

Quality Assurance 2009-2010

Centre handbook

BTEC

Entry Level

Introductory Level

First

National

Short Courses Levels 1-3

BTEC mission statement

We aim to reduce the bureaucratic burden of assessment and assessment-related processes on centres whilst maintaining the quality of provision. We will achieve this through effecting a change of focus from an Edexcel-driven model of 'Quality Control' to one of centre-driven 'Quality Assurance'.

Preface

This handbook is aimed at quality nominees and programme managers in centres.

It applies to the quality assurance processes for BTEC Entry level qualifications, Introductory Level 1 qualifications, Level 2 and 3 qualifications and short courses at Levels 1-3. Throughout this handbook there are cross references to further guidance documents, the BTEC NSS Briefing, the BTEC CRA Briefing, and many more available via the Quality Assurance area of the Edexcel website, www.Edexcel.com.

Please note: this document does not apply to BTEC WorkSkills or any qualifications accredited for funding under the Foundation Learning Tier (FLT).

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1 Introduction to this handbook

This handbook is effective from 1 September 2009 until 31 August 2010 and addresses the administrative arrangements and requirements for the quality assurance of assessment standards and centre quality systems. The following BTEC programmes are covered:

BTEC National Awards, Certificates and Diplomas	Level 3
BTEC First Certificates and Diplomas	Level 2
BTEC Short Courses	Levels 1-3
BTEC Introductory Certificates and Diplomas	Level 1
BTEC Entry Level Certificates in Skills for Working Life	Levels E2-E3
BTEC Entry Level Certificates in Life Skills	Levels E1-E3

This document is designed to provide the key information that is required for your centre to fulfil the quality assurance requirements for 2009-2010.

The handbook provides information on the external verification and risk assessment procedures for centres. (It is also useful for Edexcel Assessment Associates.) The Edexcel BTEC Assessment Associates Handbook is available separately on the website.

The term Assessment Associate (AA) is used in the handbook as a generic term covering both the external verifier and the risk assessor roles. It is used where information applies equally to both roles; but where information is specific to an aspect of the BTEC quality model, the appropriate role title is used.

Access to this handbook and related information

All programme managers for every BTEC programme should be made aware of this document which is available on the Edexcel website in the Quality Assurance section.

Access to the Information Manual and policy documents

The quality nominee and examinations officer should have access to the *Edexcel Information Manual*, which contains information relating to administrative arrangements for BTEC programmes. Programme managers will also need to comply with these administrative requirements.

www.edexcel.com/iwantto/Pages/info-manual.aspx

2 Key issues 2009-2010

Reporting of assessment associate decisions using online technology

AAs report their decisions using the Edexcel Online (EOL) system. Similarly, centres required to undertake Centre Risk Assessment (CRA) self assessment will report via EOL. The centre's EOL administrators should provide access to EOL to all appropriate members of staff, including the quality nominee, examinations team and programme leaders.

Centres must continue to take responsibility for ensuring that they are monitoring the progress and outcomes of National Standards Sampling (NSS) and CRA across programmes.

Centre communications with Edexcel

Effective communication between Edexcel and its centres is important, in order to ensure that the time schedules for quality monitoring are maintained. Edexcel communicates with its centres through both letter, telephone and email and this requires the centre maintains accurate details of its main contacts on the Edexcel Online system. All contact details held with Edexcel should be reviewed every 6 months using the centre accounts area of Edexcel Online.

National Standards Sampling (NSS)

Sample sizes have not changed this year. The external verifier allocated to your centre will be able to discuss the sample sizes and units required for sampling. The Programme Area Titles (PATs) that your programmes are grouped into are able to be viewed on the Quality Assurance webpage of the Edexcel website. Please see the Centre Briefing on National Standards Sampling for detailed information.

Centre Risk Assessment (CRA)

CRA is currently only required for centres running BTEC Level 2 and 3 qualifications. These centres with more than 15 current learners across the BTEC programmes will undergo an annual risk assessment either as a visit assessment by a risk assessor, or by a self assessment. Both formats use online reporting through EOL. All centres will be informed which form of risk assessment will be applied in 2009-10 by the start of the academic year.

Specific CRA handbooks and guides provide more detailed information on the process and can be found on the website www.edexcel.com/iwantto/Pages/craa.aspx.

