



Edmonton County School
Educating our Community for Success

Edmonton County School

BTEC Key Policy 2018-2019

Due for Review: September 2019

Edmonton County School is part of Edmonton Academy Trust, a charitable company limited by guarantee and registered in England and Wales with company number 10311383. The registered office is at Great Cambridge Road, Enfield, Middlesex, EN1 1HQ.

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Registration & Certification Policy

Aims:

- To register individual learners to the correct programme within agreed timescales.
- To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate which is issued for each student.
- 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. The Examinations Officer will send a memo to the Head of Department requesting BTEC Course details, Programme Number and QAN.
- Provide a mechanism for programme teams to check the accuracy of learner registrations. At the start of term Examinations Officer to send Head of Department set lists for checking with Programme Number and QAN. Head of Department to return with any amendments. Meeting held between Examinations Officer and Head of Department regarding checking of entries.
- Examinations Officer will register students on Edexcelonline by 1 November. Confirmation will be printed and distributed to Head of Departments.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.

- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

Procedures

These procedures are in place to enable us to comply with the registration and certification requirements of Pearson and prevent inaccurate or false registrations, external assessment entries, or certification.

Overall responsibilities

- Exams Officer (EO): responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Programme Leader (PL): responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner attendance, assessment and achievement is accessible
- Lead Internal Verifier (LIV): responsible for ensuring that an audit trail of learner assessment and achievement is accessible and supports certification claims.
- Quality Nominee (QN): responsible for coordinating and monitoring registration and certification procedures within the Centre
- Senior Leadership (SL): responsible for ensuring registration and certification policy and procedures are regularly reviewed, disseminated to staff and overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

Registration procedure:

1. Students should be enrolled on SIMS on the correct course/class within two weeks of starting Yr10 and Yr12.
2. At the start of September, PLs should draw down class lists, add Pearson's course code and sign that they are accurate before passing to EO and retaining a copy in the programme file.
3. EO to register learners with Pearson before end of October: ensuring correct course code is used.
4. During first week of November, PLs to check course registration lists for programmes using Edexcel Online (EOL) and send email to EO to confirm accuracy or notify any changes required. Retain copy of email in Programme File. QN will email out copies of all course registrations for checking. PL to confirm these registrations are correct with the QN.
5. EO to make any required changes and email PL to confirm once these have been made.
6. PL to print off copy of registration list, annotate with registration requirements for BTEC externally set assessments and pass to EO. Retain copy of document in Programme File.
7. EO to register learners for BTEC externally set assessments and provide PL with confirmation of this.
8. PL to check accuracy of BTEC externally set assessments registrations and send email to EO to confirm accuracy or notify any changes required. Retain copy of email in Programme File.

9. New arrivals/late entries can be made within two weeks of starting or leaving the programme using the agreed procedures.
10. At end of November (or when in-year changes are made), PLs to advise learners of their BTEC registration number.
11. PLs to ensure attendance data is accurately maintained throughout the year using SIMS.

Certification procedure:

