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ATHERTON
COMMUNITY SCHOOL

BTEC CENTRE HANDBOOK

Valid to July 2016

Introduction

Welcome to the Atherton Community School BTEC Handbook. This guidance document has been produced owing to the presence of BTEC courses in our Sixth Form programme, to support the staff involved in the planning, delivery and assessment of these courses.

For Atherton Community School to deliver any BTEC qualification we must be an Approved BTEC Centre. As BTEC qualifications do not involve students sitting examinations and work is internally assessed, it is essential that systems and procedures are strictly followed so that necessary documentation is completed accurately and thoroughly.

Each subject area will have an allocated lead IV (OSCA) for the subject area. This person will be responsible for the internal verification of BTEC qualifications in that subject area. The lead IV (OSCA) for each subject will use the internal verification documentation in this booklet.

External Verification ceased from September 2010 and IV policies / procedures / processes are now reviewed at Quality Review and Development (QRD) – the replacement process for Centre Risk Assessment.

It is intended that this document will be used to compliment the materials provided from the examination board and all documents produced internally by the BTEC team.

It is the purpose of this guidance book to provide staff with:

- Information about the processes involved in the planning of BTEC courses
- Information about the assessment of BTEC courses
- Generic documentation which can be used to support the planning, assessment and delivery of BTEC courses

This handbook is reviewed each academic year to reflect any changes to the BTEC courses being offered.

I hope you find this handbook useful and if you have any suggested amendments or additions, please let me know.

Kim Larsen-Taylor

General Information

All members of staff teaching the BTEC qualification will have a copy of this handbook to ensure consistency in approach.

Approval for all BTEC courses is sought by the Examinations Officer via the Edexcelonline facility. This is following consultation at SLT / line management meetings, with teams using departmental meetings to identify courses to be offered in the school. Evidence of approval is stored electronically in the Exam Officer Room. Approval for new courses is completed by the Examinations Officer immediately upon the course being confirmed as an addition to the curriculum by SLT.

All Sixth Form students who are accepted onto BTEC courses meet with the Examinations Officer, Head of Sixth Form or QN (Assistant Principal Assessment) as part of the Sixth Form recruitment process, which ensures the student is aware of what the courses entail and what is required. Students are placed into differentiated pathways which determine the level of BTEC course offered. Students also receive course details via the prospectus and bespoke information sheets.

At the commencement of Sixth Form BTEC courses, students will be introduced to the structure of the BTEC courses in the initial stages of starting their studies before being registered as learners on the course via EDEXCEL online. All students must also sign a 'BTEC Learner Agreement' which documents their commitment to the course. These are distributed and collected by BTEC teams and stored centrally for future reference.

All students are informed about malpractice and information about what malpractice entails is displayed in BTEC classrooms. Any incident of malpractice is reported immediately to the QN.

There is an appeals process in place and information about this is at the back of this handbook. Appeals documentation is stored securely with the Examinations Officer.

After four weeks (beginning of October), students should be securely established on their courses, and at this point, the Examinations Officer requests confirmation from the QN about the BTEC courses which are being delivered. The QN will provide this information and ensure approval is received for all new courses via the Examinations Officer, who will also electronically send a class list for each group to BTEC staff for checking. BTEC staff must CAREFULLY and THOROUGHLY check the list to ensure it is absolutely correct, also checking the registration details for each registered student against the course programme number. Any changes or amendments must be immediately e-mailed to the Examinations Officer and copied to the QN for information.

Registrations will all be processed before November 1st each year.

All BTEC courses have an **IV schedule** for delivery which outlines that units will be taught and when. These schedules show when units will be planned, delivered, assessed and verified.

All internal verification information will be shared with subject teams.

To raise whole-school awareness of BTEC qualifications, Atherton Community School Sixth Form Curriculum information is available for all staff, both on the school website and as a paper format. It includes information about the BTEC courses being delivered and the assessment methods that will be used.

All Atherton Community School assessment and IV procedures meet the BTEC requirements and are adhered to by all staff. These procedures are shared with all BTEC staff as a part of the staff induction process, with sample exemplar documentation shared and discussed to ensure clarification of purpose (appendix 1, 2 and 3).

Staff within programme teams write assignment briefs which are fit for purpose and these are verified by the Lead IV for the subject area before being issued to learners. If the Lead IV is the only member of staff delivering a course, or has written the assignment brief, other BTEC staff within Atherton Community School will be designated to check that each assignment is fit for purpose. All relevant documentation is completed to evidence this process is taking place. Subject teams will comment on the assignment brief (this will act as step one for the IV process and also ensures the team is fully aware of the assignment contents) and then the Lead IV must have 'passed' the accreditation process by Edexcel. These assignment briefs and all IV documentation are then either printed and maintained in an IV file, or saved to the shared area on the IT network, ready for the Quality Review & Development process.

