



KING EDWARD VI
SHELDON HEATH ACADEMY

BTEC POLICY

Other related policies:

Behaviour Policy

Controlled Assessment Policy

Examination Appeals Procedures

Access Arrangements Policy

Word Processor Policy

Head of Centre: Mr J P Allen

Examinations Manager: Ms J Jones

SLT Responsible for Examinations – Miss K Tzoganakou

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance **Aspiration**
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation **Humanity**
Excellence Embracing diversity
Belief Empathy Kindness
Understanding **Charity**
Compassion

This policy will be reviewed annually by the curriculum committee unless curriculum developments dictate otherwise.

Last reviewed February 2017.

1. Rationale

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

- BTEC Guide to Standards Verification 2017-2018
- BTEC Centre Guide to Internal Verification
- BTEC Centre Guide to Internal Assessment
- BTEC Centre Guide to Assessment Levels 4 to 7: 2017-2018
- BTEC Centre Guide to External Examination
- UK Guide to Quality and Assessment
- BTEC Assessment Strategies
- BTEC Guide to for Lead Internal Verifiers 2017-2018
- Guide to Quality Management Review 2017-2018
- BTEC Centre Guide to Employer Involvement 2017's
- BTEC Centre Guide to Managing Quality

2. Registration & Certification

Aims:

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

In order to do this, the Academy 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.

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Programme Leader: responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible
- Quality Nominee: responsible for coordinating and monitoring the learner details held with Pearson
- Senior Management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

3. Assessment

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 Academy 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.

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 (BTEC Entry Level-Level 3): 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.

4. Internal Verification (IV)

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, the Academy will ensure that:

- a lead internal verifier for each principal subject area is accredited by Edexcel 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.

5. Plagiarism and Assessment Malpractice

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 qualifications.

In order to do this, the Academy 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 Head of Centre / Principal and all personnel linked to the allegation. It will proceed according to the examinations appeal policy;
- 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.

Responsibilities:

- Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures:

- Addressing learner malpractice:
 - All staff promote positive and honest study practices.
 - Learners are required to declare that work is their own; staff check the validity of learner's work.
 - Learner induction and handbook is used to inform about malpractice and outcomes.
 - Teachers ensure that learners use appropriate citations and referencing for research sources.
 - Assessment procedures in place to help reduce and identify malpractice.
- Addressing staff malpractice:
 - Staff BTEC induction and updating includes BTEC requirements.
 - Robust Internal Verification and audited record keeping.
 - Audit of learner records, assessment tracking records and certification claims.
- Dealing with malpractice:
 - The individual is informed of the issues and of the possible consequences as well as of the process and appeals rights.
 - The individual is provided with the opportunity to respond.
 - Any investigation is carried in a fair and equitable manner.

- The awarding body is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of the awarding body for any further action is sought.
- Any penalties are appropriate to the nature of the malpractice under review.
- Should gross misconduct be identified, it will be dealt with in accordance with learner and staff disciplinary procedures.

6. Appeals

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the Academy will:

- inform the learner at induction, of the Examination Appeals Policy and procedure;
- record, track and validate any appeal;
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted;
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results;
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure;
- monitor appeals to inform quality improvement.

Responsibilities:

- Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased.
- Head of Centre: responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Procedures:

- The learner induction informs the learner of the appeals procedure.
- The learner appeals procedures are staged procedures to determine whether the assessor:
 - Used procedures that are consistent with the awarding body's requirements.
 - Applied the procedures properly and fairly when arriving at judgements.
 - Made a correct judgement about the learner's work.
- Appeals procedure stages:
 - Stage 1 – Informal: Learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
 - Stage 2 – Review: Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
 - Stage 3 – Appeal hearing: Vice Principal (Curriculum) hears the appeal: last stage by the centre. If unresolved, move to stage 4.

- Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of Stage 4: a fee is levied.
- Recording appeals: each stage will be recorded, dated and show either agreement or disagreement with decisions. Documents will be kept for a minimum of 18 months.
- Monitoring of appeals: undertaken by Vice Principal (Curriculum) to inform development and quality improvement.

