



# SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

GRAMMAR SCHOOL ROAD   
LATCHFORD, WARRINGTON  
WA4 1JL

01925 636414 

01925 417468 

INFO@BOTELER.ORG.UK 

WWW.BOTELER.ORG.UK 

/THOMASBOTELER 

#THOMASBOTELER 



Diocese of Liverpool



THE CHURCH  
OF ENGLAND  
Diocese of Chester

# BTEC POLICY & PROCEDURES

**AUTHOR:** MISS J MORRIS

**COMMITTEE:** HEADTEACHER

**AUDIENCE:** STAFF, STUDENTS, PARENTS/ CARERS, GOVERNING BODY

**PUBLISHED:** OCTOBER 2020

**DATE APPROVED:** SEPTEMBER 2020

**DATE OF REVIEW:** ANNUALLY TO ENSURE COMPLIANCE WITH CURRENT REGULATIONS

## **Contents**

<b>1. Purpose of the Policy</b>	<b>3</b>
<b>2. Staff Responsibilities</b>	<b>4</b>
<b>3. Registration and Certification</b>	<b>6</b>
<b>4. Assessment</b>	<b>8</b>
<b>5. Internal Verification</b>	<b>12</b>
<b>6. Appeals</b>	<b>14</b>
<b>7. Assessment Malpractice</b>	<b>15</b>
<b>8. Employer Involvement Policy</b>	<b>17</b>

# 1. Purpose of the Policy

This purpose of this document is to:

- identify staff responsibilities and procedures in planning and managing BTEC Qualifications

**The policy should be read in conjunction with the Key Links on the Pearson Website:**

**BTEC Qualification 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 website: [www.btec.co.uk](http://www.btec.co.uk)

**Pearson BTEC Assessment & Grading Policy:** this is the policy on the application of grading criteria when assessing BTEC programmes: <https://qualifications.pearson.com/en/qualifications/btec-firsts/assessment-and-grading>

**BTEC Centre Guides to Assessment:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

**BTEC Centre Guide to Internal Verification:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## 2. Staff Responsibilities

### Head of Centre (HoC)

- Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.
- Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Responsible for any investigation into allegations of malpractice.

### Senior Leadership Team (SLT)

- Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.

### 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 assessment and achievement is accessible.
- Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

### Quality Nominee (QN)

- Responsible for coordinating and monitoring the learner details held with Pearson.
- The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for their respective BTEC programme(s).
- The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Required to inform Pearson of any acts of malpractice.

### Assessor (A)

- Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- 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.
- Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

### Lead Internal Verifier (LIV)

- 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.
- A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
- Responsible for malpractice checks when internally verifying work.

### Internal verifier (IV)

- A member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
- Responsible for malpractice checks when internally verifying work.

**Learner (L)**

- 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

### 3. Registration and Certification

#### 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 learner registration and certification claims can be tracked to the certificate
- which is issued for each learner
- to identify any Recognition of Prior Learning (RPL)

#### In order to do this, the centre 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
- For in year transfer students to our centre, we will contact the previous school to obtain student RPL
- For in year transfers to other centres, we will inform the new centre of any RPL

#### Links

**Information manual:** this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes:

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

#### Procedure

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 Management (SM): 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 school IT management systems on the correct course/class within two weeks of starting.

2. At the start of October, PL 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.
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 admission 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. PLs to ensure attendance data is accurately maintained throughout the year.

### **Certification procedure:**

1. LIV to ensure assessment records support learner achievement before completing student report forms (SRFs) and passing to PLs for checking.
2. PLs to check accuracy of SRFs: once confirmed as accurate, pass completed SRFs to EO, along with assessment records that need retaining for three-year period. Retain copies in Programme File
3. EO, with second person to submit certification claims via EOL.
4. EO to check accuracy of certificates against assessment records once received: notify Pearson of any inaccuracies and recheck amended certificates on receipt.
5. EO to issue certificates to learners.

### **Key dates:**

- Learner identity check - during enrolment
- Registration - by end November for programmes run over an academic year or within one month of enrolment for other delivery models
- Attendance - recorded on the same day as planned
- Certification - by end July for programmes run over an academic year or within one month of completion for other delivery models
- Certificate checks - within three days of receiving certificates.

### **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 within two working days and Head of Centre to instigate internal Malpractice procedures and report to Pearson.