Internally, the deadline for BTEC staff to ensure that the correct certification claims have been passed to the Examinations Officer is 30th June, or the Friday beforehand if this falls on a weekend. The official EDEXEL deadline is 5th July and failure to submit these results on time may result in late certification for students which, in the case of level 3 courses, could result in the loss of conditional offers for university places.

When certificates are received by the Examinations Officer, they are checked against reported results and any anomalies will result in the certificate not being issued.

All Atherton Community School policies and procedures are appropriate and regularly reviewed.

The responsibility for planning and delivering the programme rests with the delivery team and this requires effective communication.

BTEC qualifications are supported by SLT who are updated as required on BTEC issues and progress in SLT meetings.

Information about progression routes for all BTEC courses is provided for students.

When introducing new BTEC qualifications to the curriculum, consideration is given to the GLH suggested by Edexcel.

The BTEC Team in Atherton Community School

BTEC Team:

Kim Larsen- Taylor	BTEC Quality Nominee, Teacher / Lead IV for Media Studies/ Lead IV for Art & Design
Nick Hurst	Examinations Officer
Matt Bold	Teacher/Lead IV Sport
Laura Williams	Teacher/Assessor Sport
James Kelly	Teacher / Assessor /Programme Manager Applied Science, Teacher/Assessor Public Services
Ben Nassau	Teacher / Assessor / Lead IV for Applied Science
Amy Pilling	Teacher / Programme Manager / Assessor for Art & Design
Colin Tilley	Teacher / Programme Manager / Lead IV Business Studies and WorkSkills
Jeanette Bedson	Programme Manager Public Services / Lead IV for Health & Social Care
Julie Lowe	Teacher / Assessor Health & Social Care
Janina Travers	Teacher / Programme Manager for Media Studies

The Quality Nominee (QN)

The Quality Nominee is responsible for maintaining the quality of BTEC qualifications. This includes reviewing the centres' BTEC provision and the effectiveness of quality procedures adopted. The QN is also responsible for ensuring the secure and effective management of programmes.

Edexcel monitors Atherton Community School's quality in planning, delivery, organising and assessing BTECs through the QRD process.

Responsibilities
The Quality Nominee should ensure that BTEC programmes are managed effectively, and actively encourage and promote good practice in your centre. They will be the main person involved with Quality Review and Development in your centre and will liaise directly with the Centre Quality Reviewer.
They will liaise with the appropriate centre and Edexcel staff to ensure that:

- All programmes are approved and registrations are accurate and up to date

- All staff are aware of Edexcel requirements

- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required

- Assessment and internal verification is effective on all Edexcel BTEC and vocational programmes

- Standards Verification is completed successfully

- Edexcel's approval conditions and policy requirements are being implemented consistently and effectively.

Examinations Officer

The Examinations Officer is the person designated by a centre to take responsibility for the correct administration of learners with EDEXCEL.

This person normally acts as the administrator for Edexcel Online, which is our system for facilitating direct access to learner administration.

Responsibilities
- Seek approval to register the centre and all BTEC courses for the school
- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners for the correct programmes, using the feedback from BTEC staff to check that these are the specific titles and versions that learners are following
- Liaise with BTEC staff to check registrations carefully, ensuring that all data is correct and following correct procedures if amendments are required.
- For relevant programmes, give Edexcel Online access to Lead IVs so that they can register on to the OSCA2 system. Ensure that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners.

Programme manager

A programme manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of the BTECs and other Edexcel qualifications within that curriculum area.

For Edexcel BTEC qualifications up to Level 3 and Foundation Learning programmes, the Programme Leader may also act as the Lead Internal Verifier.

Responsibilities
- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to deliver the programmes and units being operated. This includes ensuring that staff have the necessary expertise and, where relevant, qualifications
- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

Lead internal Verifier (Lead IV/OSCA)

A 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 programmes in a Principal Subject Area.

The Lead IV has access to accreditation and should register through the online standardisation system, OSCA2.

The Lead IV should be:
- Someone with the authority to oversee assessment outcomes. Directly involved in the assessment and delivery of a programme, so that they understand the units
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

Responsibilities
- Register with Edexcel through OSCA2 and confirm registration every year
- Undertake induction training through booking on to an event (you'll only need to do this once)
- Complete the accreditation process: practice exercise and assessment exercise (normally only once every three years)
- Make other assessors and verifiers aware of the practice exercise, for example through a team development event
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements
- Sign off the plan and check that it is being followed at suitable points
- Undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work that has been verified to different levels and grades
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Make arrangements for handover to a deputy or replacement if unable to carry out the role.

