

Policy Name	Centre Handbook -Quality Review and Development & School Policies Document
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Author	Naomi Walker

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July 2026		

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

Respect, Aspiration, Resilience

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Introduction

The Dacorum Education Support Centre is a vibrant learning community where we work to enable all to achieve their potential in a caring environment.

All our learners are dual registered with their home schools, and have transferred to our Centre because they have been or are at significant risk of permanent exclusion from their mainstream school. Learners often have had a negative experience of education. We work hard to ensure all learners are supported to secure appropriate next steps on leaving Year 11.

Learners attend the Centre full time for one or two year programmes for Year 10 and 11.

We aspire to learn and succeed, and we aim to ensure that each learner fulfils their unique potential. The Centres vision for our learners is 'To be the Best You Can Be' and at the core of this are our three core values of Respect, Aspiration and Resilience.

Working with parents and in collaboration with community partners, we will deliver personalised learning to provide our learners with the talents and skills to aspire to success.

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Staffing Structure & Roles and Responsibilities

Last Review Date September 2025
Next Review Date July 2026

Staffing Structure

Co-Head of Centre	Naomi Walker
Head of Centre for Qualifications	Naomi Walker
Quality Nominee	Naomi Walker
Examination Officer	Carole Hammond

Programme Leaders

Digital IT	Stephen Peach
Functional Skills English	Emily McFadden
Functional Skills Maths	Kane Beere
Hair and Beauty	Sharon Fletcher
Home Cooking Skills	Amie Schroeter
Hospitality and Tourism	Kelly Vincent
Health & Social Care	Flora Kadinga
NCFE Creative Craft:	
Art & Design	Elaine McWilliams
Construction	Paul Kench
Cake Decorating	Amie Schroeter
NCFE Sports Studies	Chris Allgrove

Lead Internal Verifiers

Digital IT	Jade Dixon
Functional Skills English	Emily McFadden
Hair and Beauty	Chris Allgrove
Home Cooking	Kelly Vincent
Hospitality and Tourism	Kane Beere
Health & Social Care	Chris Allgrove
NCFE Creative Craft	Elaine McWilliams

Team of Assessors

Ms Sharon Fletcher
Mr Stephen Peach
Mr Chris Allgrove

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Mrs Jade Dixon
Mrs Kelly Vincent
Mrs Emily McFadden
Mrs Elaine McWilliams
Mrs Clare Winter
Mr Kane Beere
Miss Naomi Walker

Roles and Responsibilities

Head of Centre

The Head of Centre is formally responsible for the management and delivery of BTECs at our Centre. Their main responsibility is to ensure that our Centre acts in accordance with Pearson's conditions of approval, regulations and any other terms and conditions or policies.

Other senior managers will often work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. They may be required to support putting actions in place in response to reports on quality assurance.

Centre Quality Nominee

The Quality Nominee is the point of contact at the Centre for quality assurance. They are responsible for ensuring effective management of the BTEC programmes and actively promoting good practice within our Centre.

As they are involved in monitoring and supporting the programme teams, the Quality Nominee usually has responsibility for the BTEC curriculum at our Centre. The Quality Nominee contact details must be kept up-to-date on Edexcel Online.

Quality Management Review responsibilities

The Quality Nominee will be the main point of contact for the Centre Quality Reviewer. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the Centre Engagement Document.

Following the visit, they will manage the resolution of any Essential Actions and Recommendations.

Standards Verification responsibilities

The Quality Nominee will be the initial point of contact for the Standards Verifier and will work with other Centre staff to ensure that Standards Verification can take place.

The Quality Nominee is someone with responsibility for the vocational curriculum, as they will be involved in monitoring and supporting BTEC staff in the Centre. This person will be the main point of contact for Edexcel with regards to information related to BTEC quality assurance. As part of their role the Quality Nominee will:

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- Receive details about the appointment of standards verifiers, external examiners, and Centre quality reviewers
- Liaise with the appropriate programme managers, lead internal verifiers and internal verifiers to ensure that standards verifiers, external examiners, and Centre quality reviewers are able to carry out their functions
- Be responsible for identifying opportunities for Continuing Professional Development of programme leaders and other members of staff responsible for the delivery of BTEC courses

Programme Leader

A programme leader or programme manager has overall responsibility for the effective delivery and assessment of BTEC qualifications. The Programme Leader is a person designated by a Centre to implement and monitor the delivery of BTEC qualifications for their particular subject, whilst also overseeing the assessment process.

For Entry to Level 3 qualifications, the programme leader may also act as the Lead Internal Verifier if appropriate.

At the request of the Quality Nominee, Programme Leaders may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how Centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

As part of their role the Programme Leader will be expected to:

- Liaise with the Quality Nominee at the Centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to deliver the programmes and units being operated. This includes ensuring that staff have the necessary expertise and, where relevant, qualifications
- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the examinations officer regarding the registration and certification of learners
- Plan and implement an assessment timetable to ensure that Internal Verification is effective

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Lead Internal Verifier

The Lead Internal Verifier (Lead IV) acts as a single point of accountability for the quality assurance across a Principal Subject Area. This means that they're responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.