## 4. Assessment

### 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, the centre 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 summative 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 as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- the tutor will decide when the learner is fully prepared to undertake the assessment.
- Once learners are working on assignments which will be submitted for assessment, they will work independently to produce and prepare evidence for assessment.
- before starting an assessment, the tutor will ensure that each learner understands the:
  - assessment requirements
  - nature of the evidence they need to produce
  - importance of time management and meeting deadlines.
- once the learner begins work for the assessment, the tutor will not:
  - provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
  - confirm achievement of specific assessment criteria until the assessment stage.
  - only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.
- each learner must submit:
  - an assignment for assessment which consists of evidence towards the targeted assessment criteria
  - a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
  - formally record and confirm the achievement of specific assessment criteria
  - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.
- the assessor will not:
  - provide feedback or guidance on how to improve the evidence to achieve higher grades.
- it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.



- the Lead Internal Verifier will only authorise a resubmission if all of the following conditions are met:
  - the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
  - the tutor judges that the learner will be able to provide improved evidence without further guidance
  - the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and-dated declaration of authenticity by the learner.
- if a learner has not met the conditions listed above, the Lead Internal Verifier will not authorise a resubmission.
- if the Lead Internal Verifier does authorise a resubmission, it must be:
  - recorded on the assessment form
  - given a deadline for resubmission within 10 working days\* of the learner receiving the results of the assessment [\* the 10 working days will be within term time, in the same academic year as the original submission.
  - undertaken by the learner without further guidance.
- retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.
- 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.

## Links

**BTEC Qualification 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 website: [www.btec.co.uk](http://www.btec.co.uk)

**Pearson BTEC Assessment & Grading Policy:** this is the policy on the application of grading criteria when assessing BTEC programmes:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/assessment-and-grading>

**BTEC Centre Guides to Assessment:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## Procedure

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.

To ensure Conduct any external or internal examinations in line with JCQ regulations and Instructions for Exam Conduct

To define the system for the issue, marking and submission of each assignment to take periodically during the year i.e. after each issued set are completed, not at the end of the course.

## Handing in Assignments

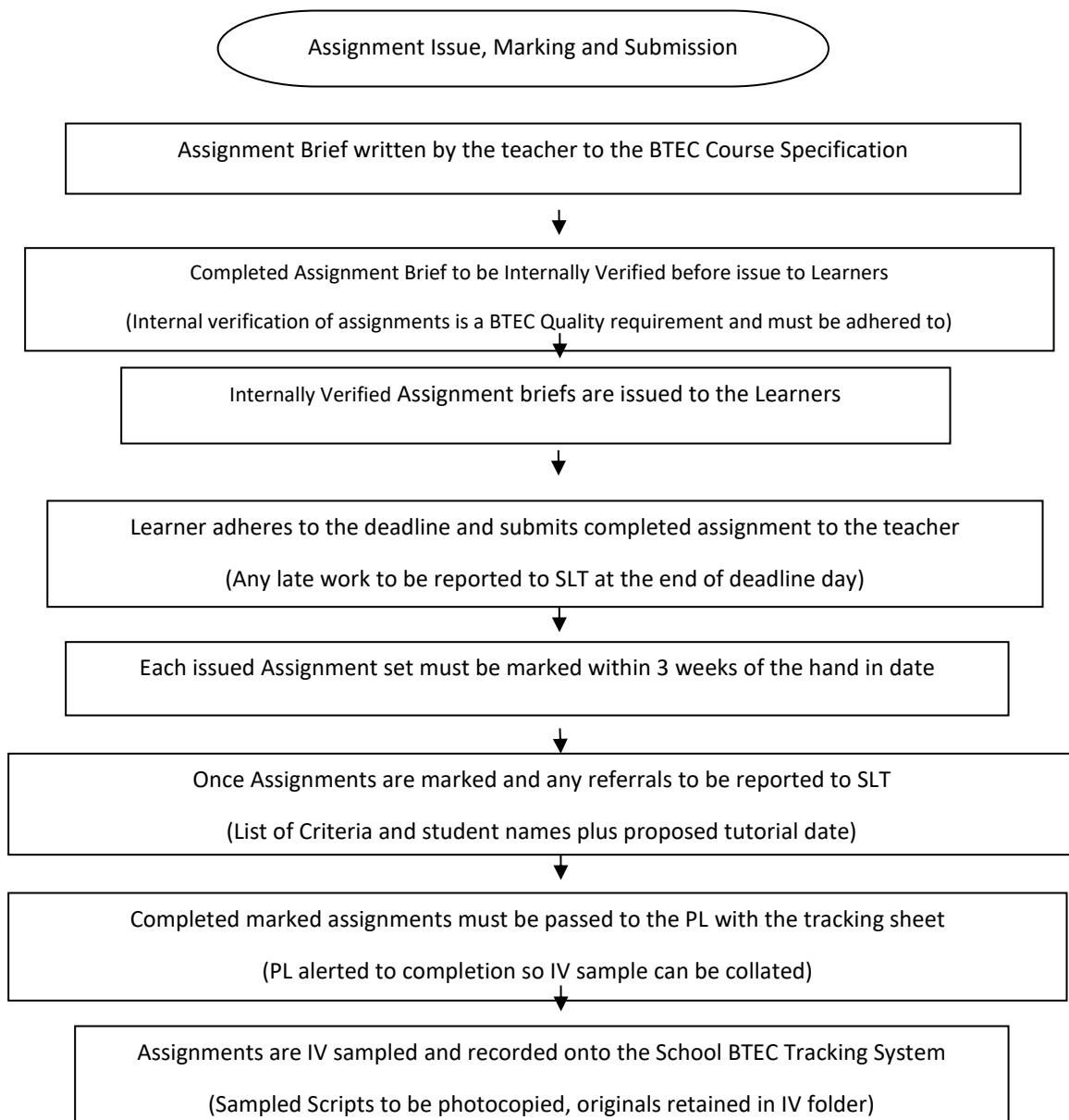
- Learners will be given a deadline for each assignment
- Under certain circumstances teachers will then give ONE MORE OPPORTUNITY to upgrade work based on the feedback given.