Tips for Lead Internal Verifiers
1. You will already be using internal assessment and verification records. Check whether the use may need to be adjusted to ensure that the Lead IV input is recorded
2. You don't have to do all internal verification – in fact, your assessment decisions must still be internally verified. We use the term Lead IV to emphasise the importance of proper coordination of internal verification through a single point of contact.
3. You need to allow time for induction – one session – and then four to six hours to fully complete standardisation without rushing. This is all that is new. If completed successfully, it only needs to be done every three years.
4. Read all the instructions for standardisation carefully and do the practice standardisation first; you can then use these materials with the whole team to help you instil a standardised approach to assessment.

Internal Verifiers

Internal verification is the quality assurance system you should use to monitor assessment practice and decisions, ensuring that:
- assessment is consistent across the programme.
- assessment instruments are fit for purpose.
- assessment decisions accurately match learner work to the unit assessment criteria.
- standardisation of assessors takes place.

For relevant programmes, one person will need to be designated as a Lead Internal Verifier and register with Edexcel.

Internal Verifiers (IVs) can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment. Where there is a team of assessors, it is good practice for all assessors to be involved in internally verifying each other. If there is one main person responsible for delivery and assessment, then another person will need to be identified to undertake internal verification.

As an IV, you will:
- check the quality of assessment instruments to ensure they are fit for purpose.
- ensure an effective system of recording learner achievement is in place.
- keep accurate and up-to-date records of the internal verification process.
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable.
- ensure your own assessment decisions are sampled when teaching on the programme.
- ensure that appropriate corrective action is taken where necessary.
- take part in the formal stages of any appeal.

Generic information for all BTEC courses

Unit Checklist for Staff

The checklist below should be used to check and double check that the necessary procedures have been followed and that the correct documentation has been completed and given to the Quality Nominee. These steps must be followed for all units.

Task	Checked
Has the teacher become familiar with the unit specification and requirements?	
Has the teacher completed the 'identified human and physical resources' document for the unit?	
Has the teacher completed the 'Internal Verification Schedule' for the unit?	
Has the teacher saved the Internal Verification Schedule in the relevant folder on the shared area of the IT network?	
Has the teacher written the assignments for the unit?	
Has the assignment been internally verified?	
Has the 'Internal Verifier Checklist' document been completed and saved in the relevant folder on the shared area?	
Has the teacher assessed the work as tasks are completed, using the observation sheet / witness statement if appropriate?	
When finally assessing the work, has the teacher completed the 'BTEC assessment Feedback Form' and attached it to the front of the students work?	
Have the results been recorded and saved to the shared area?	
Has a sample of work been internally verified and has the internal verifier completed the 'Recording sample decisions – BTEC qualifications' document and saved this to the shared area?	
If required, has the assessor responded to IV feedback?	
Has students work been safely stored until it has been externally verified?	

Internal Verification Schedule

This document must be completed for each course being delivered. This is one of the first things we send to Edexcel as part of the SV process. It shows:

- Date when assignment briefs will be handed out
- Date when the assignment will be handed in
- Date for assessment of student work
- Date for internal verification of assessment decisions for respective unit

The electronic template is stored on
RM Staff/BTEC/Admin

BTEC Assessment Plan

	Programme Number & Title		

Unit No & Title	Assignment No & Title	Learning Objective	Assessment Criteria	Hand Out Date	Hand In Date	Assessment Date	IV Sampling Date	Resubmission Assessment Date*	Resubmission IV Sampling Date	Assessor Name	IV Name
Year 1											
Unit 3 Research Techniques for the Creative Media	Assignment 1 - Research2Go	Comprehensively explain the main types, methods and sources of research that can be used in a research project and the main purposes of research undertaken within the creative media industries. Include precise and detailed examples to support.	PMD 1	31/09/14	24/10/2014	03/11/2014	28/10/2014			K.Larsen-Taylor	J. Travers
Unit 3 Research Techniques for the Creative Media	Assignment 2 - Research2Go	Apply research methods and techniques to near professional standards working independently to professional expectations.	PMD 2	17/11/2014	12/01/2015	12/01/2015	14/01/2015			K.Larsen-Taylor	J. Travers
Unit 3 Research Techniques for the Creative Media	Assignment 3 (linked to assignment 2) - Research2Go	Be able to present results of research.	PMD 3	17/11/2014	12/01/2015	12/01/2015	14/01/2015			K.Larsen-Taylor	J. Travers
Unit 18 - Producing Print Based Media	Assignment 1 - Print Based Media Techniques & Technology	Understand print-based media production techniques and technology	PMD 1	26/01/2015	02/02/2015	02/02/2015	04/02/2015			K.Larsen-Taylor	J. Travers
Unit 1 Pre-Production Techniques for the Creative Media	Assignment 1 - 'Research2Go' Magazine Pre-production	Understand requirements for a specific media production	PMD 1	23/02/2015	03/04/2015	13/04/2015	10/04/2015			K.Larsen-Taylor	J. Travers
Unit 18 - Producing Print Based Media	Assignment 2 - (interwoven with Unit 1 above) - ACS Promotions	2 Be able to develop ideas and originate designs for print-based media products	PMD 2	05/05/2015	14/06/2015	16/06/2015	18/06/2015			K.Larsen-Taylor	J. Travers
Unit 1 Pre-Production Techniques for the	Assignment 2 - ACS	Be able to prepare pre-production	PMD 2	24/06/2015	13/07/2015					K.Larsen-Taylor	J. Travers

