



Woodhey High School BTEC First/Tech Level 1 & 2 Qualifications 2022/2023

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Reviewed by: Clare Dewhurst (Exams Officer) Approved by: Lisa Dobson (Deputy Head Teacher)	
Date of next review	October 2023

Key staff involved in the policy

Role	Name(s)
Head of Centre	Dean Watson
Senior Leader(s)	Lisa Dobson (Deputy Head Teacher), Gary Holden (Assistant Head Teacher)
Internal Verifier	Adam Downing, Jennifer Hill
BTEC Teachers	Bethan Walton, David Tweddle, Jennifer Hill
Exams Officer	Clare Dewhurst
Data and Examinations Manager	Tracey Cardus

This document includes the following policies:

- Registration and Certification
- Assessment and Internal Verification
- Distance and/or Blended Learning
- Plagiarism and Assessment Malpractice • Appeals and Complaints • Consortia/ Collaborative arrangements policy & operational procedures (if appropriate).

Mr Downing is the Quality Nominee and oversees the processes for Quality Assurance:

The role of the Quality Nominee is to:

- ensure the accuracy of centre programme listings, monitor approvals (including expiry dates) and inform BTEC Operations, using electronic communication (Edexcel Online)
- monitor registrations against approved BTEC programmes
- liaise with lead internal verifiers to co-ordinate and monitor the internal verification of BTEC programmes (via assessment calendar)
- ensure that programme teams are well briefed about Edexcel expectations
- liaise with BTEC Operations about general operational issues
- ensure parity of provision across all centre BTEC programmes
- ensure that all BTEC information is passed on to the relevant programme managers.
- there is an accredited LIV in place for each principal subject area, where required
- SV is completed successfully or action plan in the event of a blocked verification

If you are unsure about any of these matters consult Mr Downing.

QUALITY ASSURANCE

Is a quality monitoring process which interrogates centre quality management against risk assessment criteria. It is a straightforward way of ensuring that a centre's approval obligations are being maintained. This work is carried out by an external quality reviewer appointed by the Pearson.

The Quality Assurance process will be in 3 stages

Stage 1

- The Head of Centre is expected to complete a Centre declaration between Oct – Dec.
- Following submission a LSV will contact school and communicate with the QN.

Stage 2

- The LSV will visit to school to collect further information to include in the report and risk analysis of the centre/subjects.

Stage 3

- Following the LSV report standardisation will take place according to the risk assessment allocated to each subject

BTEC Registration and Certification Policy

Aim

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

- To claim valid learner certification 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.

In order to this Woodhey High School will:

Registration:

- Learners will be registered by **November 1st** for each new cohort, at the latest, on to the appropriate programme code via Edexcel Online **prior** to any assessment activity being completed.
- Learners with a late entry to centres must be registered within 1 month of their enrolment.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- The Quality Nominee co-ordinates and monitors registration procedures within the centre.
- Head of Subject/Faculty will ensure that the Exams Officer is provided with the correct entry candidate list and programme code.
- The Exams Officer is responsible for ensuring the registration process is accurately completed to meet the awarding body's deadline.
- The Head of Subject/Faculty ensures learners are informed of their registration status.

Withdrawals, transfers or changes to learner details:

- Learners can be withdrawn at any time, it is however possible for their registration to be re-opened at a later date.
- The Head of Subject/Faculty obtains agreement from the Deputy Head Teacher prior to requesting the Exams Officer makes a withdrawal or transfer.
- The Exams Officer is responsible for making the approved withdrawal, transfer or changes to the pupils' details via Edexcel Online and maintains a record of all amendments.

Learner monitoring and tracking

- Tracking of grades is imperative to ensure that the correct award is claimed. It is important that a clear trail is made so that there is ample opportunity for learner registration and certification claims to be tracked to the certificate which is issued for each learner. These tracking systems should be easy to understand and preferably kept electronically.
- The Quality Nominee ensures external moderation exercises are completed.
- The Lead Internal Verifier ensures that an audit trail of learner assessment and achievement is accessible to support certification claims.
- The Head of Subject/Faculty ensures there is an audit trail of learner attendance, assessment and achievement is accessible.
- The Head of Subject/Faculty informs the Exams Officer of any special considerations.

