**BTEC Learner Equality of Access**

**Aims**

• To ensure that there is accurate and detailed recording of assessment decisions. **In order to achieve this, Ashley High School will:**

• Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. Each assignment should clearly identify the assessment criteria to be focused upon, as well as formative and summative assessment dates.

• Assess learner’s evidence using only the published assessment and grading criteria. • Ensure that assessment decisions are impartial, valid and reliable.
• Maintain 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 as required by the awarding board.
• Monitor Standards Verification 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, appropriately and to the best of the learner’s ability

This protocol will be reviewed annually by the Quality Nominee and Programme Leaders.

**All BTEC teaching staff should have full access and be familiar with the Guide to Internal Assessment for BTEC Firsts and Nationals** •  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.

**Aims**

To ensure there is an accredited lead internal verifier in each principle area.

To ensure that Internal Verification (IV) is valid, reliable and covers all assessors, and program 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 achieve this Ashley High School will:**

* Ensure that all centre assessment assignments are verified as fit for purpose prior to distribution to students.
* The Lead Internal Verifier is to be responsible for allocating the sample size required from each assessor. Assessors deemed to be ‘high risk’ will provide a higher sample size than ‘low risk’ assessor. Level of risk will be determined by the Lead Internal Verifier and the Quality Nominee.
* Verify an appropriately structured sample of assessor work from all programs to ensure each conform to Standards Verification requirements.
* Plan an annual internal verification schedule which is published to all relevant BTEC assessors and the Quality Nominee at the beginning of each academic year.
* 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.
* The continued professional development to take the form of departmental training, professional body training days and attendance at the BTEC working group assessment meetings.
* Promote internal verification as a developmental process between staff. The process of internal verification to predominantly occur within structured departmental meeting / developmental time.
* Provide standardised IV documentation and to include an IV assessment form.
* Use the outcome of internal verification to enhance future assessment practice.
* The QN to ensure that staff are regularly updated with any new National changes made to

BTEC assessment guidelines.

* Each department to ensure that all records of assignments, assessment and IV are stored electronically on the shared area and that these folders and files are regularly updated throughout the year.

**Equal Opportunities at** Ashley High School is committed to providing equality of access to vocational education in terms of curriculum opportunities and this is demonstrated via the expansion of vocational opportunities that exist within the KS4 and KS5 curriculum offer.

All pupils, despite their level of aptitude, race, gender or disability, have the opportunity to select a BTEC qualification as part of their options.

Access to BTEC qualifications is open to pupils of all abilities. In most cases classes are taught in mixed ability groupings unless there are sufficient pupils to be able to run two classes; in such cases groups may be set according to levels.

It is the school’s aim that every pupil should be able to achieve the full qualification for which they opted. However, in exceptional cases where the internal tracking and monitoring systems have highlighted that a pupil may not achieve the full qualification, the possibility of entering the pupil for a reduced qualification is considered.

 It is expected that every pupil will receive the guidance and support from all staff team members in order to achieve their very best. Pupils who successfully complete the Pass criteria should be given the guidance necessary to be able to attempt the Merit and Distinction criteria. All pupils should be given the opportunities to develop their work. Staff should give clear and regular formative feedback using formal feedback proformas and in line with the BTEC rules and requirements and pupils should have the opportunity of commenting on the feedback they receive. Achievement across all BTEC programmes should be celebrated.

All pupils opting to study a BTEC course are encouraged to take a full interest in the course. No bias should be given to either gender and staff should ensure that the range of available resources demonstrate no gender bias. Traditional male and female roles should be questioned. Visits from guest speakers and contact with representatives from the workplace should as far as possible present a balanced viewpoint and present no gender bias or stereotypes.

The study of BTEC qualifications at Ashley High School should set a positive example to pupils in all areas of equality. Departments use the BTEC equal opportunities policy which should take into account issues of equality related to the programme.

All pupils will be offered the same study and visit opportunities where possible.

The same standard of conduct, courtesy and consideration is expected from all pupils.

The school’s designated Quality Nominee is responsible for the oversight of all BTEC programmes and remains the source of support for all programme leaders and lead internal verifiers.

**Health & Safety**

The health and safety of all pupils and staff is of paramount importance to the school at all times. Whilst in school all staff follow the school’s health and safety procedures. It is essential that programme leaders and staff teams are fully aware of and comply with health and safety requirements when organising off site visits and when arranging practical activities and demonstrations involving guest speakers.

All work placements are health and safety checked by the school’s qualified health and safety practitioner whose role is to assist with the organisation of work experience.

Please consult the school’s Health and Safety policies.

**Code of Conduct for Staff delivering BTEC programmes**

When pupils present an assignment for assessment the tutor should ask the pupil to formally sign a declaration that the work presented is their own. It is the responsibility of the assessor in the first instance to check that the work is valid.

Tutors may give both formative and summative feedback to pupils any number of times during an assignment window but ensure they are following the new BTEC rules. Once a final deadline has passed there should be no further opportunities for reworking of assignments unless the pupil has been granted extra time by the programme leader due to exceptional circumstances.

Programme leaders and tutors should be aware that the following examples of tutor conduct would be viewed as malpractice:

Failing to keep mark schemes secure
Alteration of any mark scheme or assessment and grading criteria
Assisting pupils with assignments to the point where the support given has the potential to influence the outcomes of assessment. On no account should tutors produce work for a pupil
Producing evidence that a pupil has not generated themselves or knowingly allowing a piece of false evidence to be included in an assignment
Failing to keep pupil mark sheets and assessment records secure
Making certificate claims prior to a pupil actually completing all the requirements necessary for certification
Failing to keep test papers and external assignments/tasks secure
Obtaining unauthorised access to assessment material prior to an external test
Misusing the conditions for special pupil dispensations e.g where pupils are permitted support such as amanuensis

If an allegation is made or a malpractice is suspected this must be reported to the Quality Nominee who in turn will inform the Head of School. The individual concerned or suspected of malpractice will be informed of the situation in writing detailing the nature of the allegation or suspicion and of the responsibility of Programme Leaders. Should the malpractice be proven the individual concerned will be given the opportunity to respond and will be informed of appeal procedure should the malpractice be proven. The Head of School will appoint a member of the Senior Leadership Team to carry out a formal investigation.

The school will inform Edexcel of the alleged incident immediately and will report on the progress of the investigation and the outcome as soon as possible.