Assignment Briefs

Internal Verifier Checklist – Assignment Briefs

The electronic template is stored on
staff shared /BTEC/Master IV Documents

Qualification	Unit number and title
BTEC Level 3 Subsidiary Diploma in Creative Media	Unit 3: Research Techniques for the Creative Media Industries – PMD 2 & 3
Learner name	**Assessor name**

Date issued	Hand in deadline	Submitted on
10/11/14	12/01/14	

Assignment title	**'Research2go'**
Scenario	**'Research2Go' has been commissioned to conduct research into a proposal for a new magazine aimed at teenage males. You have been given the commission. The company is interested in broad appeal, but also realises that there may be some niche areas of interest that have yet to be exploited that might become the next big thing.** **You must apply a range of research methods independently in order to research the proposal, before evaluating and summarising your findings in a report as preparation for your presentation pitch to the client.**

To achieve the criteria the evidence must show that the learner is able to:	Task No:
Unit 3: Be able to apply a range of research methods and techniques. To achieve P2, apply research methods and techniques with some assistance. To achieve M2 apply research methods and techniques competently with only occasional assistance. To achieve D2 apply research methods and techniques to near professional standards working independently to professional expectations.	1
Unit 3: Be able to present results of research. To achieve P3, present results of research. To achieve M3 present results of research competently. To achieve D3 present results of research to near-professional standards.	2 & 3

Learner declaration
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. Learner signature: Date:

Assignment brief

Qualification	BTEC Level 3 Subsidiary Diploma in Creative Media
Unit number and title	Unit 3: Research Techniques for the Creative Media Industries – PMD 2 & 3
Assessor name	
Date issued	10/11/14
Hand in deadline	12/01/14

Assignment title	'Research2go'

Scenario

'Research2Go' has been commissioned to conduct research into a proposal for a new magazine aimed at teenage males. You have been given the commission. The company is interested in broad appeal, but also realises that there may be some niche areas of interest that have yet to be exploited that might become the next big thing.

You must apply a range of research methods independently in order to research the viability of this new magazine, before evaluating and summarising your findings and recommendations in a report as preparation for your presentation pitch to the client.

Task 1

Using the skills you developed in assignment 1, you need to undertake and apply extensive and independent research, looking beyond the obvious sources of information; i.e. the internet.

Commence your task by generating a research proposal plan; then conduct a range of secondary and primary research, ensuring you explore a substantial array of qualitative and quantitative information.

Collate your research materials, ensuring they are focused on the scenario provided. Then analyse this information, drawing conclusions and evaluating the effectiveness of various research methods over another for a specific purpose.

Summarise your findings in your report in preparation for your pitch. Remember to ensure all materials are correctly referenced in order to highlight your professionalism.

Suggested content:

Secondary research: quantitative research, e.g. readership circulation figures, hits on a website, box office figures; qualitative research, e.g. reviews, fanzine websites, attitudes to media products, responses to news coverage, responses to advertising campaigns, searching internet forums.
Primary research: quantitative research, e.g. questionnaires, surveys; qualitative research, e.g. interviews (face-to-face, telephone, email), focus groups, participation in internet forums, audience panels; self-generated, e.g. observations, own video, audio or photographic records of events
Audience research: audience classification (socio-economic, geodemographic, psychographic, ethnographic, age, gender, sexual orientation, occupation, education); media preferences; product preferences; buying patterns
Market research: product market; competition; competitor analysis; advertising placement; advertising effectiveness
Production research: content; resources, e.g. personnel, talent, finance, suppliers, facilities, locations, logistical support; costs; viability; placement, e.g. publication, broadcast, webcast, podcast, audience

Interpreting results: collate; evaluate; summarise

This provides evidence for Unit 3: P2, M2, D2

Milestone deadline: 01/12/14

Task 2

Once your report has been signed off by your tutor, you will need to prepare a presentation to pitch your findings to the client of 'Research2Go'.

You will need to select an appropriate format to present your ideas, and you must include highly relevant information from your report; including supporting materials such as webpages, screen shots, clipart, graphs and charts – all of which must be explicitly linked to the content of your pitch. If creating a slide show, ensure it is structured and fluent, transitions being used to support flow rather than being a distraction from it.

You may also wish to create a hand-out for the audience that outlines the ideas in your presentation.

You will need to prepare a script or some cue cards to use during your presentation to ensure you know what you are saying and when.