Certification claims

- The Quality Nominee co-ordinates and monitors certification procedures within the centre.

- The Quality Nominee/Lead Internal Verifier/Head of Subject/Faculty must ensure that certification claims are timely and based solely on internally verified assessment records.
- The Exams Officer must submit certification claims before 30th June of the relevant calendar year for the certificates to be available for August in the final year of the cohort. Although they can be made at any time of the year it is vital that we give our students the best possible opportunity to achieve the highest grade possible.
- The Exams Officer will audit certification claims made to the awarding body.
- The Exams Officer will audit the certificates received from the awarding body to ensure accuracy and completeness. Once certificates have been claimed they should be checked to ensure that they reflect the claim made. Programme leaders must ensure that this is accurate along with the Exams Officer.
- The Exams Officer will keep all registration and certification claims records safely and securely for three years after certification.

Audit

- The Quality Nominee will review the implementation of procedures at key points throughout the academic year for all active BTEC's.

Please use the link below for the BTEC information manual

<https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html>

BTEC 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.

In order to do this, the Woodhey High School will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;
- produce a clear and accurate assessment plan at the start of the programme/academic year;
- provide clear, published dates for handout of assignments and deadlines 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;
- 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 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;
- maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

Responsibilities:

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Internal Verifier: records findings, gives assessor feedback, and oversees remedial action.
- Lead Internal Verifier by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

Procedures:

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals.
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead Internal Verifier.

BTEC - Internal Verification (IV) Policy

Aims:

- To ensure there is an accredited lead internal verifier in each principal subject area.
- 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 do this, Woodhey High School will ensure that:

- a lead internal verifier for each principal subject area is accredited by Pearson via the successful completion of an online standardisation exercise;
- each lead internal verifier oversees effective internal verification systems within each principal 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;
- standardised internal verification documentation is provided and used;
- all centre assessment instruments are verified as fit for purpose;
- an annual internal verification schedule, linked to assessment plans, is in place;
- an appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements;
- secure records of all internal verification activity are maintained;
- the outcome of internal verification is used to enhance future assessment practice.

Responsibilities:

- Quality Nominee: ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Lead Internal Verifier (BTEC Entry Level – Level 3):
 - Is usually the programme leader in the principal subject area and monitors and coordinates the internal verification process for each principal subject area.
 - Registers details and accesses standardisation exercises to use with the assessment team.
 - Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA2 and confirms registration annually.
- Internal Verifier: verifies assessor decisions and validates assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Procedures:

- All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.
- Verification schedules are agreed annually to cover all Assessors, units and assignments. Schedules are drawn up at the beginning of the programme and monitored through the year.
- Internal Verification of assignments is carried out before use to ensure that assignments are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification are kept.
- The Internal Verifier verifies a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given.
- Internal Verification records are correctly maintained and kept securely for 3 years after certification.
- Standards Verification/External Examination: monitoring and review procedures for standards verification and external examination outcomes is in place and deal with unsuccessful standards verification and external examination samples.

Appeals

See Woodhey High School Appeals Policy 2022/23.

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

This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted.

Assessment Malpractice Policy

Aims

- 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 qualifications.
- 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.

In order to do this, Woodhey High School will:

- Seek to avoid potential malpractice by using the induction period and the learner 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
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation. Where malpractice is proven, this centre will apply the appropriate penalties and/ or sanctions.

Definition of Malpractice by Learners

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Misuse of examination material;
- Behaving in such a way as to undermine the integrity of the examination.
- Failing to abide by the instructions or advice of an invigilator, supervisor or the awarding body in relation to the examination rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations.
- Disruptive behaviour in the examination room (including the use of offensive language).
- Introduction of unauthorised material into the examination room e.g. notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), personal stereos, mobile phones, watches, headphones MP3/4 players or other similar devices.
- Introducing into the examination room notes in the wrong format (when notes are permitted) or incorrectly annotated texts (in open book examinations).
- Obtaining, receiving, exchanging or passing on information which could be examination related (or the attempt to) by means of talking or written paper/notes.
- The inclusion of inappropriate, offensive or obscene material in scripts or coursework.
- Copying from another candidate (including the misuse of ICT to do so).
- Plagiarism: the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.
- Theft of another's work.
- The deliberate destruction of another's work
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner 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.
- The alteration of any results documents, including certificates.