Vocational qualifications at the Academy are with Pearson. The exam board's specific policy for appeals for all Pearson Vocational qualifications can be viewed at: http://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf

7. Employer Involvement

Aims:

- To ensure that learners undertake meaningful activity involving employers during their study.
- To ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
- To prepare the learner to engage actively and positively with opportunities offered with employer involvement.

8. Roles and responsibilities

The Principal is responsible for monitoring the implementation of this policy.

The Vice Principal (Curriculum) is responsible for the integrity of the administration and completion process of all vocational qualifications at the Academy.

The Examination Manager is responsible for:

- The timely, accurate and valid registration, transfer, withdrawal and certificate claims for students. All learners must be registered by 1st November for programmes starting in September or within one month of enrolment (for other start times).
- Ensuring learner details held by the awarding body are accurate.
- Providing a mechanism for subject areas to check the accuracy of the student registration.
- Informing the awarding body where the Academy is able to apply for reasonable adjustments or special consideration for individual students.
- Arranging for the effective administration of all externally assessed units, in accordance with JCQ and examination board guidelines and policies; evaluating BTEC administration.
- Reporting results to the awarding body.
- Keeping all records safely and securely for three years post certificate.

The BTEC Quality Nominee is responsible for:

- overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.
- Ensuring that Subject Leaders have followed procedures by 'Internally verifying' assignments.
- Sampling assignments to ensure evidence of colleagues responding to IV feedback.
- Ensuring adherence of BTEC programme to exam board's guidance.
- Sampling & monitoring individual subjects' documentation.
- Evaluating BTEC structures and processes and identifying development priorities.
- Arranging to attend appropriate training.

The Head of Department is responsible for:

- Ensuring that an audit trail of learner assessment and achievement is accessible.
- Coordinating and monitoring the learner details held with Edexcel.
- Liaising with the Examination Manager about:
 - the completion of all externally assessed units.
 - the registration & certification of learners at appropriate level.
- Lead and coordinate the writing of assignments
- Issue Assignment to students after IV adjustments
- Internally verifying assignments.
- Responding to IV feedback.
- Ensuring adherence of BTEC programme to exam board's guidance.

The BTEC subject teacher is responsible for:

- Supporting Subject Leader by writing assignments as required.
- Internally verifying assignments.
- Responding to IV feedback.
- Issuing Assignment to students after IV adjustments.
- Completing OSCA Accreditation (to become a lead IV) in subject area.
- Ensuring adherence of BTEC programme to exam board's guidance.

All students are responsible for:

- Ensuring 100% attendance and punctuality to all lessons.
- Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes. Failure to do so will carry sanctions in accordance with Homework and Sixth Form Policies and BTEC regulations (relevant extracts on appendix 3).

Appendix 1: Centre approval criteria

The declaration made by the Head of Centre when making a centre approval contains the following criteria:

- my organisation will co-operate fully with Edexcel;
- my organisation will not undertake any activity or advertising that could bring the name of Edexcel into disrepute;
- I have authorised the person named above to act as contact for this application;
- no material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation;
- my centre will operate any required external tests in full accordance with Edexcel and OFQUAL/ACCAC/CCEA procedures;
- I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn;
- I understand that approval of a qualification by Edexcel does not imply or guarantee that it will be supported by public funding bodies;
- I confirm that we will regularly monitor, review and evaluate our operations;
- I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate;
- I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures;
- I confirm that the assessment procedure will be open, fair and free from bias;
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded;
- I confirm that we will make available to Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification;
- my centre will not extend its boundaries overseas;
- learners will be informed of their registration status;
- my organisation has not had approval declined or withdrawn by another awarding body;
- the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
- I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria;
- my organisation will keep a complete copy of this approval application for the lifetime of the qualification;
- my organisation will retain a copy of the learners' assessment and internal verification records for a period of three years following certification of the learner.