Specific content:
Proposal: outline of idea; costs; requirements, e.g. locations, talent, crew; audience; USP (unique selling point)
Technology: presentation software, e.g. PowerPoint, Keynote, Google Presentation, SlideRocket, Adobe Acrobat; slide design; transitions; visual aids, e.g. animations, video clips, audio clips, clip art, charts, graphs, screen shots, web pages; copyright issues
Content: procedures; data; findings; conclusions; proposals.
Quotation and reference: bibliography styles, e.g. Harvard; footnotes; acknowledgements; credits; appendices; acknowledgement of copyright material, e.g. print, film, video, audio, photographs, published letters; disclaimers.

This provides evidence for Unit 3: P3, M3, D3

Milestone deadline: 18/12/14

Task 3

During you presentation, you must present your concept to the client clearly and persuasively in order to highlight the findings of your research. Ensure you utilise a wide range of appropriate vocabulary, both in general and using technical terms accurately. Use an appropriate register for your audience and purpose. Be prepared to respond fully to questions in order to evidence your listening skills.

At the end of your pitch, you must hand in all copies of your work for your tutor to assess.

Specific Content:

Address: clarity of voice; tone of voice; register, e.g. authoritative, humorous; clarity of expression; use of technical language; maintaining engagement, e.g. eye contact, reinforcement of points, reference to screen.

Format: written report; oral presentation, e.g. individual, group, PowerPoint, overhead transparencies, multimedia, video diary, audio diary; illustration, e.g. graphs, pie charts, bar charts, graphics, video clips, audio clips
Content: procedures; data; findings; conclusions; proposals.
Quotation and reference: bibliography styles, e.g. Harvard; footnotes; acknowledgements; credits;

appendices; acknowledgement of copyright material, e.g. print, film, video, audio, photographs, published letters; disclaimers.

This provides evidence for Unit 3: P3, M3, D3

Milestone deadline: 12/01/14

Evidence checklist	
[Summarise evidence required, e.g. 'leaflet', 'presentation notes' etc.]	[tick boxes]
Research proposal plan	
Evidence of independent qualitative research e.g. focus groups, interviews.	
Evidence of independent quantitative research e.g. questionnaires, surveys.	
Written report and bibliography.	
Pitch presentation materials (PPT or other format used)	
Pitch cue cards/script and hand-outs (if used)	
Tutor observation record for the pitch	
Video/audio recording of the pitch	

Sources of information

Books:
- Bateman. A, et. Al, *Media Studies The Essential Introduction*, (Routledge, 2011)

- Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010)

- Berger. A, *Media Research Techniques*, (Sage, 1998)

- Bennett. J, *Media Studies AS & A2* (Pearson Education, 2005).

- Bertrand I and Hughes P – *Media Research Methods: Audiences, Institutions, Texts* (Palgrave Macmillan, 2004)

- Malkin, F, et. Al, *All Talk*, (Howitt LTD 2011)

- Condrill, J and Bough, B – *101 Ways to Improve Your Communication Skills Instantly* (GoalMinds Inc, 1999)

- Connell, B, *Exploring the Media, (*Auteur, 2010)

- Hall. K & Holmes. P, *Media Studies AS & A2*, (Pearson Longman, 2008)

- Kindem G and Musburger R – I*ntroduction to Media Production: From Analog to Digital*, 4th Edition (Focal Press, 2009)

- Stewart. C, et. Al, *Media and Meaning an introduction*, (BFI, 2005)

Websites & Journals:
- www.abc.org.uk
- www.Natmags.co.uk
- www.alertnet.org/aletnet.nsf
- www.archive.org/
- www.businessballs.com
- www.guardian.co.uk
- www.NRS.co.uk www.rcuk.ac.uk/
- www.red3d.com/cwr/games
- www.research.scea.com
- www.research-live.com/
- www.ofcom.org.uk
- https://www.gov.uk/service-manual/user-centred-design/user-research#product-research
- http://media.edusites.co.uk/ (Username: SALFCA Password: media1)
- www.slideshare.net
- https://mediafort.wordpress.com/category/audiences/
- www.bbc.co.uk/keyskills
- www.learndirect.co.uk
- www.mindtools.com

This document is completed by the IV when verifying assignment briefs.
It is completed for *every* assignment brief verified.

The electronic template is stored on
staff shared /BTEC/Master IV Documents

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INTERNAL VERIFICATION – ASSIGNMENT BRIEF

Programme title			
Assessor		**Internal Verifier**	
Unit		**Learning Aim(s)**	
Assignment title			

Is this assignment an authorised assignment brief published by Pearson? If so, has it been amended by the centre in any way? Give details.