For BTEC programmes at Entry to Level 3, Lead IVs need to register through the online standardisation system, each year.

Quality Management Review responsibilities

At the request of the Quality Nominee, Lead Internal Verifiers may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how Centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation)

Standards Verification responsibilities

The Lead IV ensures that all assessment and verification records are available for scrutiny by Pearson with learner work, which they'll need to confirm is authentic and valid. They are also responsible for authorising resubmissions fairly and consistently.

The Lead Internal Verifier (Lead IV) is a person designated by a Centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area. As part of their role the Lead IV will:

- Register with Edexcel through OSCA and confirm registration every year if/where required
- Undertake lead internal verifier induction training (NQF / QCF)
- Complete the OSCA 2 accreditation process: practice exercise and assessment exercise (NQF) online test (QCF) if / where required
- Make other assessors and verifiers aware of the practice exercise, for example through a team development event
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements
- Sign off the plan and check that it is being followed at suitable points
- Undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary
- Plan to set aside examples of work that has been verified to different levels and grades
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required

- Make arrangements for handover to a deputy or replacement if unable to carry out the role

Team of Assessors/Internal Verifiers

Assessors are responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.

Quality Management Review responsibilities

At the request of the Quality Nominee, Assessors may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how Centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation)

Standards Verification responsibilities

Assessors need to provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards.

This team consists of the teachers or tutors who are responsible for the delivery, assessment and internal verification of the Edexcel BTEC or other qualification. All team members should:

- Read and understand the specification
- Understand the construction of the units and Identify opportunities to generate evidence
- Create and agree a plan of assessment activities, with timescales
- Ensure the assessment plan, assignments and assessment decisions are internally verified and the team takes any appropriate action

Examinations Officer

The examinations officer is the person designated by a Centre to take responsibility for the correct administration of learners with Edexcel. Their responsibilities will include:

- Liaising with programme leaders to maintain information on which programmes are running and when they start and finish
- Registering learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Registering learners for the correct programmes, checking that these are the specific titles and versions that learners are following
- Checking registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required

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- For relevant programmes, give Edexcel Online access to Lead IVs so that they can register and access quality assurance tasks and activities
- Ensuring that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners
- Arrange any relevant examinations and access arrangements
- Responsible for certification of learners. They will obtain all unit grades and overall grades for all BTECs from Programme leaders which have been verified by Lead IVs
- The process of certification is carried out electronically through Edexcel online throughout June and July, in conjunction with the Lead IV and programme leaders, after ensuring all external standards verification has taken place



Policies and Procedures

Last Review Date September 2025
Next Review Date July 2026

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Courses Approved to Teach at Our Centre

Business
Functional Skills English
Functional Skills Maths
Hair and Beauty
Home Cooking Skills
Hospitality and Tourism
Health & Social Care
Public Services
IT Users
NCFE Sport
NCFE Creative Craft

Registration & Certification

Dacorum Education Support Centre will:

- Register each learner with 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 3 years, post-certification

The Exams Officer is responsible for:

- The timely, accurate and valid registration of learners
- The transfer and withdrawal of learners
- Confirmation of learner registration by email

The Course Leader is responsible for:

- Ensuring learner details held by Edexcel are accurate
- Audit trail of learner assessment and achievement is accessible
- Certificate claims for learners including checking candidate identity against details on Edexcel Online

The Quality Nominee is responsible for:

- Co-ordinating and monitoring learner details held by Pearson
- Overseeing the registration, transfer and withdrawal of learners
- Overseeing certificate claims
- Ensuring that awarding body deadlines are met

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Assessment Policy

This policy is informed by both our equal opportunities policy, which establishes that all learners are entitled to an open and equal assessment of their work in an unbiased manner, and also the appeals policy, which learners can engage in if they feel that they have been disadvantaged as a result of the assessment process implemented.

At Dacorum Education Support Centre the quality nominee has the responsibility for ensuring that all programmes follow the standard assessment guidelines. They are also responsible for the following:

- Ensure that all programme leaders, Lead Internal Verifiers and assessors are fully aware of the assessment policy and are capable of following and implementing the guidelines, whilst also providing training to staff where necessary
- Monitoring the assessment procedures outlined
- Monitoring the internal verification process outlined
- Monitoring and reporting on action plans
- Monitoring the maintenance of both course and learner records
- Managing the assessment appeals and complaints procedures
- Monitoring equal opportunities, ensuring that all learners are approached in a fair manner
- Developing an assessment plan/schedule for the programmes that are delivered at the Centre
- Maintaining the programme management manual
- Liaising with the Centre Quality Reviewer and also Standards Verifiers when necessary

Internal Verification Policy

Internal Verification is a management process ensuring the quality of the learner work, whilst also making sure that the internal assessment meets the national standards.

