



# New-Bridge Integrated College

## BTEC/Vocational Policy 2024/25

Reviewed and updated annually.

Produced/Reviewed by	
H Harbinson / J McKeown	
Date of next review	Sept 2025

## **Key staff involved in BTEC/Vocational Policy**

<b>Role</b>	<b>Name(s)</b>
Principal	Mrs A Anderson
Vice- Principal/QN	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
Lead IVs	Assigned
Internal Verifiers	Assigned
Assessors	Assigned

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**New-Bridge Integrated College**  
**BTEC/VOCATIONAL POLICIES & PROCEDURES**

**RATIONALE**

The purpose of this document is to ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies. This document is to be used in conjunction with New-Bridge Integrated College examinations policy and a range of guidance available at the Edexcel website.

**Policy Aims**

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that New-Bridge Integrated College has in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

- qualification approvals are accurate and timely and reflective of a centre delivery.
- the centre continues to meet all Qualification Approval criteria for each qualification.
- adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

**BTEC- Registration & Certification**

Registration and Certification

Aim:

- Ensure Pearson Edexcel programme approval is completed in advance of a course commencing at the beginning of an academic year.
- To register all Individual learners to the correct programme by the published exam board deadlines.
- To claim all valid learner certificates by the published Pearson Edexcel deadlines.
- To have an accurate verifiable audit trail to ensure that individual learner registration and certificate claims can be tracked to the certificate which is issued to the learner.

In order to complete the above aims, New-Bridge Integrated College will:

- Register each learner adhering to Pearson's requirements.
- Provide a checking method for each head of department to check the accuracy of learner registrations.
- Make each learner aware of the programme they have been registered on.
- Inform Pearson of any learner withdrawals, transfers, or changes to learner details
- Ensure certificate claims are made at the appropriate time and only when all verifications are complete and approved.
- Keep a trail of all certificate claims made on behalf of a learner.
- Complete a thorough check of all certificates received from Pearson, checking all units listed on the certificates are the correct units and the correct level has been claimed for. This will include the overall award claimed if applicable.
- Keep all records securely for three years from certification.

## **Procedures to complete Registration and Certification**

The Exams Officer will contact all heads of department before the end of the summer term to request information on any new BTEC/Vocational courses being offered for the next academic year.

If there are any new courses an application will be made to Pearson for approval to teach the course before the end of the summer term. All paperwork will be completed as required, signed off by the head of centre and sent to Pearson.

Once approval is granted a copy of the approval is printed and kept on file in the exam's office and the head of department is informed in readiness for the new academic year.

To make all necessary learner registrations in September base data is obtained from Edexcel online for all approved courses for this centre. A registration marksheet on SIMs for each class and department head is prepared including all learners associated to that class.

- The head of department then co-ordinates with all teachers of that course to check that everybody in the class is registered.
- The marksheet(s) are then completed and passed back to the Exams officer to make the registrations through the SIMS Examination system.
- Once that is completed a final checklist is prepared and passed back to the heads of department with a copy of their initial registrations provided in order for them to cross check that everybody has been included in the class.
- Final checks are signed and dated by the head of department and returned to exam's office
- A registration submission file is then prepared by the exams officer and sent via A2C to Pearson by the deadline for registrations. The deadline information is obtained from the Pearson Information manual within the key dates section. Internal deadline is before October half term.

Learners in each class are then informed that they are registered for the course.

As a new starter joins the school (part way through the academic year) in year 11 to 14 the exams officer is informed and can check which classes they are allocated and whether a late registration is necessary for that learner.

All heads of department are informed of the internal deadline that all unit claims need to be completed on Edexcel online.

The exams officer makes an agreeable date to sit with the head of department to complete all unit claims for the learners. This is usually early to mid-July.

At this point a record of all learners' units and grades achieved is kept by the exams officer for checking against certificates as they arrive. Edexcel online is also used to double check all unit information submitted to see any possible errors.

The record of certificates is signed and dated upon receipt after checking and kept for three years from certification.

If a learner needs to transfer between courses once registered, Mr Thompson – SLT (the data manager) informs the exams officer that they have changed courses, and the exams officer will complete the transfer through Edexcel online. A copy of the request is printed and kept on file with all other registration information.

