

The Magna Carta School

BTEC Policy HANDBOOK

2018-2019

Preface

At The Magna Carta School we support and challenge all pupils to strive to achieve the best possible results both academically and in their lives outside of school. For a number of our pupils, vocational qualifications are the preferred route to demonstrate their skills and understanding.

This BTEC Policy Handbook 2018-19 along with the accompanying BTEC Staff Handbook 2018-19 has been designed to assist in the delivery of the BTEC programs of study and is reviewed / updated each year by the Quality Nominee. The handbook is then shared and agreed with relevant staff through a meeting at the outset of the academic year.

Policies Included in this Handbook:

- *Registration & Certification Policy*
- *Internal Verification Policy*
- *Assessment Policy*
- *Appeals Policy, Procedure & Recording Document*
- *Malpractice Policy*
- *Recognition of Prior Learning Policy (RPL) & RPL Claim Form*

**BTEC Staff Handbook & BTEC Policy Handbook
Draft Implementation Date: 5th November 2018**

Review commencement date: 15th July 2019

Governor Approval Date: 6th December 2018

This policy will be reviewed annually by the Quality Nominee.

Registration & Certification Policy

Registration

Aims:

- To register individual learners to the correct programme within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration can be tracked to the certificate which is issued for each learner

To meet the above aims, The Magna Carta School will:

- Register each learner within the awarding body requirements and make each learner aware of their registration status
- The Examinations Officer supplies to subject Leaders in September an initial list of learner's names for registration
- Heads of Faculty then check and approve the registration list before the Exams Officer sending by EDI to Pearson's and prior to the deadline of November 1st.
- If entries are requested by subject leaders after the submission date the Examinations Officer and Quality Nominee will decide based on the suitability of each candidate. Late entries will only be made in exceptional circumstances, where a subject leader can provide a timetable to show how a learner will complete work already covered on the programme. (This also will cover any students that join The Magna Carta School late)
- The Examinations Officer does another check on registrations in January to ensure that no registrations have been missed and to withdraw any registrations that are no longer applicable
- Any withdrawal up to the 31st January the Examinations Officer will apply to Pearson's for a refund of fees

Certification

Aims:

- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner certification claims can be tracked to the certificate which is issued for each learner

To meet the above aims, The Magna Carta School will:

- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Ensure that all Internal Verification processes are complete by June 1st. At such time the Subject Leader shall finalise their Student Tracker for all registered learners
- Student Tracker will include the individual final unit grades for all registered learners and these trackers will be forwarded to the Examinations Officer no later than 30th June who will confirm and enter them directly onto Edexcel online before 4th July with the support of the Lead Internal Verifier for each subject
- The Examinations Officer will then issue to the subject leaders a copy of the certification report for the subject leader to check and verify accuracy of entries
- The Examinations Officer will check 25% of each Student tracker against internal department mark sheets to ensure accurate reporting and audit certificate claims made to the awarding body. If any inaccuracies the Examinations Officer shall report to the Quality Nominee who will investigate and confirm the outcome to the Head of Centre for action following the appropriate policy
- The Quality Nominee, working with the Head of Centre, will report any untoward practices to Pearson so that a full investigation can take place
- Where learners do not complete the full qualification the Examinations Officer will ensure that a certificate claim can be made to ensure that unit credit can be achieved
- Examinations Officer will audit the certificates received from the awarding body to ensure accuracy and completeness reporting directly to Pearson's for any amendments and re-issues
- Certificates are then issued to students on GCSE results day in August
- The Examinations Officer will keep all records safely and securely for three years post certification.

Internal Verification Policy

Aims:

- To ensure that all Internal Verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

To achieve the above aims, The Magna Carta School will ensure that:

- there is an accredited Lead Internal Verifier (LIV) for each subject through the successful completion of the Edexcel Online Standardisation exercise (OSCA), which for NQF programs will take place at the start of each academic year
- the LIV for each program leads an internal standardisation process for additional members of their team involved in the delivery of the program to ensure that everyone involved in the delivery of the program is competent in its delivery
- in addition to the LIV an additional Internal Verifier (IV) will be assigned to each subject area in cases whereby the LIV is also an assessor within the subject area
- 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 and fit for purpose
- plan an annual internal verification schedule, linked to assignment plans
- an appropriately structured sample of assessor work from all programmes, sites and teams is internally verified, to ensure centre programmes conform standards.
- documentation records of internal verification are provided and that these records are always securely maintained
- the outcomes of internal verification are used to enhance future assessment practice
- 25% of the learners registered for each programme will be internally verified in the first instance and will be outlined in the IV Plan
- each LIV will keep a record, alongside IV records, of how many assessment decisions were incorrect and discuss this with the Quality Nominee (QN)
 - the QN shall use this information to adjust the sample size required for subsequent units
 - in cases whereby, there is a repeated inaccurate IV then a wider sample of that staff member will be required, and will the member of staff will be subject to wider checking by the QN and Head of Centre
 - inaccurate IV could lead to withholding of certification and implementation of the staff malpractice policy

Individual BTEC Roles

Quality Nominee

The Quality Nominee is responsible for maintaining the quality of BTEC qualifications within the centre.