Objectives:

- To ensure consistent and reliable assessment decisions through sampling of learner work
- To maintain quality and standards in the assessment process
- To identify any developmental needs of the assessors
- To identify trends and highlight problems
- To track the assessment and internal verification process
- To ensure that assessors are using the correct documentation in line with Centre policy and practice
- To ensure that the verification cycle is adhered to
- To disseminate awarding body information to assessors
- To ensure that awarding body guidance and codes of practice are adhered to
- To liaise with standards verifiers and awarding bodies where necessary

Internal Verification is the key to Dacorum Education Support Centre's quality assurance processes, with Internal Verification including the following:

- The scrutiny of all assignment briefs to ensure that they are fit for purpose
- Feedback provided to the writers of the assignment briefs
- Ensuring that remedial action (if required) with regards to assignment briefs is completed
- Verification of any assessment decisions made regarding learner work
- Feedback to assessors on their assessment decisions
- Ensuring that any action required (if required) with regards to assessment decisions is completed
- Recording of all verification decisions
- Assisting in the preparation for standards verification
- Standards verification external monitoring is located in the Programme Management folder

Internal Verification Sampling Procedures:

- If there are small numbers (10 and below) following BTEC courses, all elements of learner work will be internally verified
- If numbers of learners exceed 10, a sampling process would take place, sampling a minimum of 4 learners work in each subject area. This would increase if the total number of learners increased beyond 100 for each level that the Centre offers, in line with Edexcel guidance

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- If there was a weakness in a particular unit identified with a particular assessor all of the work involved would be internally verified
- The IV process uses the BTEC official forms as obtained from the website

Internal Verification Process

The assessment and Internal Verification procedure should adhere to the following format:

- Ensure that all assessors are fully briefed on BTEC assessment processes
- Assessment and Internal Verification schedule should be agreed with all programme leaders
- Assessment proformas are generated in accordance to the assignment brief
- Assignment briefs and assessment strategies are internally verified prior to being distributed to the learners
- Internal Verification is recorded; feedback given and any amendments are made
- Assignment briefs complete with assessment strategies are distributed to the learners, a completion date is also evident
- Assessment of the learner work is carried out and records are maintained
- Internal Verification of the learner work takes place, with records made and feedback given where appropriate
- Learner work is returned to the individual, with appropriate feedback
- Any resubmission of learner work after assessment must be signed off by the Lead Internal Verifier with valid reasons given and a date for resubmission
- Appeals where necessary are made at this point
- Assessor confirms all units are completed
- Completion of qualification claim forms
- Internal Verifier verifies claim against assessment records
- All assessment records are kept in a safe and secure place
- All paperwork is signed and dated
- Examinations officer completes final certification check

Internal Verification templates can be found below



Qualification	
Unit or Component number and title	
Learning aim(s) (For NQF/RQF only)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Vocational Scenario or Context	
---------------------------------------	--

Task 1	
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
Task 2	
Checklist of evidence required	

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Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

Task 3	
Checklist of evidence required	

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>

FOR 2012 L1/2 FIRSTS ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria, you must show that you are able to:	Unit	Criterion reference

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor	Internal Verifier		
Unit Number and Name			
Assignment title			
Assessment criteria targeted by this assignment brief			
Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details. <i>(Please answer the questions marked * in the checklist only)</i>			
Has this assignment been submitted to the Assignment Checking Service? <i>(If Yes, please keep a copy of the ACS feedback with this form)</i>			
INTERNAL VERIFIER CHECKLIST			Y/N
Are the programme and unit details accurate?			
*Are clear deadlines for assessment given?			
Is the time frame of an appropriate duration?			
*Is there a suitable vocational scenario or context?			
Are the assessment criteria to be addressed stated accurately?			
Does each task show which criteria are being addressed?			
Do the tasks meet the assessment requirements of the unit/s?			
Is it clear what evidence the learner needs to generate?			
Is it likely to generate evidence that is valid and sufficient?			
Overall, is the Assignment fit for purpose?	Yes	<input type="checkbox"/>	No
<i>*If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken and that the Assignment Brief is authorised for use before the brief is issued to learners.</i>			

ASSESSMENT RECORD SHEET			
Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted learning aims/assessment criteria	
First Submission			
Deadline		Date submitted	
		Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?	
Targeted criteria	Criteria achieved	Assessment comments	
General comments			
Learner Declaration		I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature		Date	
Assessor declaration		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Assessor signature		Date	
		Date of feedback to learner	
Resubmission authorisation by Lead Internal Verifier*		Date	
<p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension. • The tutor considers that the learner will be able to provide improved evidence without further guidance. • Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of learners receiving assessment feedback</p>			

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INTERNAL VERIFICATION – ASSESSMENT DECISIONS					
Programme title					
Unit(s)					
Assessor				Internal Verifier	
Assignment title					
Name of Learner (If a larger sample is required, please add rows or use additional sheets)	Submission Type (First, Resubmission, Retake)	List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade	Assessment Decision Accurate (Y/N)	List the assessment and grading criteria where inaccurate decisions have been made	State why the assessment decision is inaccurate. <i>*If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to learners.</i>
INTERNAL VERIFIER CHECKLIST					Y/N
Has every learner and the Assessor confirmed the authenticity of the evidence?					
Is there evidence of collusion or plagiarism?					
Does the assessment feedback to each learner:					
<ul style="list-style-type: none"> ● Link to relevant assessment criteria ● Justify each assessment criterion awarded 					