INTERNAL VERIFIER CHECKLIST		**Comments**
Is this assignment for whole or part of a unit?		
Are accurate programme details shown?		
Are accurate unit details shown?		
Is a clear deadline for assessment given?		
Are the learning aim(s) and assessment criteria to be addressed listed?		
Does each task show which learning aim is being addressed?		
Does each task provide full coverage of the targeted learning aim?		
Is it clear what evidence the learner needs to generate?		
Are the activities appropriate?		
Is there a scenario or vocational context?		
Is the language and presentation appropriate?		
Is the timescale for the assignment appropriate?		
Overall, is the assignment fit for purpose?		

*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken on Page 2.

Assessor signature		**Date**	
Internal Verifier signature		**Date**	
Lead Internal Verifier signature (if required)		**Date**	

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Action required:		

Action taken:		

Assessor signature		**Date**	
Internal Verifier signature		**Date**	
Lead Internal Verifier signature (if required)		**Date**	

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BTEC Assessment

This document shows all the assessment methods that can be used when assessing BTEC qualifications

The electronic template is stored on
staff shared/ BTEC/admin/template

BTEC Assessment

Types of assessment methods include:

- Observation
- Question and answer
- Role play
- Essay
- Exercise and demonstrations
- Practical work
- Discussion
- Case study and project
- Seminars
- Handouts and worksheets
- Presentations
- Time-constrained tests
- Formal Examination
- Peer assessment
- Self-assessment

Types of assessment evidence include:

Paper-based
- Notes
- Reports
- Completed handouts and worksheets
- Learning journals/diaries
- Time constrained tests
- Completed assignments
- Case study
- Formal examination scripts
- Print-outs
- Tutor observation sheets
- Question and answer scripts

Non-paper-based
- Practical exercises and demonstrations
- Performance
- Video and tapes
- Artifacts
- Photographs
- Drawings and paintings
- Disks, CD ROMs and other media
- Web pages

BTEC Assessment Feedback Form

Such documents are used to evidence continuous assessment of BTEC qualifications. It records students' progress and students' achievement and is completed by the teacher. This document is completed for each assignment in each unit of work and is attached to the front of students' work. An example is given on the next page

ASSESSMENT RECORD SHEET

Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted assessment criteria	
Issue date		Submission deadline	
First submission / resubmission?*		Date submitted	
Resubmission authorisation by Lead Internal Verifier*		Date	

* 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.

Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments

General comments	

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		Date	
Learner comments			
Learner signature		Date	

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Recording Sampling Decisions

These documents are completed by the Internal Verifier who is sampling students work.
These documents show if the Internal Verifier agrees with the assessor's decisions

The electronic template is stored on
staff shared/BTEC/Master IV Documents

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BTEC

INTERNAL VERIFICATION – ASSESSMENT DECISIONS			
Programme title			
Assessor		**Internal Verifier**	
Unit(s)			
Assignment title			
Learner's name			
First submission / resubmission? (Only one resubmission allowed, authorised by Lead Internal Verifier)		First	

List which assessment and grading criteria the assessor has awarded.	**Pass**	**Merit**	**Distinction**

INTERNAL VERIFIER CHECKLIST		Comments
Have the learner and assessor confirmed the authenticity of the evidence?	Y/N	
Do the assessment criteria awarded match those targeted by the brief?	Y/N	
Has the work been assessed accurately?	Y/N	
Does the assessment feedback to the learner: • Link to relevant assessment criteria? • Justify each assessment criterion awarded?	Y/N	
Does the assessment decision need amending?	Y/N	

Assessor signature		**Date**	
Internal Verifier signature		**Date**	
Lead Internal Verifier signature (if required)		**Date**	

Confirm action completed			
Remedial action taken			
Assessor signature		**Date**	
Internal Verifier signature		**Date**	
Lead Internal Verifier signature (if required)		**Date**	

Atherton Community School

Internal Appeal Record Form

These documents contain information about appeals which can be made by assessors and learners. The documents contain information about the three stages of appeal.

The electronic template is stored on staff shared/ BTEC/admin/template or can be requested from our QN (K. Larsen-Taylor)

INTERNAL APPEAL RECORD FORM

BTEC Qualification: Unit number:

Student: Assessor:

Internal Verifier: Senior Manager:

Reason for Appeal (please give full details)	Outcome (Response within 5 working days)
Date:	Date: Student Signature: IV Signature: Senior Manager Signature:

I confirm that I have received and read a copy of this internal appeal record form.

Name of Head of Centre: Date:

Signature:

INTERNAL APPEAL RECORD FORM

BTEC Qualification: Unit number:

Student: Assessor:

Internal Verifier: Senior Manager:

Stage One (Unit Assessor)	Response within 5 working days
Reason for Appeal (please give full details): Date:	Outcome: Date: Student Signature: IV Signature: Senior Manager Signature:

I agree/disagree with the outcome of Stage One of the appeal.

Student Signature:

Stage Two (Internal review)	Response within 5 working days
Reason for Appeal (please give full details): Date:	Outcome: Date: Student Signature: IV Signature: Senior Manager Signature:

I agree/disagree with the outcome of Stage Two of the appeal.