Definition of Malpractice by Centre Staff

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or

- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe.

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Moving the time or date of a fixed examination (beyond that permitted) without notifying the relevant awarding body.
- Failing to keep examination papers secure prior to the examination.
- Obtaining unauthorised access to examination material prior to an examination.
- Assisting candidates in the production of coursework, beyond that permitted by the regulations.
- Allowing candidates unsupervised access to coursework exemplar material, whether this is the work of former students or that provided by the awarding body.
- Failing to keep student computer files secure.
- Assisting or prompting candidates with the production of answers.
- 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.
- 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.

Procedures to minimise the risk of learner malpractice

- All candidates receive a copy of the awarding bodies' regulations regarding coursework and examinations. During the course of the examination period, notices are displayed both in the area immediately outside the examination room and on display in the examination area.
- Verbal announcements before the beginning of every exam, candidates are given a verbal reinforcement of the awarding body's regulations.
- Candidates are given the opportunity to hand in mobile phones, notes, watches etc prior to the exam commencing.
- Candidates each have their own secure ICT login.
- Deputy Head Teacher/SLT will hold an assembly with candidates prior to the exams commencing to inform them of the expectations within the exam room.

- Staff are emailed a link to all the exams policies and the process of conducting coursework and NEAs, which are accessible in the 'Communal Staff Documents' folder and have to submit a read receipt to confirm that they have read the policies.
- Teaching staff are not allowed to invigilate external exams.
- Teaching staff are not allowed in the rooms where external exams are taking place.

Reporting malpractice for Candidates

The Exams Officer will conduct a full enquiry into the malpractice in conjunction with the Head of Centre. If malpractice is deemed to have taken place then a full written report (using Form JCGQ/M/01 where appropriate) will be submitted to the awarding body with supporting evidence.

Candidates accused of malpractice:

- will be made fully aware at the earliest opportunity of the nature of the alleged malpractice. The parents/guardians of the candidates are also notified in writing of the alleged malpractice and of the possible consequences;
- will be advised that a copy of the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures can be found on the JCQ website;
- will be informed of what evidence there is to support the allegation;
- will be informed of the possible consequences should malpractice be proven;
- will have the opportunity to consider their response to the allegations;
- will have the opportunity to submit a written statement;
- will have the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required);
- will be informed of the applicable appeals procedure should a decision be made against him or her;
- will be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators and other appropriate authorities.

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form JCQ M1 Report of suspected candidate malpractice.

- This form must be used by the head of the centre to notify the appropriate awarding body of an instance of suspected candidate malpractice in the conduct of examinations or assessments.
- It can also be used to provide a report on investigations into instances of suspected malpractice.

- In order to prevent the issue of erroneous results and certificates, it is essential that the awarding body concerned is notified immediately of instances of suspected candidate malpractice.
- At all times will comply with the data protection law.

Reporting Malpractice for Staff

Investigations into any case of malpractice or irregularities against a member of staff must normally be carried out in the first instance by the Head of Centre in conjunction with the Awarding Body. Investigations into alleged malpractice or irregularities against the Head of Centre must be carried out by the Chair of the School's Governing Body, or the responsible employer, and reported to the awarding body when completed.

Any member of staff accused of malpractice or irregularities:

- will be made fully aware at the earliest opportunity of the nature of the alleged malpractice, and the possible consequences should malpractice be proven;
- will be made aware of the avenues for appealing should a judgement go against him or her;
- may be accompanied by a friend or union representative when a member of the awarding body's staff is present at an interview with the staff member concerned.

A report on cases where members of staff are found to have committed malpractice, together with details of the action taken by the Head of Centre, the Governing Body or the responsible employer must be forwarded to the regulatory authorities and may be made available to other Awarding Bodies if the Awarding Body decides that the circumstances of the case are sufficiently serious to warrant such reports being made.