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<ul style="list-style-type: none"> Provide appropriate guidance to the learner without giving specific actions for improvement 	
GENERAL COMMENTS (if appropriate)	

Any actions required must be reviewed across the whole cohort.			
Action Required			Target Date for Completion
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.			
Internal Verifier signature		Date	
Assessor signature		Date	
Lead Internal Verifier signature (if appropriate)		Date	

Blended Learning Policy

“Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience”

Pearson Aim: 1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation

Pearson Aim: 2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners In the case of a national or local lockdown, or temporary total or partial school closure,

Dacorum Education Support Centre will:

- Teach online using Microsoft TEAMS and TEAMS Meet, (if required) following the current school timetables. This will allow all required teaching hours to be delivered
- Ensure the assessment plans will be amended to reflect any closures, where/if necessary
- Ensure that work will be uploaded onto the TEAMS Classroom where learners will have access to all the necessary assignments
- Ensure Microsoft TEAMS is the platform for providing feedback on assignments to learners and will be provided in a timely manner
- Enable learners to contact teaching staff to ask questions, which will be replied to in a timely manner
- Ensure when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner. Work will be submitted through Turnitin, to enable work to be checked for plagiarism
- Ensure learners either sign the learner declaration, or state “I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice”, when handing in work remotely
- Ensure assignments are set in face-to-face sessions, including remotely if necessary, and deadlines are clear
- Ensure Internal Verification of work will be carried out remotely, if necessary
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement (see Assessment and Internal Verification Policy)
- Ensure interim grades are entered on Edexcel Online as units finish, as per the assessment plan. Adaptations to deliver units with practical elements will be prioritised on school premises, as units which are theory based can be easily transitioned to remote teaching. For hardware assessment requirements, the learners can provide evidence on how they would carry out the installation/set up. For units where specific software is required, we will investigate software licensing so that the learners can be given a

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copy of the software or access the software online from home. Remote learning platforms Prior to commencing remote learning lessons, teachers should ensure that they, and the learners, are set up on the correct platforms, to ensure a smooth transition between school and home learning

- Ensure teachers have access to Microsoft TEAMS on the computer(s) they will use for remote learning
- Ensure learners have access to remote learning platforms from home
- Call home if learners are absent, in line with school's attendance policy
- Ensure that deadlines for work are set up according to the assessment plan

This policy should be read in conjunction with the Assessment and IV Policy.

Complaints Procedure

A complaint from a learner involves any dispute other than ones regarding assessment (which is dealt with by the appeals procedure). The learners have a copy of this procedure.

Here at Dacorum Education Support Centre, we operate a complaints procedure that relates to issues not directly related to assessment, these issues could be alleged discrimination, non-professional practice or personality differences (between assessor and learner) or any other broader issues that learners may want to raise. This procedure has 2 stages to it, they are:

Stage 1

Any complaint is firstly raised with the member of staff in question; wherever possible the complaint should be resolved informally between the individuals concerned.

Where a solution cannot be found and therefore the issue is not resolved the learner then has the opportunity to take the complaint further; thereby progressing to stage 2 of the complaints procedure.

Stage 2

This is a more formal stage, where the learner has to provide written clarification of the issue. The written complaint should be formally addressed to the Head of Centre (Naomi Walker), who will acknowledge receipt of the complaint within 5 working days.

The Head of Centre, or a person they nominate, will investigate the complaint further, and seek to resolve the complaint within 30 working days. The Headteacher's decision will be final.

NB: if the learner still remains unsatisfied by the outcome, then they can raise their concern with EDEXCEL through the quality standards.

This is in place although there have never been any complaints. Any issues regarding learner unhappiness with an assessment, has always been dealt with at Stage 1.

Appeals Procedure

Here at Dacorum Education Support Centre we believe that all learners have the right to fair, valid and reliable assessment decisions when undertaking any programme of study, along with this all learners have the right to clear and obstructive feedback from the assessor. If a learner believes that this has not happened, then they have a right to pursue an appeal and have a copy of the procedure. The appeals procedure has 3 stages involved; they are:

Stage 1

If the learner feels the decisions made regarding the assessment of their work are unjust, then they should firstly approach this issue with the assessor in question within 7 working days of the assessment decision.

The assessor must then reconsider the reasons underpinning the decision and provide clear and constructive feedback to the individual. If the assessor upholds their decision, then the learner must be provided with feedback regarding what is required to demonstrate the achievement.

At this stage the appeal must be provided in writing, directly relating to the relevant assessment decision.

If the learner remains unsatisfied with the decision, then they complete an appeals form, which will be forwarded to the Internal Verifier responsible for that programme.

Stage 2

The internal verifier (whether this by the lead or another) should review all of the evidence and the assessment records in order to consider the appeal in detail. A decision should be made within 5 working days and both the learner and the assessor should be informed both orally and in writing.

If the learner still remains dissatisfied, then they progress onto stage 3 of the appeals procedure.

Stage 3

This is the final stage of the appeals procedure, and it involves appealing directly to an assessment panel (which will consist of the Quality Nominee, a different assessor and an internal verifier).