3 Key dates and actions 2009-10

July 2009	<p>Update contact details for the Quality Nominee (QN) on Edexcel Online.</p> <p>Centres operating NQF BTEC qualifications are informed of their selection for CRA by either a visit assessment or a self assessment in 2009-10, and are provided with an information pack to facilitate preparation.</p>
End September 2009	<p>Where appropriate, QNs are informed of the risk assessor for their centre. Risk assessors should contact QNs to confirm programmes for CRA and to finalise the documentation that is required for the assessment visit.</p>
2 October 2009	<p>Final date for approval of BTEC qualifications for learners studying in the current teaching year, and where Edexcel can guarantee that quality monitoring and certification can occur within the time scales laid down. Non standard year provision is not affected by this deadline.</p> <p>Pass details of learners to be registered onto BTEC Programmes to exams officers .</p>
1 November 2009	<p>Final date for registrations on standard year BTEC programmes; failure to register by this date will incur a late registration fee.</p>
1 November 2009-28 February 2010	<p>CRA visits or self assessments take place, including any action or recommendation follow-up required.</p>
December 2009-January 2010 or as soon as allocations are received	<p>All external verifiers must contact their allocated centres.</p> <p>This should be done, in the first instance, through the QN. The QN should put the external verifier in touch with the appropriate programme manager. Contact should be made immediately with the programme manager and the arrangements made for the conduct of the NSS activity.</p> <p>External verifiers discuss and agree with the programme manager the selected units for NSS and the date for a visit or postal sampling. Preliminary checks made on assignment briefs being presented for sampling.</p>
End of December 2009	<p>Centre QNs must check that the CRA visit or self assessment arrangements are in place for their centre to ensure that risk assessment has been or is to take place by the deadline.</p>
January 2010-April 2010	<p>NSS postal sampling and visits to be organised and should take place as early into the window as possible.</p> <p>If required, re-sampling of selected Units are agreed and sent by post.</p>
28 February 2010	<p>QNs should check that risk assessment has taken place and that all Managing Assessment Risk actions are being promptly addressed.</p>
March 2010	<p>QNs to check arrangements are in place for every programme area title to ensure NSS sampling has/is taking place.</p>
30 April 2010	<p>All NSS postal sampling and visits have taken place and reports submitted onto EOL. If appropriate, second samples have been identified and remedial action put in place.</p>
31 May 2010	<p>All NSS re-sampling has been COMPLETED and decisions reported to Edexcel.</p>
31 May 2010	<p>All 'Managing Assessment Risk' actions listed in the CRA report to be completed within three months from the date of the report or by this date, whichever is the shorter period.</p>
5 July 2010	<p>Final date for online submission of results to ensure certification for August.</p>

4 Principles of BTEC quality assurance for 2009-2010

Edexcel's responsibilities for quality

Edexcel's Quality Management System

Edexcel operates a quality management system and the company is committed to quality. Everyone working for Edexcel is required to operate the Edexcel Quality Management System against the quality standard ISO 9001.

The BTEC quality model

Quality assurance arrangements ensure that a centre continues to meet its approval obligations. A centre that does not comply, or that is not meeting national standards for assessment, may be blocked from obtaining any certification. Edexcel reserves the right to investigate any aspect of programme management or delivery, and to suspend a centre's ability to claim certification.

The model is in three phases:

Phase 1: Centre and Qualification Approval

Appropriate programme approval must be sought from Edexcel prior to a centre operating any BTEC programme. Approval gives centre staff a degree of professional autonomy and discretion in the delivery and management of BTEC programmes.

Phase 2: Centre Risk Assessment (CRA) – Level 2 and 3 programmes only

CRA monitors the centre's ability to manage and control the risks inherent with internal assessment. CRA is either undertaken by an Edexcel risk assessor or by the centre itself: the former uses a visit assessment format, the latter online self assessment.

Phase 3: National Standards Sampling (NSS)

This process assures the maintenance of national standards by the external verification of samples of assessed learner work. It is a process that has been used for a number of years, and for BTEC qualifications the process has proved to be an effective method of ensuring that national standards are being maintained.

5 Learner and centre administration

Edexcel Centre Information Manual

The Edexcel Information Manual provides the guidance and information regarding approval, registration and certification. In order to ensure that learner's achievement can be formally recognised, a centre needs to check the approval status of the BTEC programmes they are delivering and ensure that Edexcel's registration and certification processes are adhered to.