Student Signature:

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Stage Three (Senior manager)	Response within 5 working days
Please enter here the reason for disagreement with outcome of second stage of appeal: Date:	Outcome: Date: Student Signature: IV Signature: Senior Manager Signature:

Signature of Head of Centre:

Date:

INTERNAL APPEAL PROCEDURES – GUIDANCE

- Must be written

- Students must be informed about the appeals procedure and have access to a copy of the written procedure

- A member of the Senior Management Team should be responsible for the management of internal appeals and their outcome

- Appeals should be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)

- It is recommended that there is a clear timescale in terms of the student getting a response to the appeal

- Students should be allowed representation by a parent/guardian/friend if requested

- Written records of all appeals must be kept by the centre including the outcome of the appeal and reasons for the outcome

- A copy of the appeals record must be given to the student

- Edexcel must be informed by the centre if any outcome of an appeal has implications for the conduct of assessments of the of the issue of the results at the centre

- Full details of any appeal must be made available to Edexcel on request

APPEALS BY CANDIDATES

Atherton Community School should provide fair assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes:

- A formal system of recording appeals
- Prompt responses within clearly stated times
- Stages that give all parties the opportunity to put their case
- Clear outcomes at each stage
- Constructive feedback to you, the candidate

The Appeals Procedure has three stages

Stage 1   Assessor and Candidate

If you disagree with an assessment you must discuss your reasons with the assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look again at what you did for your assessment. He or she must then give you an immediate response, which must be;

a) a clear explanation backed up in writing of the assessment decision and
b) a new decision or confirmation of the original decision

If you agree with the assessor's response then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to Stage 2.

Stage 2   Internal Verifier

If you are still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

a) the original assessment record and candidate's evidence where appropriate
b) the written explanation and confirmation of the assessment decision.

The Internal Verifier will reconsider the assessment decision taking into account the following:-

a) The candidate's reason for appeal
b) The candidate's evidence and associated records
c) The assessor's reason for the decision
d) The opinion of another assessor from the centre

The Internal Verifier will then give you the reconsidered decision in writing within 5 working days of receiving the appeal.

You must tell the Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

Stage 3   **Senior Management**

If you are still dissatisfied with the decision after Stage 2 you have the right to appeal to x (examinations officer or senior management)

The Internal Verifier who acted at Stage 2 will pass the following details to x (examinations officer or senior management) within 24 hours of reaching Stage 3:

a) the written explanation and confirmation of the assessment decision
b) assessment comments of the Internal Verifier
c) any written comments of the Internal Verifier

You will be asked if you wish to speak to the Senior Manager, or you may be represented by a parent, guardian or friend or make a written submission. The assessor who made the original decision will be asked to meet the Senior Manager to answer any questions.

The matter will be discussed in private at Senior Management level and the decision will be given to you in writing within 5 working days of the meeting. At the same time the decision will also be given to the assessor, recorded and kept with all documents relating to the appeal.

These records should be retained and made available to Edexcel if necessary.

The decision made at Stage 3 is FINAL.

Candidate's Signature:_____

Programme Leader's Signature:_____

Malpractice

This document is taken directly from the Edexcel website and gives information on malpractice for learners.

Attention all BTEC Students

Please be aware of the following information regarding malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by the examination board. Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off work as learners own

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learners work

- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment

- Fabrication of results/evidence (for example when carrying out a survey)

- Failing to abide by the instructions or advice of an assessor

- Misuse of assessment and/or examination material

- Use of unauthorised material

- Obtaining, receiving, exchanging or passing on information which could be assessment related

- Behaving in such a way to undermine the integrity of any assessment

- The alteration of any results document, including certificates

- Cheating

Internal Verification Policy

Aim:

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

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

Registration & Certification Policy

Aim:

To register individual learners to the correct programme within agreed timescales.

To claim valid learner certificates within agreed timescales.

To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:
• Register each learner within the awarding body requirements.
• Provide a mechanism for programme teams to check the accuracy of learner registrations.
• Make each learner aware of their registration status.
• Inform the awarding body of withdrawals, transfers or changes to learner details.
• Ensure that certificate claims are timely and based solely on internally verified assessment records.
• Audit certificate claims made to the awarding body.
• Audit the certificates received from the awarding body to ensure accuracy and completeness.
• Keep all records safely and securely for three years post certification.

Assessment Policy

Aim:
- 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.

In order to do this, the centre will:
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

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Issue 1, May 2014
Review Date; September 2016
Reviewer; Quality Nominee

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Level 3 BTEC Appeals Procedure

Candidates have the right to appeal against the decision of an assessor if they feel:

- They have been discriminated against
- They feel the assessment procedures haven't been fairly carried out
- They feel the centre prevented completion of performance against competence by reason of its policies, procedures or practices

Appeals procedure

- The candidate must discuss with the assessor the reasons why they feel they want to appeal against the decision. The assessor will at this point log why the candidate wishes to appeal.