Both the learner and the assessor will be invited to state their case to the panel, the panel will review all of the evidence and assessment records and make its decision within 10 working days. The results of the appeals panel will be final, but details of the appeal will be made available to the standards verifier or the Quality Centre Reviewer where necessary.

If the learner still remains dissatisfied, then they can make a final appeal to Pearson.

Malpractice and Plagiarism Policy

This Malpractice and plagiarism policy is an attempt by the Centre to identify the problem and give staff and learners guidelines on how to deal with the issue. It also sets out for staff and learners clear procedures on the issue. It is important all teaching staff and learners in the Centre carefully read the policy, guidance and warnings set down. The information for this is in the programme management folder. The Centre will make sure that:

- All teaching staff carefully read the policy, guidance and warnings on malpractice and plagiarism
- All staff carrying out internal or external assessed work must make learners aware of the guidelines on malpractice and plagiarism. They must explain how to cite any work that is not their own and include all resources used in a bibliography
- All tutors and teachers before the main examination and coursework period must make learners aware of the Centre malpractice and plagiarism policy

Teaching staff that suspect any learner's work is plagiarised should deal with the issue in the following manner:

Stage 1

The tutor/teacher should make learners aware of the issue and penalise them through internal mark schemes if relevant.

Stage 2

If a learner persistently plagiarises the issue should be reported to the Programme Leader.

The Programme Leader will see the learner and make them fully aware of the penalties imposed by the exam board and monitor the Learner's work.

If the plagiarism still continues an Amber alert should be issued and the Quality Nominee should be informed.

Stage 3

If teaching staff still suspects' plagiarism, then the Quality Nominee should be alerted immediately to the issue.

The Quality Nominee will deal with it depending on the severity of the plagiarism. If it is a minor offence such as the learner forgetting to include a resource in the bibliography or failing to cite a small amount of text and the learner can be given time to rectify this before the deadline, then this should be dealt with by the Programme Leader.

If it is a more serious offence involving learners copying work, collusion or major sections of work plagiarised then the Head Teacher and Examination Officer must

be informed by the Quality Nominee. The Centre will then take appropriate action. In the majority of cases this will involve informing EDEXCEL of the offence.

Equal Opportunities Policy

Equality of opportunity at Dacorum Education Support Centre is based on the following core values. The ethos of the Centre supports the development of self-respect and self-esteem in all learners, staff and the community it serves. We place a high value on diversity and treat every member of the Centre as an individual. In this respect, we aim to meet the needs of all, taking account of differences of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare learners for life in a pluralist society. Dacorum Education Support Centre is opposed to all forms of prejudice and discrimination and in addition follows its own explicit Special Educational Needs and Disability Policy.

Attainment and progress

- Our aim is to ensure all learners achieve standards of the highest levels. Learner's achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background
- Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support
- The school will ensure, where possible, that assessment is free of gender, cultural and social bias
- Learners are encouraged to take responsibility for their own learning through regular self-assessment. Progress reports to parents are accessible and appropriate in order to ensure all parents have the opportunity to participate in the dialogue
- All forms of achievement are recognised and valued

Attitudes, behaviour, personal development and attendance

- The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, will not be tolerated these principles are embedded in the school's promoting Modern British Values and preparing learners for life in Modern Britain
- There is high expectation of all learners with regard to behaviour and attendance
- All forms of harassment, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the Centre's behaviour and anti-bullying policies
- Learners, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of reward and discipline
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour
- Learners are encouraged to become independent and to take responsibility for their own behaviour

Teaching

- All learners are encouraged to become responsible for their own learning.
- Teaching is responsive to learners' different learning styles in order to engage all learners.

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- The teacher ensures that the classroom is an inclusive environment in which learners feel all contributions are valued. Where groups or individuals are marginalized, the teacher takes positive steps to include them
- Teaching styles include collaborative learning so that learners appreciate the value of working together. All learners are encouraged to question, discuss and collaborate in problem solving tasks
- Learner grouping in the classroom is planned and varied
- All staff have a class provision/context map of key data including Pupil Premium, CLA and SEN needs etc and use this within their teaching
- Teachers challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes
- The curriculum builds on learners' starting points and is differentiated appropriately:
 - For learners with English as an additional language
 - For learners from minority ethnic groups, where necessary
 - For learners with Special Education Needs
- The content of the curriculum reflects and values cultural diversity
- The curriculum encourages learners to explore bias and to challenge prejudice and stereotypes
- All subjects contribute to the spiritual, moral, social and cultural development of all learners

Quality Assurance Policy

Quality is a term that is often used to describe reliable operating and monitoring systems that a variety of establishments have adopted, however we firmly believe that quality is also about an attitude of one's mind.

At Dacorum Education Support Centre we aim to ensure that there are adequate arrangements and resources to support not only the learners but also the quality assurance structures within our Centre. We already have in place our own Quality Management system, designed to meet the needs of all members of this community, with key procedures being documented, internal audits being completed, and the feedback of these audits being discussed amongst the management team and faculties.

The quality assurance procedures outlined below relate to all of our programmes, with the emphasis being on assessment and internal moderation, based on the achievement of learning outcomes and assessment criteria identified by the awarding body.