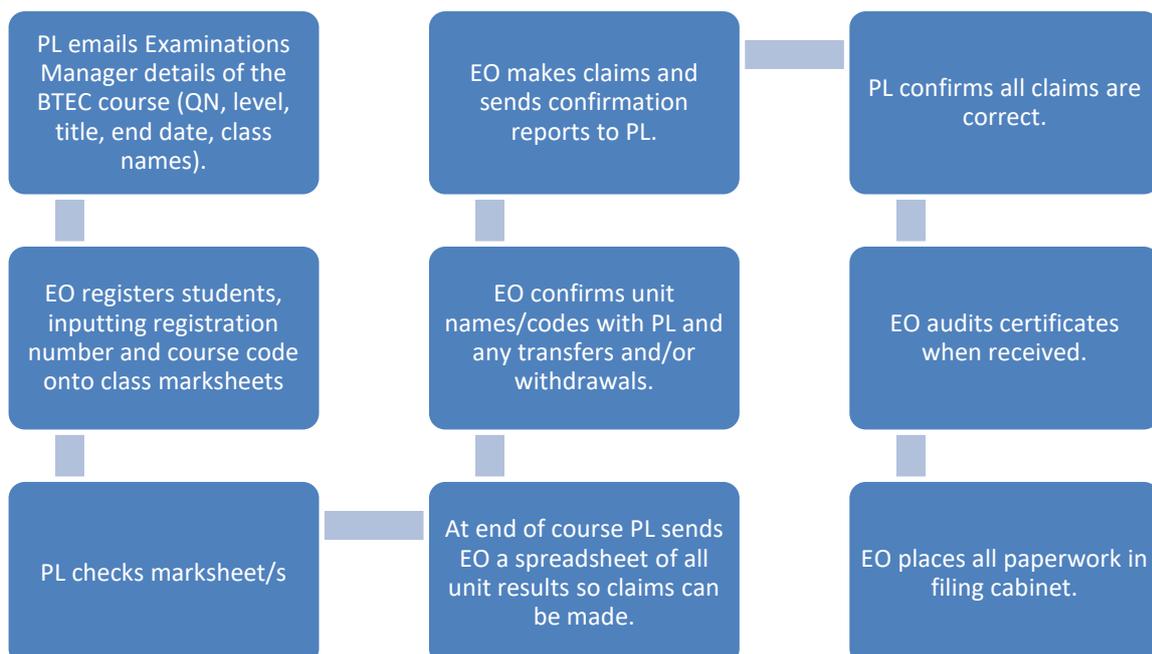
12. LIV to ensure assessment records support learner achievement before passing to EO.
13. PL sends Examinations Manager a spreadsheet of all unit results so claims can be made.
14. EO to submit certification claims via EOL.
15. PL to check accuracy of claims: once confirmed as accurate, pass to EO assessment records that need retaining for three-year period. Retain copies in Programme File
16. EO to check accuracy of certificates against assessment records once received: notify Pearson of any inaccuracies and recheck amended certificates on receipt.
17. EO to issue certificates to learners.

Audit procedure:

QN to review implementation of procedures at key points throughout each academic year for all active BTECs. Copy of reviews to be retained in Programme File.

Discovery of inaccurate, early/late and fraudulent registrations and certifications procedure:

Where any inaccurate, early/late and fraudulent registrations or certification claims are discovered, QN to escalate to Head of Centre (Headteacher) via SL link (Deputy Headteacher) and Head of Centre/ SM to instigate internal Malpractice procedures and report to Pearson.



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 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.
- Ensure learner work is retained until 12 weeks after certification

BTEC Programme specifications:

These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website.

Internal Verification Policy

Aims:

- To ensure that there is an accredited lead internal verifier in each principal subject area.
- 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 a lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise.
- Ensure each lead internal verifier oversees effective internal verification systems within each principle subject area.
- 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.
- 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.

Lead Internal Verifier

- Is usually the programme leader in the principal subject area
- Monitors and coordinates the internal verification process for each principal subject area
- Registers details and accesses standardisation exercises on Edexcel Online 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 Verifiers

- Ideally, the internal verifier should have two areas of experience:
- Knowledge and understanding of the BTEC programme area or sector
- Experience of BTEC assessment requirements.
- The internal verifier cannot internally verify their own assignment briefs or their own assessment decisions. The internal verifier should be one of the assessors on the team but if in a department there are insufficient members then either someone with subject expertise OR someone familiar with BTEC assessment requirements will fulfil the role.
- In the event of there being insufficient suitably skilled staff within the school to fulfil the roles it may be necessary to outsource the internal verification function from a companion school/college which is delivering and assessing a BTEC from the same sector.
- The time required to carry out internal verification will be acknowledged and arrangements made to ensure that time is made available to carry out this role.
- In order to ensure standardisation of procedures a Centre Internal Verification Guidance booklet is available for staff for verification of both assignments and assessment decisions.

Internal Verification Documentation

- Internal Verifiers will use standardised forms for all verification; copies of these are available in the Centre Internal Verification Guidance booklet.
- Once completed these will be kept securely in the relevant principal subject area.
- Records related to assessment decisions will be kept for three years after certification.

Assignment Sampling

- All assignment briefs need to be internally verified as fit for purpose BEFORE they are issued to learners.