Centre type and BTEC quality assurance arrangements

A number of centre types arise out of the approval process. In turn, this will determine the arrangement a centre has to make to satisfy Edexcel's quality monitoring. Centres must ensure they inform Edexcel of any changes to their centre structure. Where a centre operates from multiple sites, or is the member of an Edexcel collaborative partnership or consortium, there may need to be a variation of arrangements for CRA and NSS. Where a centre operates from more than one site, then the CRA will include a consideration of the centre quality systems in place at all sites. This may require more time to be spent on the risk assessment. The NSS sample may need to include all participating sites or centres; as such the sample may need to be larger. Any changes required will be negotiated between the external verifier and the centre quality nominee when the quality monitoring is being arranged.

Further information on quality assurance can be found in the Centre Briefing for NSS and the Centre Briefing for CRA.

Certification

Following successful completion of quality assurance processes certification claims can be made.

Eligibility

Learners' eligibility is checked against the programme on which they are registered. To achieve a qualification, learners must achieve:

- 1 Sufficient units.
- 2 A valid combination of units.

The programme manager must ensure that every learner undertakes units that will enable them to obtain a qualification. In particular, the centre must not substitute units from other qualifications or pathways unless Edexcel has issued an amended programme specification, or Meeting Local Needs (MLN) units have been added to the qualification.

There are rules on which units can be replaced within the qualification specifications and further guidance can be found online in the MLN guidance documents.

6 Quality assurance responsibilities placed on centres

Centres delivering BTECs are able to provide a more personalised programme of learning. An important feature of this is the degree of local programme management. Centres must take responsibility for ensuring that they are monitoring the progress and outcomes of NSS and CRA across all BTEC programmes.

Centres are required to:

- 1 Gain both centre and qualification approval prior to enrolling learners on to the programme.
- 2 Register all new learners with Edexcel when they join the programme.
- 3 Ensure their systems meet the annual quality monitoring requirements for CRA.
- 4 Ensure all programme areas meet the sampling requirements for NSS.
- 5 Ensure all certification claims are correct.

Role of centre staff

Quality nominee (QN)

Each centre is asked to appoint a member of staff as the QN for BTEC provision. This person is the main point of contact for Edexcel information related to BTEC programme quality assurance. The QN will receive details about the appointment of assessment associates and will be requested to liaise with the appropriate programme managers and internal verifiers. The QN should ensure that the CRA is completed and the NSS visit or postal sampling progresses smoothly.

Programme manager/ Lead internal verifier

The programme manager will often perform the role of the Lead internal verifier and is responsible for:

- 1 The management of the qualification.
- 2 Ensuring that all tutors are familiar with the appropriate guidance documentation and assessment information.
- 3 Liaising with the assessment associates.
- 4 Preparing all relevant CRA and NSS materials and where a visit takes place arranging for a suitable room for the assessment associate to use.
- 5 Arranging the feedback to the teaching team following NSS or CRA.
- 6 Providing appropriate documentation and evidence that explains the quality monitoring system in place for risk assessment.

The QN and programme manager must ensure that all tutors, assessors and those undertaking internal verification have access to:

- 1 The full programme specification.
- 2 Relevant information from this handbook and other guides and policy documents issued by Edexcel.

Internal verifier

The internal verifier checks the quality of assignment briefs and the validity and consistency of assessment decisions across all assessors. The Centre Guide to Internal Verification is a useful guide to this role.

Administrative notes for programme managers

Examination officers normally deal with the administrative arrangements for registration and certification of learners using the guidance given in the *Information Manual*. This section is aimed at programme managers and identifies key pitfalls that can cause certification problems.

When registering learners, programme managers should check that a complete list of learners has been submitted and that the examinations officer has been provided with estimated completion dates.

Upon the confirmation of registration, the programme details and the completion dates should be checked. Note that similar titles may have different structural requirements. If this is the first year of operation for a particular BTEC programme, the programme number should be checked against the approval letter and programme definition to ensure that it is the correct one.

Centre Risk Assessment (CRA)

CRA supports approved centres to overcome inherent operational risks.

As the vast majority of BTEC programmes are wholly internally assessed the successful operation of BTEC qualifications requires centres to ensure that:

- 1 They have quality assurance processes in place to ensure:
 - a The delivery and assessment standards of BTEC programmes.
 - b The rigour of centre internal quality processes.
- 2 They have processes which ensure:
 - a Correct Edexcel approval procedures.
 - b Timely and accurate learner registration.
 - c Appropriate certification procedures.

National Standards Sampling (NSS)

NSS is the method by which Edexcel monitors the assessment against national standards for all programmes running from Entry Level to Level 3 in every centre. Under the NSS process, centres will be asked to present different units to be sampled, year on year.

Levels 2 and 3 (including Levels 1-3 short courses)

The sample will be taken from across all levels within a Programme Area Title (PAT) with a maximum of six units being seen in total.