Dacorum Education Support Centre will:

- Have in place an effective staffing structure to ensure quality; this is made up of the senior management team, a team of Lead Internal Verifiers and programme leaders and a team of assessors
- Review the policies, procedures and processes that we have in place at least once a year and in line with any developments that may have occurred
- Review the internal assessment and verification strategy on a yearly basis to ensure that this is developed in line with changing Centre and assessment needs
- Continually review the procedures that we have in place regarding the maintenance of records and data for both staff and the learners
- Develop and review resources available to teachers and learners in line with any feedback that we have received
- Operate appropriate assessment procedures, which include, the registering of learners, recording assessment and communicating with the learners on a regular basis to ensure that they know and understand the levels that are working at and how they can make improvements
- Ensure that effective Internal Verification takes place, by providing training to staff and that ensuring that it is completed on a regular basis
- Ensure that all information is monitored and presented to the management team regarding registration of learners, recording of appeals and complaints made whilst also monitoring equal opportunities
- Have a quality assurance calendar in place for education and training of staff along with any necessary meetings

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Monitoring Quality Assurance

- The main vehicle for quality assurance is through internal verification
- BTEC staff will be supported by the senior management team to ensure they are kept up to date with appropriate courses
- Sampling of learners' work will be undertaken regularly and identified beforehand. If any problems are identified then the work is returned and the internal verifier will sample the same assignments, with immediate feedback being given to the assessor
- The senior management team will regularly inspect learner's work and the staff monitoring processes

Implementation of any changes

- Regular faculty meetings are held and any changes are discussed
- Standards Verifiers or Centre Quality Reviewers are contacted detailing any changes, and advice is sought regarding the implementation of these
- Quality Nominee attends necessary training and appropriate meetings where changes can be discussed
- The senior management team is kept informed and updated

Recommendations for Actions

- Any recommendations made will be documented and discussed with either the standards verifier or the Centre quality reviewer
- Any amendments (if necessary) will be forwarded to Edexcel, with the relevant documentation

Recruitment Process

BTEC courses are offered at Level 1/2 KS4. Recruitment onto courses takes place as part of the learner transition programme. Learners join the Centre for the start of Year 10 or 11. Those starting in Year 10 engage in a two-year programme, those starting in Year 11, a one-year programme. Recruitment for courses takes place in the summer term before the next academic year begins.

Advice and guidance information is provided for both learners and parents via the transition and referral process and through taster week.

Choices are then discussed in partnership with learners, parents and appropriate staff to ensure that learners follow the most appropriate courses.

Secure Storage Policy

The nature of BTEC programmes being delivered at various Centres ultimately requires evidence to be presented in the form of coursework or portfolio. This has led to Centres having to place a lot of emphasis on the storage of the learners work in order to ensure that it cannot be misused or modified by others.

Here at Dacorum Education Support Centre we have implemented a procedure to ensure that everyone fully understands the importance of keeping the learners work safe and secure whilst it is in their possession, whilst placing ownership for this with particular members of staff.

The Learner: Any uncompleted work or work that learners are revising is deemed to be their own responsibility. Learners need to understand the importance of presenting their work as evidence at the end of the unit or course. All work remains in Centre, in a secure area directed by the teacher.

Assessors: Work that has been submitted by the learners for assessment will be the responsibility of the assessor in charge of that unit. Assessors will be encouraged to assess the work promptly and then either return it to the learner with feedback for amendments to be made or pass it on to the Lead Internal Verifier in charge of that programme.

Lead Internal Verifiers / Internal Verifiers: Work that has been forwarded for verification will be the responsibility of the Internal Verifier appointed to verify the work. Internal Verifiers will be encouraged to return work to the assessors promptly so that it cannot be mislaid.

Once work has been completed, assessed and verified it should be stored in an agreed secure place, where the possibility of it being mislaid or misused is kept to a minimum.

Once learners have completed the programme, all assessment records should be kept in a secure place for a minimum of 3 years, in case of any appeals or malpractice investigations at a later date.

Reasonable Adjustment and Special Consideration

Reasonable Adjustments

Reasonable adjustments refer to adjustments made to allow access to assessment for candidates who would otherwise be disadvantaged by temporary or permanent disability. A wide range of adjustments can be made, depending on the individual candidate's specific needs. Such adjustments may include:

- additional time in examinations
- minor changes to the examination environment (e.g. the provision of special chairs)
- adapted formats of assessment materials (e.g. large font and Braille)
- the use of readers or writers in examinations
- the use of specified items of technology (e.g. voice activated software; audio recording)
- alternative accommodation for candidates who are unable to attend an assessment Centre due to disability

Here at Dacorum Education Support Centre we aim to recognise that disabilities are of a diverse nature and that we do not discriminate on the basis of disability. When applying for Reasonable adjustment the following procedures are to be followed:

Stage 1: Recruitment

At Dacorum Education Support Centre we ensure that all learners have the correct information and guidance regarding their selected qualifications and that these qualifications will actually meet their individual needs.

