THE BRITISH SCHOOL OF BAHRAIN

Btec Policy & Procedures

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The Btec policies are held in the school system ready for scrutiny by visiting Btec inspectors. These are held on the school system and can be viewed as separate policies when required through the school quality nominee. Below is the procedural summary and identification of previous learning for the Btec courses at BSB.

Recognition of Prior Learning (RPL) Policy and Procedures

1.0 Definition

1.1 Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether a Learner can demonstrate that they meet the Assessment requirements for a Unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Each of the associated Awarding Bodies of the Centre issues its own guidelines, policies and procedures relating to RPL, which are made known to prospective Learners during the Recruitment, Selection and Admission process employed by the Centre.

2.0 Introduction

2.1 RPL seeks to enable Learners to avoid the duplication of learning and assessment. There are two ways in which this will be achieved: -

2.1.1 The opportunity to transfer credits, i.e. to achievement from within or outside the Qualification and Credit Framework (QCF) to count towards other qualifications.

2.1.2 The opportunity for individuals with learning or achievements that have not been certificated / accredited to have this learning and achievement assessed and validated through the RPL process adopted by the Centre in consultation with its Awarding Bodies.

3.0 Policy

3.1 A Learner must produce valid and reliable evidence of prior learning to support any claims based on experience. A learner may claim RPL against a whole Unit or several Units. It is not possible to award part Units, but where the RPL evidence does not fully meet the needs of a complete Unit, the missing information may be provided via the same assessment processes that are undertaken by a taught group of Learners.

3.2 In order to achieve recognition of achievement there are two options open to the Learner:

3.2.1 Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired Unit or qualification. These assessments may be

undertaken without attending Centre teaching sessions.

3.2.2 Submit a portfolio of evidence based on previous learning, skills and / or competence cross referenced to the learning outcomes and assessment criteria of the Unit or Units for which RPL is being sought.

3.3 Under some circumstances there may be a limit to the proportion of a qualification that can be achieved by either credit transfer or RPL according to guidelines published
from time to time by our Awarding Bodies.

British School of Bahrain

Internal Verification Policy

1.0 The Internal Verifier should review all Assignments, including practical tests using the following criteria:

    1.1 Is the Assignment/test title and aims relevant to the unit and outcome(s)?
    1.2 Is the context relevant to the Unit and outcome(s)?
    1.3 Do required tasks relate to the same active verbs as stated in the Unit specification?
    1.4 Are tasks clear and easily understood by Learners?
    1.5 Are timescales realistic?
    1.6 Will it be possible to confirm the authenticity of Learner work?
    1.7 Are Assessment requirements clear?

2.0 The Internal Verifier is required to:

    2.1 Validate Assessors' judgements (including grading decisions) against the standards.
    2.2 Ensure consistent judgements across all the assessment teams.
    2.3 Ensure that Learners have equality of opportunity.
    2.4 Follow a common assignment template that includes Front Sheet, Learner's Brief and Assessment
        Information
    2.5 Provide feedback to the Assessor.

3.0 When planning their sampling Internal Verifiers should address:

    3.1 Experience and competence of Assessors.
    3.2 A benchmarking of Unit(s) where possible.
    3.3 Formative and Summative sampling.
    3.4 Coverage of all assessment methods/evidence sources.
    3.5 Coverage of all Units and all Assessors.
    3.6 Keeping records for the External Verifier.

4.0 When monitoring assessment practice the Internal Verifier should look at:

    4.1 The effectiveness of the planning.
    4.2 The Assessor's interpersonal skills.
    4.3 The accuracy of the judgements.
    4.4 Quality of feedback to the Learner.
    4.5 Giving feedback to the Assessor confidentially.
    4.6 Keeping records for the External Verifier.

  5.0 In standardising assessments the Internal Verifier should:

5.1 Ask Assessors to assess the previously unseen work.

5.2 Compare judgements across the Programme team.

5.3 Check accuracy and process.

6.0 In managing Programme delivery, Internal Verifiers should:

6.1 Include Internal Verifiers in organisation quality procedures, meetings and manuals.

6.2 Establish a clear link for Internal Verifiers to the Senior Management Team.

6.3 Ensure Programme files updated and available for the External Verifier.

6.4 Establish a system for implementing External Verifier action plans.

6.5 Establish a system for ensuring certificate claims endorsed by IV.

6.6 Plan which candidate work will be internally verified.

Planning the Sample

The Internal Verifier is required to prepare a schedule of sampling activities by setting up a matrix of all Units, Assessors and Learners and to annotate this as each sample is completed.

A Sampling Plan is designed based on the following principles:

1. The Internal Verifier looks at Assessment decisions of all the Assessors in any given period (e.g. on a calendar basis or by Learner Cohort)
2. The Internal Verifier must sample the full range of assessment methods used, e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer.
3. Select a benchmark unit or units, so that the Internal Verifier can compare the quality of Assessment across different Assessors and different Learners.

Factors to be considered: -

1. There must be a sample of *the full range of assessment methods* used, (e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer)
2. For experienced Assessors: sample size is minimum of 3 Learners.
3. For new/inexperienced Assessors: minimum 10% sample in each grade band or 6 Learners (whichever is lower)
4. Review assessment brief of all Units.
5. Further samples are taken for Assessors whose standards are not judged to be satisfactory at initial sampling: further samples should be taken, increasing in frequency and size.
6. The Internal Verifier will have to adjust the Sampling Plan to ensure all Assessors are covered and all assessment types are covered.

Feedback to Assessors and Programmed Leader for Assignment Design and Assessment Decisions:

The monitoring of Assessments should also include the Internal Verifier observing Assessors in action (where appropriate); looking at how they conduct an Assessment and giving them feedback on their performance. When carrying out this task, the Internal Verifier uses the Internal Verifier Feedback to Assessor Form for monitoring and providing feedback to the Assessor.

1. **Assessment Design:** feedback to individual Assessor regarding an Assessment brief is given using the Internal Verification of Assignment Briefs Form followed by an Assessor Meeting.

2. **Assessment Decision:** feedback to individual Assessor regarding an Assessment brief is given using Internal Verifier Feedback to Assessor Form followed by an Assessor Meeting.

3. The Learner must play an active role in the process as s/he must produce evidence and map it to the learning outcomes and assessment criteria of all units s/he wishes to claim.

4. Principles of RPL

4.1 According to "Claiming Credit – Guidance on the recognition of prior learning within the Qualifications and Credit Framework" the five principles of RPL are as follows: -

4.1.1 RPL is a valid method of enabling individuals to claim credit for units and qualifications of the QCF, irrespective of how the learning took place and the assessments undertaken. There is no difference between the achievement of the required standards through prior learning and through a formal programme of study.

4.1.2 RPL must comply with all regulatory requirements for assessment. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

4.1.3 RPL is a learner-centred voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for assessing RPL, and be given guidance and support to make his or her claim.

4.1.4 The process of RPL is subject to the same standard of quality assurance and monitoring processes as any other form of learning and assessment.

4.1.5 Assessment methods for RPL must be of equal rigour as other assessment methods, must be fit for purpose and relate to the evidence of learning. An individual may claim RPL for any whole unit unless the assessment criteria of a unit states otherwise. For example if an external assessment sets the standard of learning outcome that a learner must achieve, then the learner must pass the external assessment to achieve the unit and gain the credit.

5. Implementation

5.1 The Centre provides information, advice and guidance to prospective students about RPL guidelines, procedures and processes issued by our associated Awarding Bodies during the Recruitment, Selection and Admission process and how to claim credit through the appropriate process adopted by our Awarding Bodies including information on timelines, appeals and (any) fees payable.

5.2 The Centre provides information, advice and guidance to prospective Learners about what evidence is required to support a claim for credit and how it should be presented depending on the purpose, learning outcomes and assessment criteria for the relevant Unit.

5.3 Assessment of evidence presented by a prospective Learner is subject to the Centre's quality assurance processes and standards and the requirements of the relevant Awarding Body as determined by the relevant Programme Leader.

5.4 The final responsibility for awarding credit lies with the Awarding Body and any appeal is subject to its own processes and procedures.

5.5 After delivery of the final assessment the Centre provides feedback to the prospective Learner and gives support and guidance on the options available to the prospective Learner which may include, for example, further learning and development.

6. Monitoring and Review

6.1 In order to monitor our RPL policy, procedure and practice the College analyses RPL feedback data to evaluate the extent to which our procedure and practice are supporting our stated mission and strategic objectives and those of our Awarding Bodies.