BTEC National Certificates and Diplomas (Level 3) will have two units sampled from each year. National Awards are nested within these units where they run alongside Certificates or Diplomas or where they run on their own one unit will be sampled at this level.

Centres running First Certificates or Diplomas will have one unit sampled from across their

Level 2 provision. However, if a centre offers the Firsts over two years then they may be seen in each year of operation.

Where levels 2 and 3 short courses run alongside full level 2 and 3 qualifications in the PAT then these may be sampled within the sampling requirement for that level. Centres running Level 1 short courses will have one unit sampled from this level.

At all times the external verifier can request to see units from across the range of programmes delivered at Levels 1-3.

Manual intervention may happen if there are 'special' circumstances e.g. multi-site centres, consortia or short specialist programmes.

Introductory Level 1

The sample size for external verification will be two assessed learners' work for each subject sector. If the Introductory Certificate and Diploma are running in the same subject sector, the external verifier will sample two learners' work from the Introductory Diploma only.

All units used for sampling should cover at least 4 grading criteria.

Except for Art, Design and Media, Applied Science and Vocational Studies, the sample will consist of:

- 1 Introductory Certificate: assessed unit 3 or one assessed 60 hour option unit.
- 2 Introductory Diploma: assessed unit 3 and one assessed 60 hour option unit or two assessed 60 hour option units.

All completed option units should be taken from units 7 upwards.

External verification sample for the **Art, Design and Media** programmes only:

- 1 Introductory Certificate: one assessed unit not submitted for NSS during the previous two years.
- 2 Introductory Diploma: two completed units, not submitted for NSS during the previous two years.

When Art, Design and Media samples are externally verified by post, then digital evidence will be accepted and the following guidance should be followed:

- 1 Photographs should be taken in focus, in a well lit environment and presented sequentially in the order of the work presented.
- 2 The resolution of the camera should be capable of producing images of three megapixels and the image size adjusted.
- 3 A jpg file is recommended.

External verification sample for the **Applied Science** programmes only:

- 1 Introductory Certificate: assessed Unit 3 and one assessed 30 hour option unit or assessed option units up to the value of 60 hours.
- 2 Introductory Diploma: assessed Unit 3 and assessed option unit(s) up to the value of 90 hours or assessed option unit(s) up to the value of 120 hours.

External verification sample for the **Vocational Studies** programmes only:

- 1 Introductory Certificate: one assessed unit from List A or one assessed unit from List B each.
- 2 Introductory Diploma: one assessed unit from List A and one assessed unit from List B or two assessed units from List B.

The Introductory Level 1 Certificates and Diplomas in Vocational Studies will only be sampled if there are no subject specific Introductory Level 1 Certificates and Diplomas running in the Vocational Studies units being delivered.

Entry Level

For each subject sector there will be two samples of assessed learner work each consisting of one completed externally set core unit assignment and one completed specialist or option unit assignment.

Sending NSS samples

Edexcel have a Parcelforce service available for centres sending postal samples to their EV. All the documentation relating to the Parcelforce service and sending your NSS samples is on our website: www.edexcel.com/iwantto/Pages/send-NSS.aspx.

When you send samples to your external verifier please ensure that the items of learner work are **copies**. Bags to use when sending the samples will be sent out for the attention of the Quality Nominee in January. If additional bags are required email: btecmaterials@btopenworld.com.

Receiving reports

Level 2 and 3 Programmes (including Short Courses Levels 1-3)

Edexcel uses online reporting for the CRA and NSS activity at this level. Assessment associates will submit reports directly online via EOL. Centres can access reports solely through their centre EOL account. Centres should ensure that all appropriate members of staff have the necessary access to EOL.

Both CRA and NSS reports will be made available to the centre via EOL within ten working days of the activity. Some associates may wish to complete the report at the centre and Edexcel welcomes the cooperation of the centre in making this possible.

If a visit has taken place there should be no variation between what is said at this feedback session and the content of the report. The centre should ensure that they understand the content of the report and can make contact with the assessment associate to clarify this.

Entry and Introductory Level

Copies of the external verifiers' reports will be sent to the centre by post. The external verifier will submit this within 10 working days of receiving the sample. The report will be sent for the attention of the principal, head teacher or employer/training provider centre co-ordinator and the information should then be filtered to the relevant programme leaders within the centre.

Performance monitoring of AAs

Edexcel asks schools and colleges every year to give feedback on the performance of its Assessment Associates. We monitor all AAs at least once in a four year cycle and centre feedback is an important contribution to our quality processes.