The Quality Nominee (QN) will ensure effective management takes place across all subjects through ensuring that:

- all QN details are accurate and up to date
- they lead on the annual Quality Management Review (QMR) relating to the centres' BTEC provision and the effectiveness of quality procedures adopted;
 - this includes the completion of the Centre of Engagement Document, which will also be shared and agreed with all Lead Internal Verifiers (LIV) prior to submission
 - share all documentation relating to the QMR and oversee the areas identified for development
- an annual review of all internal policies associated with BTEC delivery takes place and that these are shared and understood with all relevant members of staff involved in the delivery of BTEC programmes
- all programmes being delivered are approved
- all LIVs complete the online standardisation process (OSCA) for each subject area and that this process extends internally to other staff as necessary
- all learner registrations and certifications are completed in a timely fashion
- assessment and internal verification is effective for all subjects through liaising with the LIV for each program area
- the Standards Verification process is completed successfully for each subject area

Lead Internal Verifier

The Lead Internal Verifier (Lead IV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of the programme(s) in a subject area.

The Lead IV will:

- register through the online standardisation system, OSCA.
- make other assessors and internal verifiers aware of the standardisation practice and lead this within their subject area
- liaise with the Quality Nominee throughout the program and be aware of any updates to the programs of study and/or quality assurance requirements
- review the reports from the quality assurance process and ensure that appropriate action is taken as necessary
- ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets all BTEC requirements
- undertake internal verification and/or assessment for individual units within the programme for their subject area
 - ensure that they do not internally verify their own work
- ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary.
- liaise with the Standards Verifier to ensure that appropriate sampling takes place as required
- liaise with the Examinations Officer in relation to the registration and certification of learners
- plan for the handover to a deputy or replacement if unable to carry out the role within their subject area

Internal Verifier

- Ensure that an annual standardisation activity takes place each year, lead by the Lead Internal Verifier. This will coincide with an assessment window and is accessed through OSCA. This standardisation activity should be recorded.
- In cases whereby

- Check the quality of assessment to ensure that it is consistent, fair and reliable
- IV all assignment briefs prior to issue to learners
- Ensure that an accurate and efficient Assessment plan is in place and that the plan is implemented
- Monitor that the IV schedule covers all learners, across all units, tasks and assessors on a programme
- Ensure that internally assessed work consistently meets national standards and that an efficient system for recording learner achievement is in place
- Give relevant advice, support and feedback to assessors and identify action to be taken where appropriate.
- Share best practice with other teams at regular intervals throughout the academic year.

Assessor

- Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades in their Btec courses.
- Ensure that learners are clear about the criteria that they are expected to meet in their assignments and that they are fully briefed on the skills that need to be demonstrated in each subject area.
- Provide students with detailed SUMMATIVE feedback following the completion of a unit as per Assessment plan. Clear reference must be made to which grading criteria the candidate has achieved.
- Mark and return work within approximately two weeks of submission.
- Record outcomes of all assessments using appropriate documentation.
- Ensure that each candidate signs to confirm that their work is their own and that it is endorsed by the teacher after marking the work.
- Provide accurate records of internally assessed marks to the Exams officer in a timely manner for transfer to the awarding body.

Links BTEC qualification specifications:

These provide guidance on assessment for each BTEC qualification.

- All staff teaching on BTEC programmes must have access to the relevant specification. They are published on our website: www.btec.co.uk
- Pearson BTEC Assessment & Grading Policy: This is our policy on the application of grading criteria when assessing BTEC programmes: www.edexcel.com/policies
- BTEC Centre Guide to Internal Verification: A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: www.btec.co.uk/keydocuments

Assessment Policy

Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure that the assessment follows a philosophy that:
 - enables subject assessors to accurately evaluate and assign a mark to student learning
 - establishes what the learning outcomes are and ensures that pupils are fully aware of what they are aiming to achieve including:
 - The exact details of the assignment
 - The marking criteria for the assessment
 - The "intended learning outcomes" for the course, i.e. what the teacher has stated that s/he expects students to be able to demonstrate so to successfully achieve certification