If a learner leaves the school before completion of the course the exams officer is informed by reception when the learner has started at their new school. Completed units are claimed for through Edexcel online as a “fallback” learner. This ensures that the learner receives any certificates for completed units. If the learner is going to continue with the same course at their new school, the new school can contact the exams officer and ask for their registration to be transferred to them. A record is kept of this process.

## **Assessment**

Aim: -

- To ensure that assessment is valid, reliable and does not advantage or disadvantage any learner(s)
- To ensure that the assessment procedure used is transparent, fair, free from bias and to national standards as per specification from Pearson
- To ensure there is accurate and detailed recording of assessment decisions

In order to complete the above aims New-Bridge Integrated College will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment purposes.
- Produce a clear and accurate assessment plan at the start of the programme / academic year
- Provide clear, published dates for hand outs of assignments and deadlines for assessment
- Assess learner’s evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC/Vocational assessment requirements and guidance
- 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
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/ external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC/Vocational programme teams
- Ensure that BTEC/Vocational assessment methodology and the role of the assessor are understood by all BTEC/Vocational staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

## **Procedures for assessment**

Staff follow the assessment procedure as laid down by BTEC/Vocational. LIV to take OSCA training and share with their team to ensure standardisation. LIV working with their subject team complete & up-date assessment plans. These are sent to the QN for checking. Changes to the assessment plan are also confirmed with the QN.

Assessment plans to contain the following:

- who is assessing each unit/component and when assessment is expected to be completed
- who is internally verifying the assessment decisions and when internal verification is expected to be completed

- Planned resubmission opportunities and internal verification dates for resubmission.

Submission dates shared with learners when assignments are handed out.

Assignments submitted by submission date with dated declaration of authenticity. Learners who do not meet the deadline, especially due to current extenuating circumstances can apply for a submission or an extension will be agreed in advance. Work handed in by the agreed extension date to be marked and grade awarded.

### **Resubmission/ retakes**

If an assignment does not achieve all the grades and the teacher believes the learner can improve their work without further guidance, then a resubmission date will be agreed. Work will be remarked, and a grade awarded if the deadline has been met and learner has met the grade claimed – if the learner fails to meet the resubmission date, then the original grade to be awarded.

### **Assignment design / Assignment brief**

Staff to use authorised assignment briefs or can adapt or write their own but they must use the following process:

- The scenario used should link to the local area or topic relevant to your learners.
- The assignment must work together as a coherent whole.
- All assignment briefs whether authorised or a revised brief must be internally verified or checked through the assignment checking service.

### **Assessment plans**

Assessment plans to be written by LIV with team to agree submission & IV dates. All assessment plans to be sent to the QN for checking. Amendments to assessment plans to be agreed with the QN all assessment plans should contain the following:

- Who is assessing each unit/component and when assessment is expected to be completed.
- Who is internally verifying the assessment decisions and when internal verification is expected to be completed.
- Planned resubmission opportunities and internal verification dates for resubmission.

### **Assessment recording/ tracking for learners**

Staff to prepare assessment tracking to record all assessment activities for the qualification on a unit by-unit basis, at criteria level. This can be done using BTEC/Vocational /myBTEC or Pearsons templates document Progress should be tracked according to what each learner has achieved and what still has to be done.

### **Staff roles and responsibilities for each process**

Quality Nominee:

- Be the main point of contact for Pearson/quality assurance
- Initial point of contact for the Standards Verifier
- Work with centre staff to ensure that Standards Verification can take place.
- Monitor and support the programme teams
- Liaise with exams officer and head of centre

### Lead Internal Verifiers:

- Responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
- Register through the online standardisation system, OSCA, each year.
- Ensure staff complete standardisation exercises
- Attend half termly meeting with QN to discuss progress of learners, concerns and confirm procedures are being followed.
- Provide evidence of programme management of BTEC/Vocational in their subject area (e.g. programme files, live quality assurance documentation).
- Ensure that all assessment and verification records are available for scrutiny by Pearson with learner work
- Ensure they can confirm learner work is authentic and valid.
- Responsible for authorising resubmissions fairly and consistently.