## Failure to meet deadlines

- Failure to hand in work by the agreed deadline will require evidence of extenuating circumstance e.g. a Doctor's Certificate. It will not be acceptable to say to that the learner did not have time to complete the assignment
- A failure to meet deadlines will result in not having the opportunity to obtain a grade.

## Progression to Year 2

- In order to progress to Year 2 and be awarded a BTEC Level 2 Certificate, Learners will need to have completed successfully all assignments in Year 1 to a minimum PASS standard by the end of June of Year 1.



## Documentation

- Assessment Forms. Edexcel website download
- JCQ Regulations <https://www.jcq.org.uk/exams-office/general-regulations>
- ICE <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
- Student Leave of Absence Forms [PUPIL HOLIDAY REQUEST FORM 2005.doc](#)
- Staff Leave of Absence Form [Request for Leave Form - Staff.docx](#)

## References

- JCQ Regulations <https://www.jcq.org.uk/exams-office/general-regulations>
- ICE <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
- Internal Appeals Policy
- Child Protection and Safeguarding Policy
- School Managing Attendance Policy
- Student Attendance Policy

## 5. Internal Verification

### Aim:

- 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 centre will ensure that:

- 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
- each Lead Internal Verifier oversees effective Internal Verification systems in their 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, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- secure records of all Internal Verification activity are maintained
- the outcome of Internal Verification is used to enhance future assessment practice.

### Links

**BTEC qualification specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes must have access to the relevant specification. They are published on the website: [www.btec.co.uk](http://www.btec.co.uk)

**Pearson BTEC Assessment & Grading Policy:** This is the policy on the application of grading criteria when assessing BTEC programmes:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/assessment-and-grading>

**BTEC Centre Guide to Internal Verification:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

### Procedure

To ensure that I.V. is valid, reliable and covers all assessors and programme activity.

To ensure that the I.V. process is open, fair and free from bias

To ensure that the Centre has a LIV registered for BTEC courses delivered

To ensure the LIV is registered and completed OSCA activities as required

### Process

The Internal Verification process will

- 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 and NSS requirements.
- 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.