To achieve the above aims, The Magna Carta School will ensure that:

- learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment at all grade levels and provide resources to ensure that assessment can be performed accurately and appropriately
- assessment methodology and the role of the assessor are understood by all
- all assignment briefs are internally verified prior to release to students by a member staff who has completed the standardisation process effectively
- all BTEC staff in each subject area completes the necessary standardisation process so that all those involved within the internal verification process can do so confidently and accurately
- assess learner's evidence using only the published assessment and grading criteria
- assessment decisions are impartial, valid and reliable and do not limit or 'cap' learner achievement if work is submitted late
- assessment procedures are developed that will minimise the opportunity for malpractice
- accurate and detailed records of assessment decisions are maintained
- all assessment decisions are recorded on the school mark sheet template and saved within the BTEC file on the school computer system
- all records are kept for 3 years after the completion date
- the LIV and QN monitor the input of assessment decisions every half term to ensure marking is current
 - Where this is not the case the Head of Centre shall be informed.
- a robust and rigorous internal verification procedure is maintained
- samples are provided as required by the awarding body
- all quality assurance reports are shared amongst staff involved in the delivery of the program and undertake any remedial action required
- BTEC subject areas share good assessment practice
- subject teams and LIVs will review each assignment brief once it has been completed by the learners
- subject teachers will decide when learners are prepared to undertake the assessment as per the assessment plan and ensure that;
 - before starting an assessment, the teacher will ensure that each learner understands the;
 - assessment requirements
 - nature of the evidence they need to produce
 - importance of time management and meeting deadlines
 - once learners are working on assignments which will be submitted for assessment, they work independently to produce and prepare evidence
 - once the learner begins work for the assessment, the teacher will not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the assessment stage
- only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria
- 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
 - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work
- the assessor will not provide feedback or guidance on how to improve the work submitted in order to achieve higher grades
- it may be appropriate for the Lead Internal Verifier or Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment
 - the Lead Internal Verifier will only authorise a resubmission if all the following conditions are met;
 - the learner has met the initial deadline set in the assignment, or has met an agreed deadline extension
 - the teacher judges that the learner is able to provide improved evidence/work 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 the conditions listed above, the Lead Internal Verifier will not authorise a resubmission
 - if the Lead Internal Verifier does authorise a resubmission, it must be recorded on the assessment form
 - if a learner has met the conditions listed above and a resubmission is authorised then the learner will be
 - given a deadline for resubmission within 10 working days of the learner receiving the results of the assessment
 - the 10 working days must be within term time, in the same academic year as the original submission
 - complete the necessary work without further guidance

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Assessment Records

✓ Business Example Assessment Record: acceptable

Programme	BTEC First Award in Business	Learner name	Don Brown
Assignment title	Investigate the Business	Assessor name	Diane Tennant
Unit no. & title	Unit 1: Enterprise in the Business World	Target learning aims	Learning aim A: know how trends and the current business environment may impact on a business
Issue date	9 th January 2014	Submission deadline	9 th February 2014
First submission / resubmission?	First Submission	Date submitted	9 th February 2014
Resubmission authorisation by Lead Internal Verifier*	Joŋin Musson	Date	6 th March 2014

* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

**Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

Target criteria	Criteria achieved? (Yes / No)	Assessment comments
2A.P1	Yes	You have successfully outlined how the business environment impacts on business in your presentation.
2A.P2	Yes	You identified and explained current trends and you explained how their potential impact well in your presentation.
2A.M1	No	You covered the requirements for the Pass criteria, but you haven't sufficiently explained how changes in the current business environment are likely to impact.
2A.M2	No	Though you explained some current trends, you only provided one specific example, which isn't sufficient to meet M2, as detailed in the assignment brief.
2A.D1	No	D1 requires a much more in depth assessment of the current risks, opportunities and trends in the business environment for a startup business. Unfortunately, you didn't develop your evidence enough to achieve this.



**Just one-
Summative Assessment
record sheet
per assignment brief.**

The learner has submitted their assignment on time. This means that the Lead IV may authorise a resubmission.

This is acceptable feedback, as it quotes directly from the assessment criteria. The assessor is not providing specific guidance on how to achieve the criterion, allowing the learner to work independently.

General comments

Well done, Don. You have produced a very clear leaflet and a useful presentation which successfully met the pass requirements. In future powerpoints, you may want to reduce the amount of text on each slide and bullet your main points. Your presentation to the class was clear, concise and made some very interesting points, showing a good basic understanding of the issues.

You have made it clear where your resources and information have come from. However, for future assignments you may want to consider using a range of resources and not just the class text book. At times you have used the wrong their, there or they're, we will pick this up in your next one to one.