### Internal verifiers:

- Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- If requested attend the Quality Management Review meeting to provide evidence on how centre procedures are implemented
- Ensure documentation is up-to-date and available for QN Assessors:
- Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.
- Provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards

### Key dates and actions

Deadlines to be communicated to learners at the beginning of each learning aim. These deadlines will be added to school assessment calendar and added to the website. Soft and hard deadlines will be communicated with Assessor, LIV, QN and exam officer of registration, sampling submission dates and claim dates. Also added to staff calendar.

### Internal verification.

- To ensure there is an accredited Lead Internal verifier in each principal subject area (BTEC/Vocational entry level 1- Level 3)
  - To ensure that 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.
- In order to complete the above aims, New-Bridge Integrated College will:
- Where required by the qualification, a lead internal verifier will be appointed for each subject area, they will be registered with Pearson and will complete all necessary standardisation processes

- Each Lead Internal Verifier oversees effective internal verification systems in their subject area.
- Staff are briefed and trained in the requirements for current Internal verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardise Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal verification documentation schedule, linked to assessment plans is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

All assessment plans to contain the following:

- who is assessing each unit/component and when assessment is expected to be completed
- who is internally verifying the assessment decisions and when internal verification is expected to be completed
- planned resubmission opportunities and internal verification dates for resubmission

### **LIV (Lead Internal Verifier) registration**

- LIV registration to be completed by deadline date. This will typically take place at the start of the academic year.
- QN to check registration has taken place

### **OSCA (Online Standardisation of Centre Assessors) accreditation/standardisation activities**

- Staff to undertake standardisation activities
- LIV to provide evidence to QN that standardisation activities have taken place

### **Staff briefing/ annual updating:**

- Programme teams have dedicated time at the beginning of the academic year to discuss and update assessment plans and assignments being used
- Programme teams have regular calendared meetings to discuss progress of students especially in light of current Covid situation. If students have been unable to engage in online learning extensions to deadlines are discussed
- QN & LIV have regular calendared meetings.

### **IV of assignments**

- IV of assignments to be undertaken by LIV/IV depending on who has written them
- QN to receive confirmation this process has taken place
- Records that IV of assignments has taken place

### **Standards of verification (entry to level 3)/ Monitoring and review**

- QN to liaise with SV and pass on relevant information to the LIV different programmes
- QN to ensure LIV's are aware of key dates



- QN to ensure LIV's are aware of the units and learners to be sampled and when work should be submitted by
  - QN to ensure staff have support to submit work electronically if required.
  - LIV to ensure the sample requested includes the following: -
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- Assignment Briefs
    - All assignment briefs used to generate learner evidence for the units/components selected for sampling.
    - If an Authorised Assignment Brief has been used, then confirmation is needed if this has been used 'off the shelf' or has been adapted.
    - Internal verification documentation for the assignment brief.
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- Learner Evidence and Assessment Records
    - Completed unit/component of learner work.
    - Assessment decisions for the learner work and related assessment record showing Assessor feedback.
    - Signed and dated declaration of authenticity by the learner (this is accepted in an electronic format)
    - Confirmation from the Assessor that the evidence is authentic and is the learner's own work.
    - Learner consent form
    - Internal verification documentation relating to the assessment decisions where this activity has taken place for the learner.
    - The Lead Internal Verifier declaration
    - Evidence of Employer Involvement in line with any approved adaptation requirements, where applicable.
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- Where a resubmission opportunity has been approved for a learner:
    - Signed and dated authorisation from the Lead Internal Verifier, showing the resubmission deadline and any conditions that were put in place e.g. to prevent collusion.
    - Initial assessment record
    - Original and resubmitted learner evidence with a signed and dated declaration of authenticity from the learner
    - Assessment records for the resubmission
    - Confirmation from the Assessor that the resubmitted evidence is authentic and the learner's own work.

## **Staff roles and responsibilities for each process**

### **Quality Nominee:**

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- Ensure that all assessment and verification records are available for scrutiny by Pearson with learner work,
- Ensure they can confirm learner work is authentic and valid.
- Responsible for authorising resubmissions fairly and consistently. Internal verifiers
- Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- If requested attend the Quality Management Review meeting to provide evidence on how centre procedures are implemented. • Ensure documentation is up-to-date and available for QN.

#### Assessors:

- Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.
- Provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards