



**Southfields
Academy**

Applied Learning



**Staff Handbook
2019 / 2020**

Registration and Certification Policy

Aim:

To register learners for the correct programme within the timescales stipulated by the awarding body.

To claim valid learner certificates within agreed timescales.

To construct a secure, accurate and accessible audit trail to ensure that individual learner records can be linked to an award when the course is completed.

In order to do this, Southfields Academy will:

- Register each learner in accordance with the awarding body requirements.
- Ask programme leaders to check the accuracy of learner registrations.
- Inform learners 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 learner records before claims are made to the awarding body.
- Inspect the certificates received from the awarding body to ensure accuracy and completeness.
- Retain learners' work for at least the minimum period after certification.
- Keep records of assessment and claims for three years after certification.

(see also Registration Policy)

Recruitment of Staff for Vocational Courses

In addition to meeting the requirements of the Academy recruitment policy, staff who teach BTEC, NCFE, City & Guilds and OCR Cambridge Technical courses will need relevant work-related experience.

If recruitment is made from existing teaching staff, candidates will be in possession of relevant vocational or other experience.

We will actively recruit external candidates with appropriate experience and qualifications when the opportunity occurs, or when the experience or qualifications of staff need the support of additional expertise.

Assessment Policy

Aims:

Assessment methodology which is valid and reliable and which does not disadvantage or advantage any group of learners or individuals.

Assessment procedures are open, fair and free from bias and meet national and awarding body standards.

Accurate and detailed recording of assessment decisions.

In order to do this, the Academy will:

- Provide learners with assignments which meet the grading criteria and produce sufficient and appropriate evidence.
- Assess learner's work using only the awarding body's assessment and grading criteria.
- Make assessment decisions that are impartial, valid and reliable.
- Follow awarding body guidelines if work is submitted late.
- Develop assessment procedures that will minimize or eliminate the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions and upload them to the online tracker.
- Appoint a Lead Internal Verifier or equivalent to each PSA who will be in overall charge of assessment and who will secure and maintain accreditation with the awarding body (Q), and who will liaise with the Standards Verifier .
- Use awarding body guidelines to assure the quality of all assignments.

Appeals Policy

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 right of appeal to the awarding body, where appropriate.

To protect the interests of all learners and the integrity of the qualification.

In order to do this, the Academy will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has

been exhausted.

- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- 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.

Possible Grounds for an Appeal

This is not an exhaustive list:

- The work was not assessed according to the criteria, or the criteria are unclear;
- The final grade does not match the grade criteria;
- Other students with comparable work had higher grades;
- Awarding body guidelines were not followed;
- Dates in the assessment plan were not adhered to;
- Extenuating circumstances were ignored or given insufficient regard;
- An accusation of malpractice is disputed.

Assessment and Malpractice Policy

Aim:

To identify and minimise the risk of malpractice by staff or learners.

To respond to any incident of alleged malpractice promptly and objectively. To standardise and record any investigation of malpractice to ensure openness and fairness.

To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proved.

To protect the integrity of Southfields Academy and the qualifications offered by the awarding bodies.

In order to do this, Southfields Academy will:

- Use the induction period and the student handbook to inform learners of the Academy's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Teach learners the appropriate ways to record cited texts and other materials or information sources; teach learners how to list and acknowledge sources.
- Require learners to declare that their work is their own.
- If necessary, require learners to provide evidence that will enable the assessor to determine whether there has been malpractice.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be reported to the Head Teacher and involve all staff

linked to the allegation. It will proceed through the following stages:

- 1 Teacher
 - 2 Programme leader
 - 3 Quality Nominee
 - 4 Deputy Head Teacher or other senior member of staff nominated by the Head Teacher.
- 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.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by the Academy:

- Plagiarism - copying or substantially copying from published material or another student's work. This includes the use of model assignments that may be found or bought online.
- Doing another student's work, or allowing another student to copy from your work;
- Presenting collaborative work as an individual's work;
- Damaging or destroying any of another student's work, such as deleting computer files;
- Fabricating results or evidence;
- Making a false declaration of authenticity.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by the Academy:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of a candidate's achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- 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, or providing excessive support or guidance.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing material, which is known or suspected by the staff member not to be the learner's own, to be included in a learner's assignment.
- Facilitating or allowing impersonation.

- Misusing the conditions for access arrangements, for example where learners are permitted support, such as an amanuensis, up to a point where the support has the potential to influence the outcome of the assessment.
- Falsifying records, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a unit or certificate for which the learner has not completed all the requirements.

Staff malpractice will be dealt with under the Academy's staff discipline procedures. See also Malpractice Policy.

Equal Opportunities

The Academy is committed to seeking equality of opportunity for all, irrespective of race, gender, religion, marital status, sexual orientation, age, class or disability.

- The academy actively seeks to demonstrate this commitment by adopting policies, codes of practice and action plans to combat discrimination in any form.
- Staff and students are required to implement a commitment to equality of opportunities and anti-discriminatory practices.
- The academy will promote equality of opportunity for all students and staff by:

Reviewing its operations and resources with the intention of promoting equality of opportunity for all and removing discrimination;

Demonstrating opposition to all forms of discrimination in every aspect of its operations;

Identifying and removing resources, practices and procedures which explicitly or implicitly condone discrimination;

Increasing awareness and positive attitudes at all levels in the college toward people experiencing discrimination;

Creating an inclusive atmosphere for all students, staff and visitors.

Provision will be made for candidates with special needs by providing suitable assessment locations and technical aids where appropriate.

Internal Verification Policy

Aim:

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

To ensure that the IV procedure is open, fair and free from bias.

To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the Academy will:

- Ensure that all centre assessment instruments are verified as fit for purpose, and approved by the QN.
- Verify an appropriately structured sample of assessor work from all programmes to ensure centre programmes conform to national standards and awarding body 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 current requirements for 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.
- Appoint a lead IV to each PSA.

The Applied Learning Team

Stephen McCann – Exams Officer and Quality Nominee

Art and Design (Year 13 only)

Nuno Reis-Moreira

Applied Science

Lucy George

Business Studies

Ruksana Begum

Health and Social Care

Chloe Goulbourne

Child Development

Alice Hine

ICT (Year 13 only)

David Haxton (HOD)

Music

Francesco Quadrarupolo

Performing Arts

Chanika Perera (Joint HOD)

Sport

Katja Nilsson (BTEC)

Travel and Tourism

Ela Hodgson (i/c Travel & Tourism)

Course Tutor - Responsibilities

- Plan lesson delivery and put lesson plans in place.
- Assign course briefs with course leader.
- Assess work and give feedback according to the assessment plan.
- Record students' performance data.
- Contribute to the day-to-day monitoring of students.
- Contribute to the monitoring of student progress.
- Check attendance/monitoring returns and take appropriate action.
- Contribute to work-related visits and follow the required procedures to ensure health and safety and child protection.
- Ensure safe working and learning environments with academy staff.
- Liaise with teachers, tutors, providers, Connexions Service, School, Co-ordinator (strategic), industry and students as appropriate.
- Ensure communication between the Academy and parents.

Course Leader - Responsibilities

- Plan course delivery and schemes of work.
- Co-ordinate staff to produce assignment briefs that meet awarding body requirements.
- Formulate assessment and internal verification schedule.
- Set up and oversee records of students' performance data.
- Oversee the day to day monitoring of students.
- Oversee the monitoring of student progress.
- Check attendance/monitoring returns and take appropriate action.
- Arrange work-related visits and follow the required procedures to ensure health and safety and child protection.
- Ensure safe working and learning environments.
- Liaise with teachers, tutors, providers, industry partners and students.
- Ensure communication between the Academy and parent/carers.

Programme Teams

Each programme team has a programme manager. The programme manager must co-ordinate delivery, assessment and both internal and external verification across the programme.

Each programme team will have an IV and assessment schedule stating when briefs need to be internally verified and assessment samples moderated. In each department meeting, time will be allocated for internal CPD and standardization activities for the programme team.

Assignment Design

Assignments must be designed in accordance with the current guidance from awarding bodies. Where a checking service is available, it must be used. Pearson provide many authorized briefs which can be used with a little or no alteration. Scenarios for briefs should be tailored to the cohort, and not require familiarity with something outside their experience (eg running a global company)

The Academic Year

Enrolment and Registration

Programme leaders who wish to deliver a new course should liaise with the QN/Exams Officer in the previous academic year, as the process of gaining authorization can be lengthy. Students cannot be registered until authorization is obtained. Programme leaders should also check with the Quality Nominee that proposed qualifications are valid for the phase (KS4 or post-16)

Registration for applied learning courses will take place by the end of October each year.

The exams officer will check course details with programme leaders. Programme leaders have to check student lists to ensure that students are enrolled on the correct courses.

Late registration/withdrawal

NCFE do not have a registration deadline, but new students should be added as they enroll, so that the awarding body is aware of the size of the cohort. OCR and C&G follow a similar policy. BTEC registrations must be done by the end of October, as late fees occur afterwards. Students who have dropped out of BTEC courses can be withdrawn up till 31 January.

Induction

All programme areas need to do an induction where they help the students to understand the way that AL works – briefs, assignments, grading criteria etc.

Exam board accounts

All AL staff should ensure that they have an account with the relevant awarding body. The exams officer should be asked to set up or modify accounts as needed.

Quality Review (BTEC)

Pearson arrange a monitoring visit by a Lead Standards Verifier which occurs annually and involves all BTEC courses.

The visit is designed to guarantee the effectiveness of quality controls and procedures at SA. It provides a positive, consultative process to assist with the monitoring and improvement of our systems. In 2019-20, it will be in the Autumn term.

Standardisation

All departments are to ensure that there is a common approach to teaching and learning, supported by standardisation exercises in team meetings. The Lead IV must claim the role annually on EOL, or ask the Exams Officer to do it.

Applied Learning Tracker

All BTEC and other vocational courses subject areas must track students' progress. These records belong to the Academy, not to the teacher, and they must be handed over if a member of staff is leaving.

Tracker records are used as the basis for certification claims, and therefore must present an accurate and up-to-date summary of a student's achievements. The Exams Officer will only process claims that have been signed off and dated by the Lead IV.

If a student leaves a course early, credit should be claimed for the units completed, and if possible, for a drop-down to a smaller qualification.

Confirmation Sampling

This has replaced National Standard Sampling and will take the form of an inspection, at short notice, of our assessment decisions and assignment briefs. The process will be same as the NSS but the sampling will be randomly selected with very little prior notice.

Retention of Work; Retention of Assessment Decisions

After certification, students' work must be retained for a minimum of 12 weeks. For QCF, this will normally occur by the end of July, so work will be kept to the end of October. For NQF BTECs, certification will occur in October and the count of 12 weeks should start then.

It is essential to retain records of assessment decisions for three years.

Policies

Internal Verification Policy

Authenticity of Work

Registration & Certification Policy

Accreditation of Prior Learning

Malpractice

.....

This handbook is reviewed annually. The next review will be in September 2020