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form JCQ M2 Notification of suspected malpractice/maladministration involving centre staff.

- This form must be completed by the head of centre before an investigation commences to notify an awarding body of an instance of alleged, suspected or actual malpractice or maladministration.
- The form must be completed and submitted to the appropriate awarding body immediately a suspicion is raised or an allegation received.

BTEC Distance and/or Blended Learning Policy

Aim

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this Woodhey High School will

Timetabled lessons

All teaching staff will be available at the relevant time for the timetabled lesson.

Communication with students can be conducted in the following ways

- Arrange a meeting with students through Google Classroom
- Email (school email addresses only)
- Google Classroom chat function

Delivering a lesson

In case of partial or full school closure, class teachers should follow instructions as provided in the whole school remote learning policy.

Attendance for remote lessons is registered on SIMs, lesson resources can be uploaded onto Google Classrooms or using the chat function.

Setting Assignments

The setting of assignments should be in a face to face session. Assignment brief should be distributed to students electronically and contain clear deadlines. Students should be reminded of these deadlines via email/chat/in class.

If it is not possible to set assignments in a face to face session clear guidance will need to be given to students via email regarding the assignment and where possible staff could record a video which could be sent to students that provides an audio description of the assignment.

Assignment should be set using the Google Classroom and the assignment function. All resources can be uploaded to this class area along with guidelines and specific deadlines can be set for tasks.

Feedback

Feedback can be given in the following ways

- Through Google Classroom (written feedback/support)
- Email (written feedback/support)

All formal assessed assignments must receive written feedback using the appropriate Pearson documentation.

All formal assessments should continue to follow the Internal Verification policy.

Authentication of work

Students will be asked to complete a Learner Assessment Submission and Declaration Form that clearly asks the students to certify that the work is their own.

<p>Learner declaration</p> <p>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.</p> <p>Learner signature: _____ Date: _____</p>

Teachers will be asked to complete an internal verification assessment decision document on which the assessor and the IV must sign

I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.		
Internal Verifier signature		Date
Assessor signature		Date
Lead Internal Verifier signature (if appropriate)		Date

Pearson Centre Agreement

In accordance with the agreements all work will stored for the specific period following certification and all assessment documentation will be stored for a period of 3 years after certification

OVERALL ROLES AND RESPONSIBILITIES

Assessment Stage	Subject / Programme Team	The Assessor	The Learner	The Internal Verifier and / or Lead IV	Standards Verifier (if no lead IV)
Planning	<ul style="list-style-type: none"> ▪ Reads and understands the specification ▪ Identifies opportunities to generate evidence ▪ Creates and agrees assessment plan ▪ Plans assessment activities and timescales ▪ Ensures assessment plan, assignments and assessment decisions are scrutinised by the internal verifier and appropriate action taken by the team 	<ul style="list-style-type: none"> ▪ Understands assessment arrangements to meet national standards ▪ Designs assessment activities which meet the assessment model ▪ Identifies assessment opportunities for the learner ▪ Actions internal verifier's advice ▪ Prepares tasks which will generate sufficient evidence for assessment 	<ul style="list-style-type: none"> ▪ Manages and organises own time to prepare evidence to meet the assessment plan 	<ul style="list-style-type: none"> ▪ Checks the quality of assessment instruments as fit for purpose ▪ Advises on the interpretation of national standards ▪ Co-ordinates assessment arrangements 	<ul style="list-style-type: none"> ▪ Negotiates sampling of internally set assignments with the programme team as appropriate to relevant qualifications ▪ Negotiates arrangements for sampling learners' work ▪ For 2012 specifications this will be for each assessor over the lifetime of the programme