- The subject leader and internal verifier must then be notified and decision discussed with the assessor, a solution would then need to be found either through another assessment or moderation of any work.

- If the above procedures do not resolve the problem, the candidate must appeal in writing, stating the details of the complaint and the reasons for the appeal, within seven days of receiving an Assessment recommendation, to the Director of Sixth Form (or in the event of an appeal against the Director of Sixth Form, to the Principal), and within 30 days of a final examination result being issued.

- There will then be an opportunity for the teacher(s) concerned in making the assessment, which is the subject of the appeal, to see a copy of the appeal and to respond to this in writing, with a copy sent to the candidate. This should happen within 14 days of the appeal being made to a Senior Manager.

- If the candidate is not happy with the written response they have received the next step in the procedure will be to offer the candidate a personal hearing. The candidate will be given 7 days' notice of the hearing date; they should have sight of all relevant documents (e.g. the marks given, the assessment made) to the case in advance of the hearing. Where a candidate is presenting their own case they will have the opportunity to be accompanied by a single friend/carer. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.

- The appeals panel should include a Senior Manager and another independent person, whether another member of staff or an individual like a governor.

- A written record of all appeals should be kept by the Examinations Officer and this record should include the outcome of an appeal and the reasons for that outcome. A copy should be sent to the candidate within 1 week.

- Any changes to an internally assessed mark as a result of an appeal should also be sent to the Awarding Body, also within one week.

- Candidates must be made aware that they would be responsible for any costs incurred during this process.

ATHERTON COMMUNITY SCHOOL POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Atherton Community School is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills

- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification

- the consistency of the internal assessment is secured through internal standardisation as necessary

- Staff responsible for internal standardisation attend any compulsory training sessions

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the school concerning the internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does <u>not</u> apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used

- the parent or guardian must make the appeal in writing to the school's Examinations Officer at least two weeks before the date of the last externally assessed paper of the series

- the enquiry into the internal process will normally be led by either the Examinations Officer or the Principal of the school, provided that neither has played any part in the original internal assessment process

- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'

The appellant will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;

- any steps taken to further protect the interest of the candidates.

Enquiries About Results (Re-marks)

In cases of 'Enquiries About Results', where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside ACS's control will not be considered in the ACS's appeals procedure.

Mrs Elizabeth Haddock
Principal
Atherton Community School

Evaluation and Feedback on the Courses/ Delivery

Throughout the course you have the opportunity to comment on how the course is going for you. You might want to comment in general or about something more specific. Remember this is about the course and the content of the course not how your teacher has dealt with your behaviour.

Any comments you make will help us to improve how we run the course for you.

This can happen in any of three ways:

1. You can speak to you teachers during lessons or at any other time outside of lessons about your work and your progress.

2. You can make a written comment on the Assessment Feedback Sheet (explained in the Assessment Feedback section) that your teacher completes when they return marked work to you.

3. You can complete a student voice questionnaire 3 times during the course. Here you can write a more detailed comment about the work you have produced, the learning experiences you have had, or how you have progressed in a particular unit of the course. This will help us to make sure that improvements can be made in the running of the BTEC courses going forward.

Student Voice Questionnaire

Name	
Course	
Term (Autumn/Spring/Summer)	

This Student Voice questionnaire aims to explore your views about the quality of Teaching and Learning in BTEC Subjects. Your views and opinions are central to all the decisions we make as Teachers to ensure you achieve the very best during your time in school.

There are fifteen statements which provide five multiple choice options – please circle one option for each statement. There is an opportunity for you to write any comments or feedback at the end of this questionnaire. Thank you for taking the time to complete this questionnaire.

Q1. I always know what I am meant to be learning in my BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q2. My Teacher always shares and explains the objectives in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q3. I know my target grade / level and what I must achieve to progress in BTEC.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q4. My Teacher gives me targets that make me want to do better in my BTEC.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q5. My work in BTEC is regularly marked which encourages me to improve.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q6. I am encouraged by my Teacher to work independently in BTEC.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q7. I usually find work and activities in my BTEC interesting and exciting.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q8.   My Teacher does new and interesting things to help me progress in my BTEC

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q9.   I regularly feel challenged to try new things in BTEC to progress further.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q10.   I receive regular homework from BTEC lessons that is varied / challenging.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q11.   My homework in BTEC is regularly marked and given back with feedback.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q12.   In BTEC lessons I can learn well because other students behave sensibly.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q13.   I always know when I have done well and achieved in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q14.   In BTEC lessons I feel I am expected and supported to do my best.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Q15.   I receive regular information about how well I am doing in BTEC lessons.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Optional Comments / Feedback