It is during this process where we identify the support that individual learners may need in order to complete the course. Where it is identified that the learner needs support in order to facilitate access to assessment, firstly the learner will be informed and if they decide to proceed with studying the qualification, an application for reasonable adjustment of assessment should be made. The learner should be made aware that it is not always possible to adjust the assessment process of the qualification.

The Centre SENCO (Jade Dixon) is fully involved in this step to ensure learner needs for courses can appropriately be met.

Stage 2: Application

Each request for an adjustment to be made to the way in which assessment is delivered should be recorded using the Edexcel Form RA1, and given to the programme leader. Once these are completed, they will be held on the learner file and made available where necessary.

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The Quality Nominee should be informed of any reasonable adjustment being made and it is their responsibility to ensure that any access arrangement implemented by the programme leader is based on firm evidence of a barrier to assessment.

It should be noted, however, that all learners are required to complete all necessary components of assessment for each particular qualification. Any reasonable adjustment made must not unfairly advantage the learner for whom it has been arranged, and must not threaten the security or integrity of assessment.

Special Consideration

A special consideration is consideration following a period of assessment for a learner who:

- Was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment
- Misses part of the assessment due to circumstances outside of their control

It may not be possible to apply for special consideration in instances where:

- Assessment requires the demonstration of practical competence
- Criteria have to be fully met
- Units/qualifications confer license to practice

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

Here at Dacorum Education Support Centre we aim to ensure that arrangements are put in place to enable a learner in extenuating circumstances to complete assessment and thus achieve the qualification. Where this is unsuccessful then we will apply to Pearson for special consideration.

All applications for special consideration should be made firstly to the quality nominee within 2 days of the assessment taking place, they will then authorise the application. The application will then be submitted to the BTEC Quality Standards team at Pearson within 7 days of the assessment having taken place, following receipt of the application Pearson will give a decision within 10 working days.

While the application is being processed by Pearson, all correspondence will be through the Quality Nominee.

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RA1 Form for Reasonable Adjustment Applications

Application of Reasonable Adjustment for BTEC Qualifications For Internal Centre Use Only

Centres must use this form to record a reasonable adjustment applied by the centre. All reasonable adjustments must be applied in line with the policy. A copy of this form must be retained by the centre and made available to Edexcel or the regulatory authorities as required.

Centre Number	Centre Name
Learner Registration Number	Learner Name
Assessment Date/Session	

Qualification Title	Unit numbers and titles to which reasonable adjustment applies

Reason for application	Reasonable adjustment made	Supporting Evidence

DECLARATION

I confirm that:

- This form contains accurate details of the reasonable adjustment applied.
- There is sound evidence to grant this reasonable adjustment.
- The adjustment will not: compromise assessment validity or reliability; affect the outcome of the assessment; give the learner in question an unfair assessment advantage over other learners undertaking the same or similar assessment.
- The reasonable adjustment has been made in line with Pearson policy.
- The learner's knowledge, skills and understanding will be appropriately assessed and the learner will be able to demonstrate the assessment criteria required by the specification following application of the reasonable adjustment.

Name of Head of Centre/Principal/CEO Please Print	Signature of Head of Centre/Principal/CEO
Position Title	

A COPY OF THIS FORM MUST BE RETAINED BY THE CENTRE AND MADE AVAILABLE TO EDEXCEL OR THE REGULATORY AUTHORITIES AS REQUESTED

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Health and Safety

The Management Committee of the organisation, believes that ensuring the health and safety of staff, learners and visitors is essential to the success of the Centre. In addition to adhering to and implementing the points listed below, the Management Committee of Dacorum Education Support Centre review and update a full school – specific Health and Safety policy. This is reviewed every two years.

We are committed to:

- Providing a safe and healthy working and learning environment
- Preventing accidents and work-related ill health
- Assessing and controlling risks from curriculum and non-curriculum work activities
- Complying with statutory requirements as a minimum
- Ensuring safe working methods and providing safe equipment
- Providing effective information, instruction and training
- Monitoring and reviewing systems to make sure they are effective
- Developing and maintaining a positive health and safety culture through communication and consultation with employees and their representatives on health and safety matters
- Setting targets and objectives to develop a culture of continuous improvement
- Ensuring adequate welfare facilities exist at the Centre
- Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable

A Health and Safety Management System has been created to ensure the above commitments can be met. All Governors, staff and learners will play their part in its implementation.

The Management Committee

The Management Committee has the following responsibilities to ensure:

- A clear written policy statement is created which promotes the correct attitude towards safety in staff and learners
- Responsibilities for health, safety and welfare are allocated to specific people and those persons are informed of these responsibilities
- Persons have sufficient experience, knowledge and training to perform the tasks required of them
- Clear procedures are created which assess the risk from hazards and produce safe systems of work

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- Sufficient funds are set aside with which to operate safe systems of work
- Health and safety performance is measured both actively and reactively
- The Centre's health and safety policy and performance is reviewed annually

The Head Of Centre

The Head of Centre has the following responsibilities:

- To be fully committed to the Management Committee's Statement of Intent for Health and Safety
- Ensure that a clear written local Policy for Health and Safety is created
- Ensure that the Policy is communicated adequately to all relevant persons
- Ensure appropriate information on significant risk activities is given to visitors and contractors
- Ensure appropriate consultation arrangements are in place for staff and their Trades Union representatives
- Ensure that all staff are provided with adequate information, instruction and training on health and safety issues
- Make or arrange for risk assessments of the premises and working practices to be undertaken
- Ensure safe systems of work are in place as identified from risk assessments
- Ensure that emergency procedures are in place
- Ensure that equipment is inspected and tested to ensure it remains in a safe condition
- Ensure records are kept of all relevant health and safety activities e.g. assessments, inspections, accidents, etc
- Ensure arrangements are in place to monitor premises and performance.
- Ensure that all accidents are investigated and any remedial actions required are taken or requested
- Report to the Management Committee annually on the health and safety performance of the Centre

Class Teachers

Class teachers are expected to:

- Exercise effective supervision of their learners, to know the procedures for fire, first aid and other emergencies and to carry them out
- Follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant Code of Practice, if issued, and to ensure that they are applied
- Give clear oral and written instructions and warnings to learners when necessary

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- Follow safe working procedures
- Require the use of protective clothing and guards where necessary
- Make recommendations to their Head of Centre or Line Manager on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery
- Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education
- Avoid introducing personal items of equipment (electrical or mechanical) into the Centre without prior authorisation
- Report all accidents, defects and dangerous occurrences to their Head of Department
- Secure safely all work and assessment records so that they cannot be tampered with

Learners

Learners, allowing for their age and aptitude, are expected to:

- Exercise personal responsibility for the health and safety of themselves and others
- Observe standards of dress consistent with safety and/or hygiene
- Observe all the health and safety rules of the Centre and in particular the instructions of staff given in an emergency
- Use and not wilfully misuse, neglect or interfere with things provided for their health and safety

NB: Additional Health and Safety checks and Risk Management Plans are implemented for individual learners on a case by case basis where appropriate.

Accreditation for Prior Learning

Accreditation for prior learning (APL) is an assessment process which enables recognition of achievement from a variety of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of APL is acceptable for accrediting part of a unit, unit(s) or a qualification. Evidence submitted for APL must be:

- Authentic
- Current
- Relevant
- Sufficient

APL is a process which recognises that learning is continuous whether this is at home, work, or at leisure as well as in the classroom. APL provides a route for the recognition of the achievements resulting from continuous learning, enabling learners to gain all or part of a qualification on the evidence of their past achievements. The APL process focuses on assessment of certification of prior learning which may count as evidence towards:

- A part of a unit or unit(s) accumulated towards a full qualification
- Unit or units recognised by a Pearson Certificate of Achievement
- A full Pearson qualification

Here at Dacorum Education Support Centre we recognise that learning is a continuous process and aim to fully support the learners in achieving recognition for any prior learning that they may have achieved. We have a thorough process in place which should be followed to ensure that accreditation is approved.

Stage 1: Initial Enquiry

Here at Dacorum Education Support Centre we have an advisory system in place to deal with any enquiries regarding accreditation of prior learning. Learners should firstly direct any enquiries to the programme leader, where it will be discussed through face to face meetings, with the programme leader reinforcing what APL is, what the learner needs to do when putting together a claim for APL and discussing any issues that surround the assessment process of APL.

Once this initial discussion with the programme leader has taken place the learner should be encouraged to reflect thoroughly on their experience in order to identify all of the relevant achievements obtained. The learner may find it beneficial at this point to compile a selective autobiography which gives an account of their experiences to date.

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Stage 2: Collating of Evidence

Learners will need to provide evidence that shows that they have covered the requirements of the unit(s), or part(s) of a unit(s). This will usually take the form of a portfolio, prepared by the learner, which sets out the qualification assessment requirements claimed, together with any supporting evidence. Here at Dacorum Education Support Centre we aim to give a lot of support and guidance to the learner on how to collate their evidence and organise it. It is encouraged that the learner uses a variety of assessment methods, including professional discussions or oral assessment, in order to provide the evidence.

Stage 3: Assessing the Evidence

It is important in this stage that both the learner and us as a Centre have a clear understanding of what is required for a given Edexcel unit(s), or part(s) of a unit(s) or qualification being claimed, which is why we ensure that all of our programme leaders and assessors are fully qualified to deliver the required unit(s). The standard of evidence that is needed from the learner should also be made clear, with it being of an identical standard that is demanded from a learner pursuing a conventional study route.

The assessor has the overall responsibility for ensuring that all of the requirements of a part of an Edexcel unit or units or qualification have been met before applying for certification. The assessor should assess the APL evidence using the assessment criteria in the qualification, ensuring that the evidence provided is authentic, relevant, current and sufficient.

Stage 4: Accrediting the Claim for APL

When submitting APL evidence, it is important that a process of internal verification has taken place, ensuring that the assessor's decisions are uniform in interpreting and applying the standards as set out in the qualification specification. Once the internal verification has taken place then the accreditation can be claimed, with the evidence and the records being maintained for external verification when necessary.

All APL evidence should be treated identically as the traditional evidence for the same qualification.