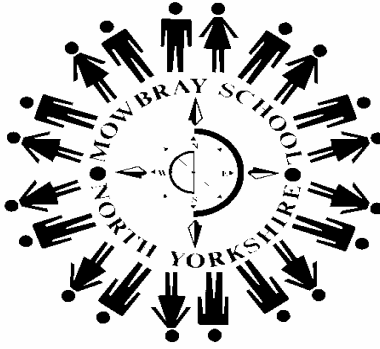


Mowbray School

Vocational Policy Bundle

All policies within this bundle will be reviewed annually or amended in line with guidance from individual exam boards

September 2020



Mowbray School

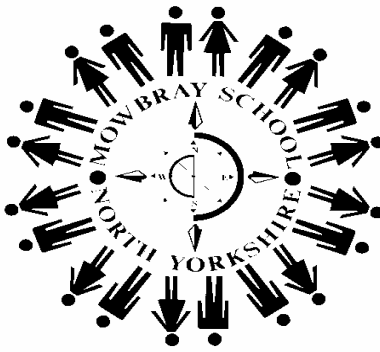
Registration and Certification Policy

Aim

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

In order to do this, Mowbray School will:

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



Mowbray School

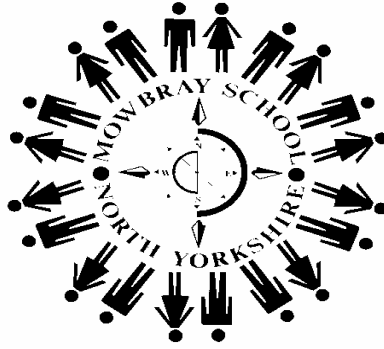
Assessment Policy

Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, Mowbray 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 minimize the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples of standards verification as required by the awarding organization
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between BTEC/NCFE teams
- Ensure that BTEC/NCFE assessment methodology and the role of the assessor are understood by all BTEC/NCFE staff
- Provide resources to ensure that assessment can be performed accurately and appropriately



Mowbray School

Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC/NCFE qualifications.

In order to do this, Mowbray 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 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 may apply the following penalties / sanctions:

- Withdrawal from all examinations
- Withdrawal from the named BTEC Examination
- Withdrawal from the named NCFE qualification
- Cancellation of the Unit
- Cancellation of the Assignment
- Repeat of the assignment

Definition of Malpractice by Learners

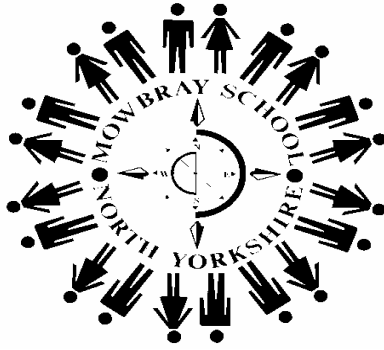
This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

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

Definition of Malpractice by Centre Staff

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

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner
- completing all the requirements of assessment.



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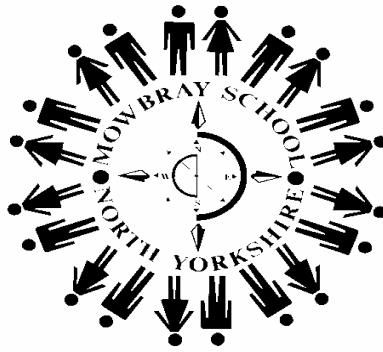
Internal Verification Policy

Aim

- To ensure there is accredited Lead Internal Verifier in each principal subject area - BTEC Entry - Level 2
- To ensure there is an Internal Quality Assurer in place for NCFE Entry - Level 1
- To ensure that Internal Verification/Quality Assurance for all vocational subjects is valid, reliable and covers all Assessors and programme activity
- To ensure that the Internal Verification/Quality Assurance is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification/Quality Assurance decisions

In order to do this, Mowbray School will:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Where required by the qualification, appropriate Internal Quality Assurers are appointed for each qualification size
- Each Lead Internal Verifier/Internal Quality Assurer oversees effective Internal Verification/Quality Assurance systems in their subject area
- Staff are standardised and trained in the requirements for current Internal Verification/Quality Assurance procedures
- Effective Internal Verification/Internal Quality Assurer roles are defined, maintained and supported
- Internal Verification/Quality Assurance is promoted as a developmental process between staff
- Standardised Internal Verification/Quality Assurance documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification/Quality Assurance schedule, linked to assessment plans is in place
- An appropriately structured sample of assessment from all programmes and Assessors is Internally Verified/Quality Assured, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification/Quality Assurance activity are maintained
- The outcome of Internal Verification/Quality Assurance is used to enhance future assessment practice



Mowbray School

Blended Learning Policy

Aim

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

In order to do this, Mowbray School will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement / NCFE Centre Agreement
- Ensure that adequate opportunity to complete practical assessments is available

Where distance assessment is not possible and actions to overcome this barrier:

- Where learners have no access to a physical space essential for assessment (eg. A working farm for Land-Based Studies) - to dedicate time on the school farm/cooking room where it is one learner and one adult at a time, both wearing full PPE
- Where learners require others in a group to collaborate on a project (eg. Teamwork units in Sport and Active Leisure) - to opt for units that do not require collaboration in groups