Assessment Sampling

- During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample will be constructed in a way that assures the entire assessment process rigorously. The sample will take account of:
 - **the full range of assessment decisions made:** work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible
 - **the experience of the assessor:** new or inexperienced assessors should have more work internally verified than an experienced assessor
 - **new BTEC programmes:** when a unit or programme is first introduced, the sample should be increased
 - **the size of the group of learners:** there is a difference to sampling a group of 6 learners to sampling a group of 160 learners
 - issues with internal verification identified at previous external quality assurance or Quality Review and Development activity which may increase the sample size

Internal Verification Process guidance for staff delivering BTEC

- Ensure that the assignment brief has been internally verified (IV) before it is issued to learners. (Refer to Edexcel Centre Guidance To Internal Verification).
- If assignment has been IV and is fit for purpose issue to learners.
- Teacher responsible for teaching the assignment should make a summative assessment once work has been handed in for final marking at assignment deadline.
- After marking of assignments, an adequate sample of a range of ability of learners work should be IV by another member of the teaching team familiar with the subject and BTEC course.
- The reviewer should use a copy of the BTEC assessment internal verification form to internally verify the assessment decisions of the assessor. (See pg 5 of Edexcel Centre Guidance to Internal Verification 2010-11)
- IV work should then be handed back to the assessor and if necessary any remedial work should be carried out.
- The IV work should then be signed off by the assessor and the internal verifier and a copy of the form stored in the subject IV file.

Assessment and grading procedure guidance for BTEC

- Assessment of pupils work should be on going throughout the course and formative feedback given to learners during the completion of an assignment. Formative feedback given to the learner showing what has been achieved and what is required for further success during completion of the assignment.
- Formative feedback given should be recorded on the formative feedback sheet.
- Assessment can take many forms and may include observations by the assessor and other witnesses. Evidence must be recorded on the appropriate observation or witness forms and signed by both the witness and the learner and put in the learner's portfolio of work as evidence of skills met.
- Work should be handed in at the deadline set for the assignment and the assessor undertakes summative assessment at the agreed date on the IV schedule (See departmental IV schedule).
- Summative assessment and feedback should be recorded on the learners SRF. It should inform the learner of successful learning and the need for further study or further evidence.
- A sample of learners work should be taken for the purpose of internal verification of assessment. Assessment decisions are reviewed by IV and the date of completion recorded on the IV departmental schedule. The IV completes the assessment IV form and if IV confirms the decision of the assessment by the assessor then formative assessment is given back to the learner.
- If IV disagrees with the decision made by the assessor then feedback should be given via the IV form and remedial action should be taken by the assessor and then rechecked by the IV before final summative assessment decision can be given to the learner.
- All completed IV forms should be stored in the departmental IV file.

BTEC Reporting Policy

In accordance with the school assessment and reporting policy, teachers complete “working at grades” onto the school data system. Teachers also input a predicted grade for the end of the course, based on their records of student achievement in assignments.

Where assignments are completed sequentially, the grades entered should reflect the grades achieved. Where assignments are not completed sequentially, the grades entered reflect the teachers’ best professional judgement, based on the work completed in open assignments.

The teachers also provide feedback on the student’s attitude to work and progress since the last report. This is done through the school’s annual data collection system.

Reporting to parents

Parents have the opportunity to discuss pupil progress at the annual parents evening. Both parents and teaching staff can request a progress review at any other time should they require it. Three or four Profiles (depending on year group) will be produced giving a summary report of the academic year.

Reporting to students

Students should receive feedback on their performance in each assignment when it is assessed as a completed piece of work. They should also receive regular feedback indicating current levels of achievement when their work is marked formatively.

Reporting final results

Students are informed about their final grades on school results day, in August. Teachers should not give the impression to students that BTEC results are finalised until the confirmation of award is received from the awarding body.

BTEC Complaints and Appeals Policy

Complaints

If a student or parent wishes to make a complaint about any aspect of the examinations system at Edmonton County School they should follow the school's General Complaints Procedure. The first point of contact should be the Examinations Manager, unless the complaint concerns the Examinations Manager, in which case they should contact the Deputy Headteacher with responsibility for Examinations.

Appeals against internal assessment

Edmonton County School is committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Edmonton County School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
2. Appeals **must** be made in writing by the candidate's parent/carer to the examinations officer.
3. The head of centre will appoint a senior member of staff, i.e. an Assistant Headteacher or a Deputy Headteacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.

5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Edmonton County School and is not covered by this procedure.