All in all this is a very good start for this unit. Keep up the good work!

This feedback is acceptable and is not related to achievement of criteria. It is good practice to provide learners with general feedback that will help improve the quality of work for future assessments.

Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature	Diane Tennant	Date	21.04.14
Learner comments	I enjoyed learning about trends and how they can affect businesses – it's made me think about my own business idea and how it might be affected.		
Learner signature	Don Brown	Date	21.04.14

Appeals Policy

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate
- To protect the interests of all learners and the integrity of the qualification

Student appeals may be made under the following circumstances:

- If the student is dissatisfied with individual assessment outcomes for a unit element or individual performance criteria.
- If the student is dissatisfied with their assessment outcome at the end of the course.
- If the student has any personal circumstances which may have affected his / her ability to complete assignments and meet deadlines.

To meet the above aims and facilitate appeals, The Magna Carta School will:

- Inform the learner at induction, and through the student handbook of the Appeals Policy and procedure
- Have a staged appeals procedure (see below)
- Record, track and validate any appeal.
- Should the student still be dissatisfied with any internal decisions they may request that their appeal be forwarded to the External Verifier of the awarding body.
- Keep appeals records (see Appeals Record Form in appendices) for inspection by the awarding body for a minimum of 3 years
- The Quality Nominee will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

APPEALS PROCEDURE

If a student has any concerns with regards to their individual assignments, the following procedure should be followed:

Stage One

- The student will complete the written request in relation to their appeal and will pass this and speak to the teacher / assessor who has set and marked the assignment, explaining the reason for their concerns within two weeks of receiving their grade
- The teacher/assessor, after considering the explanation, will provide a response with a clear explanation of the decision taken **within 3 working days**
- If the student remains unhappy with the outcome they should proceed to the next stage

Special Cases for Stage 1:

- (1) If cases whereby a student does not wish to speak directly to the subject teacher, the student may speak directly to the Head of Department who in turn can take the concern to the subject teacher on behalf of the student and report back to the student.
- (2) In cases whereby, the Head of Department is the student's teacher / assessor, the student may speak directly to the Quality Nominee (QN) who in turn can take the concern to the subject teacher on behalf of the student and report back to the student.

Stage Two

- Speak to the Head of Department who will address the issue by considering the reason for the appeal from the student and the response of the teacher / assessor
- It will be arranged for the student work to be re-marked by the Lead Internal Verifier or Internal Verifier who will complete this along with their findings to the student alongside the Head of Department **within five working days**
- If the student remains unhappy they may proceed to the next stage of the appeal

Special Case for Stage 2: In cases whereby, the Head of Department is the student's teacher/assessor the matter should be raised with the Quality Nominee (QN) who will ensure the above process is undertaken.

Stage Three

- The Head of Department will forward relevant details to the Quality Nominee who must convene, within 10 working days, a panel comprising; the student, a parent / carer, the subject teacher/assessor, Head of Department, Head of Centre and the him/her self as Quality Nominee.
- The Quality Nominee alongside the Head of Centre will make a decision relating to the appeal and inform all parties **within five working days** of the Appeals Panel meeting. This decision is final.

Stage Four

- The Quality Nominee will forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- A record of the appeals process above will be made available to the examination board as necessary

Internal Appeal Record Form

Student Name: BTEC Qualification: Unit Number:

Teacher / Assessor: Head of Department:

STAGE 1 of Appeal

Student written request for appeal (Completed within two weeks of assignment marking)	
Reason for Appeal (please give full details)	
Date:	
Signatures:	
Student:	Teacher/assessor:
Response from teacher/assessor (within 3 working days)	
Please give full details	
Date:	
Signatures:	
Student:	Teacher/assessor:

I agree / disagree (delete as appropriate) with **Stage 1** of my appeal. Student signature:

.....

Stage 2 of Appeal

Student written request for appeal to Head of Department

Reason for Appeal (please give full details) if different than above

Date:

Signatures:

Student:

Head of Department:

Issued to Lead Internal Verifier / Internal Verifier

Date:

Signatures:

Head of Department:

LIV / IV:

Lead Internal Verifier / Internal Verifier (within 5 working days)

Please give full details of findings:

Date:

Signatures:

LIV / IV:

Student:

Head of Department:

I agree / disagree (delete as appropriate) with **Stage 2** of my appeal. Student signature:

.....