### **Documentation**

- Internal Verification Forms – Edexcel Website Download
- Student Leave of Absence Forms [PUPIL HOLIDAY REQUEST FORM 2005.doc](#)
- Staff Leave of Absence Form [Request for Leave Form - Staff.docx](#)
- Appeals Procedure (see Section 6)

### **Documentation**

- Internal Appeals Procedure
- Child Protection and Safeguarding Policy
- School Managing Attendance Policy
- Student Attendance Policy

## 6. Appeals

### Aim:

- 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 centre will:

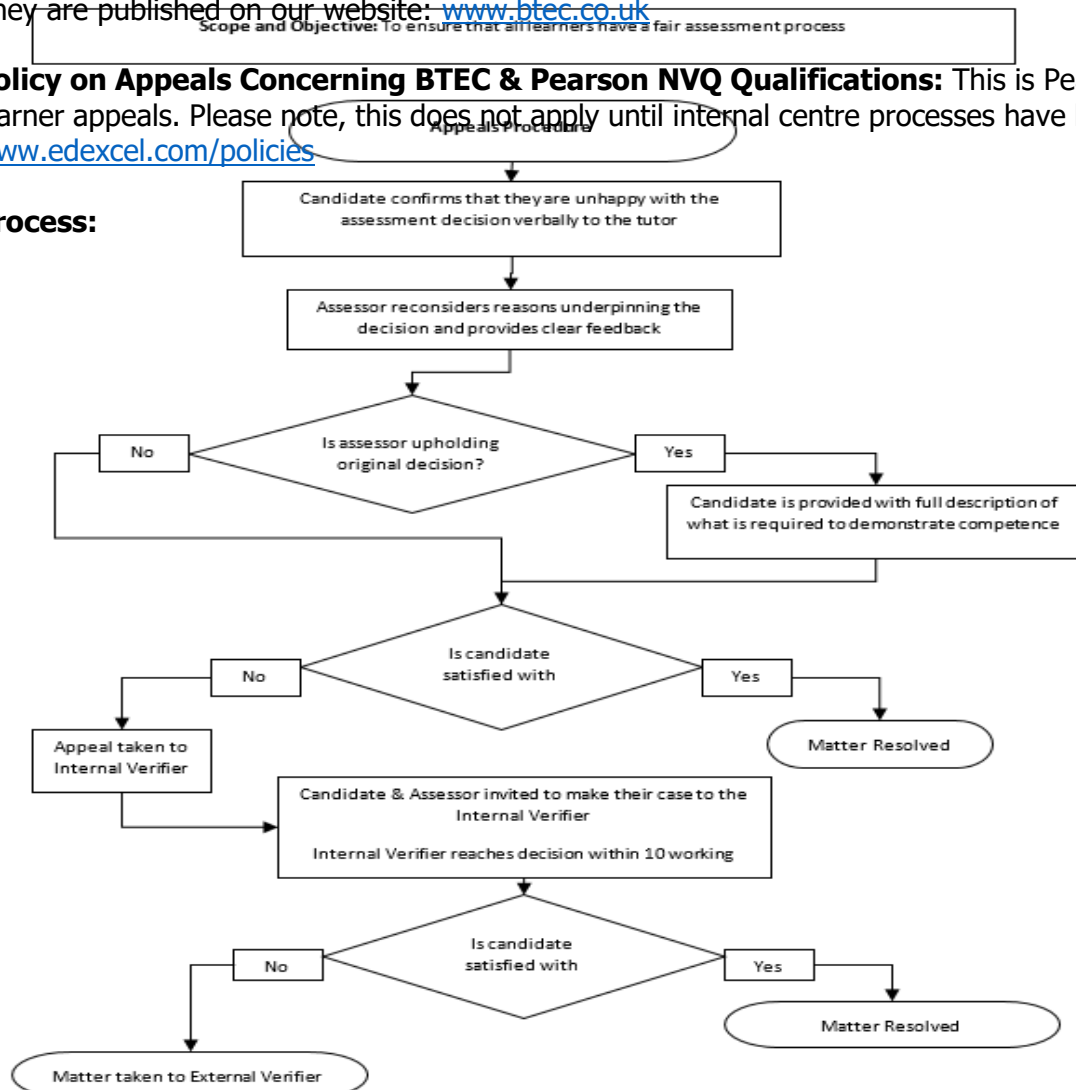
- inform the learner at induction, of the Appeals Policy and procedure as part of the BTEC Policy
- record, track and validate any appeal
- forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- have a staged appeals procedure
- 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
- monitor appeals to inform quality improvement.