BTEC 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 BTEC qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
 1. Investigation by Tutor and Lead IV
 2. Investigation by Quality Nominee
 3. Investigation by the Headteacher, if required.
- 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 following penalties / sanctions:
 1. Repeat work involved

2. Remark of previous units with regard to investigating previous malpractice
3. Repeat of all work/removal from course

Definition of malpractice by learners:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

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

Learner Malpractice Procedure

If an individual is suspected of malpractice, the individual will be informed and the allegations will be explained. The individual will have the opportunity to give their side of the story before any final decision is made. If the individual accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

If an individual is suspected of malpractice during an examination, the individual will be informed and the allegations will be explained. The individual will have the opportunity to give their side of the story before any final decision is made. If the individual is found guilty of malpractice a full written report of the case will be submitted to the relevant awarding body using Form JCQ/M1 as the basis of the report. It is unlikely that the individual will have the opportunity to repeat the examination.

Definition of malpractice by centre staff:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made

- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

The above list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion.

Staff Malpractice Procedure

The Head of Centre will monitor and report potential malpractice by invigilators and centre staff to the awarding body as soon as possible. The initial investigation will be carried out within ten working days and, if necessary, it will be delegated to a senior member of staff who is independent and not connected to the department or the candidate suspected of the malpractice; the Head of Centre will retain overall responsibility. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Edmonton County School may impose the following sanctions:

- 1) Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied

- 2) Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
- 4) Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 5) Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

Appeals

In the event that a malpractice decision is made, which the individual feels is unfair, the individual has the right to appeal in line the school's and awarding body's Appeals Policy.

BTEC Plagiarism Policy

Policy statement

Plagiarism in the School's context is defined as follows:

- Copying the work of another student
- Collaborating with another student on a piece of work, such as coursework, where collaboration is unauthorised
- Copying from a source without attributing the work to the author of that source
- Downloading information directly from the internet and passing it off as one's own

The School will not accept for assessment, any work where there is evidence of plagiarism.

Plagiarised work submitted for assessment, where that assessment does not form part of an examination qualification, will be returned to the student and the student will be required to complete an original piece of work and/or cite references depending on the nature of the plagiarism.

Cases of plagiarised work submitted for assessment, where that assessment does form part of an examination qualification, will be dealt with according to the relevant examination board's regulations.

A student caught copying the work of another student in a public examination or communicating with another student in a public examination will be dealt with according to the relevant examination board's regulations.

It is the School's professional duty to report to the relevant awarding body any evidence of plagiarism in a public examination or in work to be submitted for assessment, where that assessment forms part of an examination qualification.

Communication of School policy to students and parents

Students

At the start of a course leading to a public examination qualification the teacher will explain to students the following:

- School's plagiarism policy
- Consequences of submitting plagiarised work for assessment, where that assessment forms part of a public examination qualification
- The teacher will remind students of the policy at appropriate times during the course and will give students guidance, as and where appropriate, on citing references to authors.

Parents

The School's policy appears on the School website and will be regularly communicated to parents via other means.

Reasonable Adjustment and Special Considerations Policy

Definition of reasonable adjustments:

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Edmonton County School is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Definition of special considerations:

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment.

For example, special consideration could apply to a learner who has temporarily experienced:

- an illness or injury
- some other event outside of their control

And which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Centres should note that:

- where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully it may not be possible to apply special consideration.
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

Principles of making reasonable adjustments

These principles should be followed when making decisions about a learner's need for adjustments to assessment:

- should not invalidate the assessment requirements of the qualification
- should not give the learners an unfair advantage
- should reflect the learner's normal way of working
- should be based on the individual need of the learner

The School's policy appears on the School website and will be regularly communicated to parents via other means.

Recognition of prior learning policy and process

Policy statement

What is Recognition of Prior Learning (RPL)?

- RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification. An assessor will review whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner will need to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.
- If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. Evidence of previous learning or achievement must be:
 - valid and current;
 - reliable;
 - authentic; and
 - sufficient.
- RPL is not normally used to provide evidence against achievement for an entire qualification. This would be called an exemption, and is usually used where a learner must gain a specified qualification for a particular purpose (for example, as an entry requirement for further study, employment or registration). If Edmonton County School or our learners think that they are entitled to an exemption, we will refer to the organisation which has specified the original qualification requirement. If a particular qualification is specified as an entry requirement to a qualification offered by Pearson, Pearson will list any appropriate exemptions in their specification.

Can learners use a previously achieved certificate towards a qualification?