Stage 3 of Appeal

Student written request for appeal to Quality Nominee

Reason for Appeal (please give full details) if different than above

Date:

Signatures:

Student:

Quality Nominee:

Appeal Panel Information (within 10 days)

Date of Panel:

Panel Members:

Student: Parent / Carer:

Teacher / assessor: Head of Department:

Quality Nominee: Head of Centre:

Panel Discussion & Decision

Please give full details of findings:

Date:

Student: Parent / Carer:

Teacher / assessor: Head of Department:

Quality Nominee: Head of Centre:

I agree / disagree (delete as appropriate) with **Stage 2** of my appeal. Student signature:

.....

Stage 4 of Appeal

Student written request for appeal to Exam Board

Reason for Appeal (please give full details) if different than above

Date:

Signatures:

Student:

Quality Nominee:

Quality Nominee has advised Exam Board

Please give full details:

Date:

Signatures:

Quality Nominee:

Assessment Malpractice Policy

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.

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.

To meet the above aims, The Magna Carta School will:

- Seek to avoid potential malpractice by using the induction period and the student 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.
- Investigate the suspected malpractice supported by the Head of Centre and all parties linked to the allegation. It will proceed through the following stages, which will be documented:

1. Suspected malpractice must be reported immediately to Quality Nominee with written documentation and accompanying evidence of the suspected malpractice.
2. The Quality Nominee will speak to the individual(s), who will be invited to respond to the accusation in writing. If the malpractice is in relation to staff the Quality Nominee will speak to the Head of Centre and Pearson prior to speaking to the member of staff in question.
3. The Quality Nominee with the Head of Centre will consider the evidence and come to a decision regarding the suspected malpractice. Additional advice will be sought if necessary from the examining body.
4. The Quality Nominee and Head of Centre will notify the individual suspected of malpractice alongside their parent / carer in the case of a student allegation or alongside a person of their choosing in the case of a staff allegation. At this time the right to appeal will be made clear.

Student Malpractice

Where malpractice is proven, this centre will apply the following penalties / sanctions:

1. Any mark/grade awarded for work in question will be withdrawn and the student will be requested to resubmit with supervision by an agreed date.
2. In cases of severe / deliberate malpractice or repeated malpractice, the individual may be withdrawn from the course

If the Learner disagrees with the decision then the Quality Nominee and/or the Head of Centre, the Quality Nominee will contact Pearson and inform them that the internal malpractice procedure has been exhausted without resolving the issue.

Staff Malpractice

The process the centre will follow if there is an allegation of staff malpractice is as follows;

- Quality Nominee identifies malpractice and immediately informs the Head of Centre and Pearson (via the Regional Quality manager) before questioning the member of staff.
- If the member of staff admits malpractice this is recorded and sanctions are issued at the discretion of the Head of Centre
- If the member of staff denies malpractice the case will be examined by the Head of Centre who makes a judgement based on the evidence.

If the member of staff disagrees with the decision then the Head of Centre will inform Pearson so that an external investigation can be undertaken.

Pearson will be informed of the results of all investigations at the end of the investigation. However, the Quality Nominee and Head of Centre retain the right to inform Pearson (via the Regional Quality manager) sooner should there be enough grounds to believe that the extent of the malpractice is quite significant.

Recognition of Prior Learning Policy (RPL)

Aims:

- Recognition of Prior Learning (RPL) offers learners the opportunity to demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable

Scope:

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

Legislation:

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

Principles to Implement and Develop Policy:

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.
- The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.

Student Entitlement:

- All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Student Responsibilities:

- The student must complete a credit claim form (see appendices), and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;
- The student must consult with the agreed subject specialist in the preparation of his/her evidence.
- Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Teaching Staff's Responsibilities:

- To provide support and encouragement to all students wishing to claim credit for prior learning.
- Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.
- The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.
- The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
- Ensure that the student claiming credit is enrolled for a specific award/qualification.

Recognition of Prior Learning Claim Form (RPL)

CREDIT CLAIM FORM (complete all sections as fully as possible) If you have already registered on a programme you may be eligible for credit from previously acquired qualifications, vocational training and/or learning which is uncertified. If you wish to make a claim for recognition of prior learning please complete this form.

PERSONAL DETAILS

Name:

Address:

Post Code: Telephone:

Programme/Course on which you are registered, or have been accepted at The Magna Carta School;
.....

a) Module(s)/Unit(s) for which credit is claimed:

Course/Module/Unit Code Title

b) Programme learning outcomes/objectives for which credit is claimed if they do not relate to specific individual modules or units of study.

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.....

BASIS FOR CREDIT CLAIM (Attach separate sheets) In this section outline the achievements, experience and previously acquired qualifications and certificates you wish to use as the basis for your claim. You should attach photocopies of supporting documents wherever possible e.g. syllabus outlines, course structures, examination certificates.