Implementing	<ul style="list-style-type: none"> ▪ Ensures timescales are met 	<ul style="list-style-type: none"> ▪ Guides the learner towards approaches in gathering assessment evidence ▪ Sets milestones within assignment tasks in addition to time-based activities ▪ Ensures the learner maintains an ongoing development of evidence stored in hard copy or electronically ▪ Ensures that the learner has access to an ongoing tracking system which is regularly updated and maintained 	<ul style="list-style-type: none"> ▪ Produces work for assessment to meet national standards as identified in the induction booklet and as appropriate from the assignment brief 	<ul style="list-style-type: none"> ▪ Ensures an effective system of recording learner achievement is in place ▪ Advises on opportunities for evidence generation and collection ▪ Keeps records of the verification process ▪ Liaises with external verifiers where appropriate 	<ul style="list-style-type: none"> ▪ Prepares sampling schedule covering allocated programmes ▪ Maintains centre records and feedback to Edexcel
Internal Verifying	<ul style="list-style-type: none"> ▪ Ensures consistency of assessment judgements through standardisation meetings and departmental meetings 	<ul style="list-style-type: none"> ▪ Maintains and updates tracking records on classwork or in hard copy ▪ Checks authenticity and sufficiency of assessment evidence produced against grading criteria/unit content ▪ Reviews progress of learners ▪ Observes, scrutinises and records evidence of individual work within group activities ▪ Completes observation and witness statements to support demonstration of practical skills whether individual or within a group ▪ Actions internal verifier's advice ▪ Awards grading criteria for partial unit assessment (where appropriate) ▪ Awards unit grades when the unit has been completed, where relevant to the qualification 	<ul style="list-style-type: none"> ▪ Submits evidence for assessment ▪ Checks the validity and sufficiency of the assessment evidence with the assessor ▪ Participates in self and peer assessment activities where appropriate to task or brief 	<ul style="list-style-type: none"> ▪ Provides advice and support to assessors on a regular basis, covering all assessors and all units ▪ Advises on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency ▪ Uses subject specialism to sample assessments to verify assessors' judgements ▪ Arranges standardisation meetings ▪ Checks the quality of assessment to ensure that it is consistent, fair and reliable ▪ Ensures own assessment decisions are sampled when teaching on the programme 	<ul style="list-style-type: none"> ▪ Checks internal verification has been carried out on assignments, assessment decisions and assessment feedback to learners ▪ Checks consistency of the interpretation of national standards by each assessor ▪ Externally verifies assessment decisions to ensure they meet national standards. i.e. grading criteria awarded is evidenced by learner work provided

Decision-making	<ul style="list-style-type: none"> ▪ Co-ordinates arrangements for internal verification ▪ Co-ordinates opportunities for receiving feedback from the internal verifier 	<ul style="list-style-type: none"> ▪ Decides and checks whether evidence is valid, authentic, consistent and sufficient ▪ Records assessment decisions 	<ul style="list-style-type: none"> ▪ Plans actions to enable target grades to be met and/or exceeded 	<ul style="list-style-type: none"> ▪ Monitors and advises on assessment decisions by sampling ▪ Gives programme team decisions and feedback on the sampling 	<ul style="list-style-type: none"> ▪ Externally verifies assessment decisions to ensure they meet national standards against all the evidence presented ▪ Identifies the actions necessary where assessment decisions do not meet national standards
Feedback	<ul style="list-style-type: none"> ▪ Ensures assessment plan, assignments and assessment decisions are scrutinised by the internal verifier and appropriate action taken 	<ul style="list-style-type: none"> ▪ Actions internal verifier's advice ▪ Gives constructive feedback to the learner ▪ Provides guidance for the learner to enhance assessment achieved on formative assessment ▪ Plans next steps with the learner ▪ Records the learner's summative achievement 	<ul style="list-style-type: none"> ▪ Receives assessment recommendations and feedback from the assessor ▪ Appeals if dissatisfied with the assessment decisions ▪ Plans next steps with the assessor based on summative assessment ▪ Records summative assessment 	<ul style="list-style-type: none"> ▪ Ensures appropriate corrective action is taken where necessary ▪ Takes part in the formal stages of any appeal ▪ Advises programme team on any training needs ▪ Provides feedback on aspects of the assessment system to the programme team, senior management and Edexcel 	<ul style="list-style-type: none"> ▪ Gives verbal feedback to the programme team or other centre nominated person on decisions taken ▪ Completes written report clearly identifying confirmation of meeting national standards or any remedial action required for re-sampling ▪ Maintains centre records and feedback to Edexcel ▪ Follows report copying protocols