- Occasionally Pearson will map or give guidance to show shared content across units or qualifications (for example, First Aid Certificates). In these cases, a learner may use a previously achieved certificate as evidence without them having to repeat learning or assessment.
- If Pearson has not mapped qualifications, Edmonton County School will need to map and check that the learners' previous certificated achievement meets the current qualifications assessment criteria. It is important that Edmonton County School keeps a record of the mapping so that Pearson can confirm that it is valid.
- No extra assessment will be needed if a learner's previously achieved certificate or qualification meets the requirements of a whole unit.
- Any Pearson higher education award (carrying academic credit) which has been certificated, cannot be used as prior learning to contribute to the achievement of another Pearson higher education award of an equivalent level. As such, any part of a Level 5 Higher National Diploma that has been certificated cannot be used towards the achievement of an additional level 5 Higher National Diploma.

An example of the RPL process

Centre preparation

- Check that Edmonton County School has staff with expertise to support and assure the RPL process

Stage 1: Awareness, information and guidance

- Before enrolling the learner, discuss with them the option of using RPL to claim units for some of their past learning or experience. If the learner is interested in this, Edmonton County School should explain to them:
 - a. The process of claiming a unit using RPL.
 - b. The support and guidance that is available.
 - c. How long the process will take, how to appeal and any costs included.
- Edmonton County School should check that the evidence provided by the learner for RPL has been achieved before the start of their course of study.

Stage 2: Pre assessment, gathering evidence and giving information

- Register our learner as soon as they officially start to gather evidence.
- To help the learner in gathering evidence Edmonton County School could create an assessment plan or tracking document.
- The evidence gathered needs to meet the standards of the unit, or part of a unit, that the evidence is being used for. Evidence from a learner's past experience could include:
 - a. Home or family life
 - b. Non certificated education or learning
 - c. Paid work
 - d. Community or voluntary work.

Stage 3: Assessing and documenting evidence

Assessing

- Tell Edmonton County School's Standards Verifier/External Examiner, before any monitoring activity starts, if Edmonton County School has applied RPL for any particular units or learners. Edmonton County School's Standards Verifier/External Examiner may include these in their sample.
- A learner's past achievement that would show evidence of up-to-date knowledge, understanding and skills varies between industries. It depends on the range of their experience, technological changes and the nature of the outcome claimed. The assessor may ask questions or ask a learner to show them skills, to check that their understanding and skills are current.
- The assessment strategy, where stated, for each qualification must also be followed.
- Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgements about a learners past learning and experience in relation to unit standards. The assessor may look at:
 - a. Work experience records, validated by managers.
 - b. Past portfolios of evidence or essays made by the learner.

- c. Reports validated as being the learner's own unaided work.
 - d. Expert witness testimonies.
 - e. Professional discussions.
 - f. New assignment briefs or tasks that have been created to fill any gaps in the learner's work.
- Standards Verifiers or External Examiners are not required to give feedback on an assignment brief or task if you choose to set one.
 - Evaluate all the evidence using the learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence from the learner meets the standard for all of the learning outcomes and assessment criteria.
 - If Pearson have published assessment or grading criteria, Edmonton County School should review the evidence against all of the criteria.
 - If Edmonton County School finds gaps in the learners work through RPL, then Edmonton County School will need to use more assessment methods to create enough evidence to be able to award the learning outcome for the whole unit.

Documenting evidence

- Keep records of assessment against prior learning and make sure these are available for verification.
- Evidence collected through the RPL process needs to be assessed and verified through the same quality assurance procedures that Edmonton County School uses for any other internal assessment methods.

Stage 4: Outcomes of the RPL process

- Once Edmonton County School's checked a learner's evidence and made an assessment decision, it is important that feedback is given to the learner including the assessment decision and what options are available to the learner if Edmonton County School has decided not to award the unit or qualification.
- Edmonton County School should check that the learner understands how they can appeal if they do not agree with the assessment decision.
- If the learner wants to make a complaint they can do so using our Complaints and Appeals Policy.
- If the learner can show that they have met all the learning outcomes and assessment criteria using RPL they will be able to claim for the unit or qualification.
- If Pearson identify that all unit requirements have not been met, Pearson will:
 - a. ask Edmonton County School to provide more evidence, or
 - b. ask the learner to complete the standard assessment requirements if they want to achieve the qualification.

Stage 5: Claiming certificates

- Edmonton County School can claim certificates once the quality assurance processes have been successfully completed using the standard procedures.

- After certification Edmonton County School will need to keep the assessment and internal verification records, along with any extra RPL records for three years.

Stage 6: Appeals

- If a learner wants to appeal against a decision made about their assessment they first need to follow Edmonton County School's policy and procedures and then Pearson's Enquiries and Appeals about Pearson vocational qualifications policy.