Appendix 2: Qualification approval criteria

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

- there are procedures in place for the systematic monitoring, review and evaluation of this qualification;
- the centre's policy on equality of opportunity is operational;
- routes of progression are identified and made clear to all learners;
- there are appropriate teaching and learning opportunities planned;
- there will be opportunities for learners to be involved in and be given responsibility for their own learning;
- all learning opportunities will have relevance to employment within the sector;
- the assessment procedure will be open, fair and free from bias;
- assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals;
- policies and procedures for the internal verification of assessment are in place;
- the physical resources for each qualification, as described within the specification are available and sufficient for all learners;
- although centres will be given approval to offer all units within the relevant specification, the Academy must confirm that will only deliver units where there is appropriately qualified staff and sufficient resources to support the delivery;
- staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications;
- a system is in place to ensure on-going staff development and updating in relation to the vocational areas covered by this application.

Appendix 3: Meeting deadlines

All student work is regularly monitored to ensure that students maintain appropriate pace, remain focused and do not fall behind with their work. When concerns arise these are initially discussed with the student concerned. Should the concerns continue, the relevant Head of Department and the Head of Year/Sixth Form are informed. Students are spoken to and where appropriate placed on overtime /detention; parental meetings may also occur.

a) Missed deadlines

- Missed BTEC deadlines should be treated as missed homework deadlines and carry the same sanctions according to Key Stage, i.e. C3/C4 detention for KS4 students, Overtime for Sixth Form students. Head of Department and Head of Year/Sixth Form are also informed.
- Repeatedly missing deadlines – Head of Sixth Form meets with student and parents and implement an action/support plan to ensure that time is managed effectively and no further deadlines are missed.
- Should the student continue to miss deadlines, further disciplinary action is considered.
- The Lead IV is kept informed at all stages.

b) Re-submissions

- Students have **one** chance and 10 days to improve a failed assignment and re-submit.
- Re-submissions must be signed off on the Assessment Record Sheet by the Lead IV in the subject area.
- A re-submission attempt can only be authorised if BTEC criteria has been met originally.

c) Deadline extensions

- If a student has an authorised illness absence, the assessor and Lead IV may authorise a deadline extension.
- Extensions are decided by the Lead IV and new deadlines are clearly recorded on the student's copy of the assignment and the assessor's tracking sheet.

d) Retakes

- If the student has not achieved the Pass criteria in a given assignment, a new assignment needs to be issued which allows the student to achieve the pass criteria only.

Appendix 4: Conducting tests

Tests are an assessment of the learner's knowledge and understanding. The test papers and test items are Pearson copyright and should not be reproduced or published without prior written consent from us. Any reproduction of test questions in revision documentation or student notes will be viewed as an infringement of copyright and will be viewed as malpractice to which sanctions including the revocation of centre approval may apply.

Roles and responsibilities

The Exams Manager and an Invigilator administer the tests. These two roles are performed by separate people. Neither is the trainer who delivered the training to the learners undertaking the test.

Test Manager (Centre Manager or the nominated person)

This person holds responsibility for test security and must ensure that the testing procedure is followed. Their responsibilities are:

- downloading and printing tests from the secure website
- ensuring that any re-sit learners have been given a different test paper
- creating a seating plan
- completing test logs and ensuring the storage of test records
- photocopying/scanning of the test answer sheets prior to returning the originals
- ensuring safe storage and dispatch of test papers
- preparing the invigilator to undertake their role in line with the testing procedure (this may also include confirming the identity of learners and checking eligibility for exemption from a test or training).

Invigilator

The Invigilator has the following responsibilities:

- ensuring the test room meets the requirements specified in the procedure
- ensuring no reference material which might be helpful to candidates is displayed in the test room
- distributing and collecting test papers and answer sheets to the learners on the test day
- recording evidence of learners' identities
- recording any changes to the seating plan
- ensuring the test is conducted under examination conditions
- ensuring learners do not commit malpractice (e.g. cheat), copy or in any other way gain an unfair advantage when taking the test
- reporting any issues of learner malpractice or misbehaviour during the test to the centre manager
- they do not need any knowledge of the syllabus or be a qualified trainer.

