatched by the relevant Lead Internal Verifier in good time.
 - Monitor the results of the sampling process.
 - Check Edexcel Online for Standards Verifier reports. Ensure that Lead Internal Verifiers have access to reports and take appropriate action where necessary.

Quality Management Review

- Liaise with the Centre Quality Reviewer to organise the Quality Management Review visit and ensure that the programme teams respond appropriately to the visit requirements.
- Complete the Centre Engagement Document prior to the visit.
- Ensure documents and other evidence for the Quality Management Review visit clearly show how quality assurance is managed through quality processes within all Principal Subject Areas and qualifications delivered at the centre.
- Monitor the Quality Management Review report and manage any follow up actions within 3 months.

General Operational Issues

- Ensure parity of provision across all BTEC programmes and sites within the centre.
- Liaise with the Edexcel Regional Quality Manager regarding any quality issues.
- Encourage quality improvement across programmes by:
 - Implementing BTEC meetings and forums to disseminate good practice relating to delivery and assessment.
 - Implementing and maintaining effective processes and records for BTEC programmes.
 - Briefing vocational course teams of any changes in BTEC programmes and processes.
- Ensure continuity and succession planning is in place for all quality roles including their own.

Lead Internal Verifier is responsible for:

- Ensuring that there is an assessment and verification plan for the programmes in the principal subject area which is fit for purpose.
- Signing off the plan and check that it is being followed at suitable points.
- Undertaking some internal verification and assessment for individual units within at least one of the programs.
- Ensure that records of assessment and samples of learners work are being retained for use with standards verification if necessary. Plan to set aside examples of work verified to different levels and grades.
- Liaise with the standards verifier to ensure that appropriate sampling takes place, if and when required.

Internal verifiers are responsible for:

- Verifying assignment briefs prior to distribution to learners.
- Verifying a sample of assessment decisions.
- Developing the skills of assessors, especially those new to assessment.
- Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.

It is the responsibility of teachers to:

- Provide assessment processes that are fair and meet the requirements of students and of the qualification.
- Provide students with a schedule of assessment.
- Provide accurate, timely and informative assessment feedback.
- Record assessment decisions regularly, accurately and systematically, using agreed documentation.
- Comply with the College and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision.
- Familiarise themselves and learners with the College Assessment and Appeals procedure's.
- Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification.
- Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the College an Awarding Body.
- Record internal standardisation, moderation and verification decision accurately and systematically using agreed documentation.
- Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

It is the responsibility of the Exams Office

- To facilitate the IV process.
- To meet the deadlines for registering learners with the awarding body.
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners.
- To claim learners' certificates as soon as appropriate.
- To claim unit certification when a learner has not been able to complete the full programme of study.

Access to Policy

- Copies of the policy will be available via the VLE.
- Student induction programmes and course handbooks will highlight key aspects of this policy.
- Training for assessors will be given as part of staff induction if necessary.