### Links

**BTEC qualification 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 our website: [www.btec.co.uk](http://www.btec.co.uk)

**Policy on Appeals Concerning BTEC & Pearson NVQ Qualifications:** This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted: [www.edexcel.com/policies](http://www.edexcel.com/policies)

### Process:



## 7. 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 centre 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
- 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.

## Links

**Pearson BTEC Assessment Malpractice Policy:** This is Pearson's policy on assessment malpractice relating to BTEC programmes:

<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Centre-Guidance-malpractice-maladministration.pdf>

## Procedure

- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledge 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: -

Stage 1	Assessor and Candidate	5 working days
Stage 2	Internal Verifier	5 working days
Stage 3	Senior Management	5 working days
Stage 4	Pearson	14 working days

- 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 judgement made
- Document all stages of any investigation

Where malpractice is proven, the centre will apply penalties and sanction in line with the centre Disciplinary Procedure.

## Documentation

- Schools Disciplinary Policy

## References

- Internal Appeals Procedure
- Child Protection and Safeguarding Policy



## 8. Employer Involvement Policy

### Aim

- Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning and raises the credibility of the qualification.
- To ensure a designated lead for Employer Involvement.
- Requires all learners to undertake meaningful activity involving employers during their study.
- To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner.
- The contribution of meaningful activities to the qualification must be significant and relate to the qualification as a minimum.

In order to do this, Sir Thomas Boteler Church of England High School will:

- Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification.
- Produce a clear and accurate meaningful activity plan that covers all learners
- Establish and agree milestones with employers to develop, execute and review meaningful activities for learners
- Confirm learner engagement against the defined meaningful activities identified.
- Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
- Prepare the learner to engage actively and positively with opportunities offered with employer involvement
- Develop robust and accurate recording procedures that minimise the opportunity for malpractice Maintain a robust and rigorous quality assurance procedure
- Provide evidence for standards verification and quality management review as required by the awarding body
- Monitor SV and QMR reports and undertake any remedial action required
- Share good practice between all Technical qualification teams in reference to employer involvement
- Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.
- Provide resources to ensure effective employer involvement and accurate monitoring and recording.
- Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement
- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement
- Secure records of all activities are maintained

### Links:

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf>

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Assessment-L4-7.pdf>

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Standards\\_Verification\\_BTEC\\_NQF\\_Firsts.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Standards_Verification_BTEC_NQF_Firsts.pdf)

[https://qualifications.pearson.com/content/dam/pdf/btec-brand/BTEC\\_Centre\\_Guide\\_to\\_Internal\\_Verification.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-brand/BTEC_Centre_Guide_to_Internal_Verification.pdf)

## Procedure

<b>Staff Briefing</b>	All Assessors, Lead Internal Verifiers and Internal Verifiers required regular briefing on BTEC processes
<b>Employer Involvement Plan</b>	Annually agreed to cover all learners, designated units and assignments. The plan should be drawn up at the beginning of the programme and monitored throughout the year.
<b>Confirmation of meaningful activity</b>	Carried out before the activity is undertaken to ensure that it is fit for purpose. Documented records of meaningful activity must be kept.
<b>Internal Verification of meaningful activity</b>	Must verify a sufficient sample of activity undertaken. Where required feedback and support should be given to designated unit Assessors
<b>Standard Verification</b>	You should have in place monitoring and review procedures for standards verification outcomes. Procedures are required to deal with unsuccessful standards verification samples.
<b>Meaningful Activity Records</b>	Must be correctly maintained and kept securely for 3 years after certification.

<b>Meaningful Activity</b>	<ul style="list-style-type: none"> <li>• Structured work experience or work placements that develop skills and knowledge relevant to the qualification</li> <li>• Project (s), exercise (s) and / or assessments / examinations (s) set with input from industry practitioner (s)</li> <li>• Units delivered or co-delivered by an industry practitioner (s) – this could take the form of master classes or guest lectures</li> <li>• Industry practitioners operating as ‘expert witnesses’ that contributes to the assessment of a student’s work or practice, operating within a specified assessment framework – this may be a specific project (s), exercises (s) or examinations (s), or all assessments for a qualification</li> </ul>
----------------------------	--

## References

BTEC Guide to Employer Involvement