BTEC ENTRIES			
Action	Who	When	What next?
All BTEC entries to Exams Manager, using appropriate template.	HoD or postholder	End of September.	Exams Manager will process these entries (for the full course students are studying).
Produce a spreadsheet with all entries and share with BTEC Coordinator and HoDs.	Examinations manager	Mid October.	HoDs to check that all BTEC students have been entered for the right course.
Confirm accuracy of entries, identify errors and omissions.	BTEC Lead IV, HoDs or postholders	End of October.	Exams Manager will address any issues.
Produce a revised spreadsheet of all entries.	Examinations manager	1 st of November.	Copies to all HoDs, BTEC Coordinator, Head of Sixth Form, Vice Principal.
ON LINE ASSESSMENT/EXAMINATIONS			
All entries to Exams Manager – at time appropriate to the assessment window.	BTEC Lead IV, HoDs or postholders	In time for the appropriate assessment window.	Exams Manager to process all entries.
Produce a spreadsheet of all entries.	Examinations manager	As soon as the entries are completed.	Copies to all HoDs, BTEC Coordinator, Head of Sixth Form, Vice Principal – HoDs to check for accuracy.
Arrangements for external assessment, in accordance with guidelines and policies (Edexcel, JCQ)	Examinations manager	All in place at least month before the exam is due.	Examination timetables to candidates, Exams Manager.
Students taking the (online) exams.			External examinations policy followed.
SUBMITTING BTEC RESULTS – Course Completion			
Action	Who	When	What next?
Template generated for collecting results – this will require the exact name of each unit completed and the grade achieved in this unit by each	Examinations manager	According to the Academy's calendar	Share template with all staff concerned.

student as well as the overall grade for each student.			
Templates showing the results for all BTECs returned to Exams Manager.	HoD or postholder	No later than a week after the published BTEC completion date (Academy's calendar).	All results processed.
Produce a spreadsheet of results.	Examinations manager	Within two weeks of collecting all results from HoDs/postholders.	HoDs check for accuracy.
Confirm accuracy of results, identify errors and omissions.	BTEC Coordinator, HoDs or postholders	End of May.	Exams Manager to address any issues.
Check all certificates for accuracy and file them.	Examinations manager	As soon as they arrive.	Follow up any issues, liaise with HoDs, BTEC Coordinator, Vice Principal if needed.
Produce a final spreadsheet of all results.	Examinations manager	By end of June.	Copies to BTEC Coordinator, Vice Principal, HoDs.

BTEC – Unit completion, Verification & Standardisation

Action	Who	When	What next?
Clear timeline in place for completion of units. PoLs support quality learning within guided learning hours.	HoD or postholder	Before the academic year starts.	Teachers are clear of which units to teach, how and timescale for the completion of each unit.
Every unit completed is standardised across the department according to the Assessment Plan for the Course/Subject area.	HoD, BTEC Coordinator	Within 2 weeks of completing the unit.	Evidence of standardisation recorded and shared with SLT line manager and Lead IV. Outcomes recorded, follow up actions in accordance with BTEC Policy.
Address possible issues from standardisation.	HoD or postholder	No later than a week after the standardisation/verification process.	Checked by SLT line manager and Lead IV.
Appropriate and timely arrangements for IV are in place and adhered to. Verification is effective.	BTEC Lead IV	According to departmental schedule approved by the BTEC Lead IV.	Potential issues addressed within a week.
Verified assessment outcomes updated to departmental tracking sheet.	HoD or postholder	Within 3 weeks of completing the unit of work.	Checked by SLT line manager and BTEC Coordinator.

Half termly- BTEC teacher meetings to ensure consistent approach and address potential issues/queries.	BTEC Lead IV	Every half term	HoDs to follow up any matters arising, BTEC Coordinator to monitor.
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