The performance feedback form is on EOL. If an AA is not in the formal monitoring sample but you would like to provide feedback please email BTECAAmonitoring@edexcel.com who will provide an electronic word version of the form.

7 Support available

Documentation

Edexcel communicates with the centre BTEC QN or, for administration and certification information, through the examinations officer. Edexcel does not issue any information directly to programme managers. However, a variety of qualification specifications, policy documents, and information books are produced to assist teaching teams.

Programme specifications and Edexcel publications

Relevant copies of the guidance and unit specification for each BTEC programme may be downloaded from the Qualification area of the Edexcel website.

BTEC handbooks, briefings, and guides

Edexcel provides three types of explanatory books to assist centres manage BTEC programmes:

- 1 Handbooks – provide basic operational information set out to enable the centre to management quality monitoring. The two key documents here are **Centre Handbook: NQF Quality Assurance 2009-10**; **Signposts to Quality**.
- 2 Briefings – there is a **CRA Briefing 2009-10**, and **NSS Briefing 2009-10**, which outlines the detailed processes and requirements that centres need to meet in order to conform with the that Edexcel quality monitoring.
- 3 Guides – a range of documents, including **Centre Guide to Assessment Planning Design and Delivery**, and **BTEC Centre Risk Assessment: Risk Controls Guide 2009-10**, giving further guidance on programme delivery and quality assurance requirements.

Websites

Edexcel.com

The Edexcel website now hosts a page for BTEC QNs. There are also pages dedicated to specific tasks, such as NSS and CRA. These are all navigated through <http://www.edexcel.com>. The BTEC web pages are regularly updated with all the most current information and documents.

Edexcel Online

This web-based system allows centre administrators to register, manage and certificate learners. QNs and Programme Managers are able to view the allocation of risk assessors and external verifiers and track and view reports. There are also OSCA1 materials available via Edexcel Online for major sector areas. These are real examples of assignment briefs, learner work and an associated commentary from a lead external verifier.

Edexcel teams

Customer Services

Edexcel pledges to provide excellent service in all your dealings with us. Edexcel has a dedicated BTEC customer services team who can be reached on 0844 576 0026 and are able to answer your query or direct it to the appropriate team within Edexcel.

Regional Quality Managers (RQMs)

All centres have a dedicated RQM available to advise on quality assurance, including NSS, CRA and internal verification. Appendix 1 shows a map of the region each Regional Quality Manager looks after.

Assessment Associates (AAs)

These are your risk assessors and external verifiers who are allocated to centres early each year to advise you on the quality assurance arrangements.

Curriculum Development Managers (CDMs)

Each centre has a CDM who can provide general qualification advice and guidance across all qualifications.

8 Guidance on policies

The Edexcel website www.edexcel.com includes detailed policies which address many of the issues and situations AAs and centres may meet when dealing with all types and levels of BTEC and NVQ qualifications. This section appears in all the BTEC & NVQ qualification handbooks.

Appeals

The Edexcel *Appeals Policy* (04-07) applies to BTEC and NVQ qualifications.

In summary, the policy states that Edexcel will only consider an appeal from a centre after the centre's own internal appeals procedure has been exhausted. Edexcel will only consider appeals submitted by the head of centre or principal and only where:

- 1 A centre disagrees with the outcomes of the Edexcel external quality assurance process.
- 2 A centre questions an approval or qualification decision made by Edexcel.
- 3 A candidate considers that a decision continues to disadvantage them even after the outcome of the centre's internal appeals procedure.

Edexcel expects that most appeals from candidates will be resolved within the centre. Only after the centre's internal appeals process has been exhausted can appeals concerning individual learners be made through the learner's centre by the head of centre or principal.

Edexcel will consider appeals at three possible stages:

- 1 Quality Review Panel.
- 2 Quality Standards Panel.
- 3 Independent Appeals Panel.

The outcome of the Independent Appeals Panel will be final, with no further right of appeal beyond this stage.

Accreditation of Prior Learning (APL)

The Edexcel *Policy on Accreditation of Prior Learning (APL)* (06-14) applies to all Edexcel qualifications.

APL is an assessment process which enables recognition of achievement from a range of activities using any valid assessment methodology. The policy document provides:

- 1 Definitions of key terms and a detailed overview of the APL process.
- 2 Guidance on establishing an APL system within a centre, covering recruitment and marketing issues, mapping achievement, providing evidence and assessing an APL claim.
- 3 Documents for mapping achievement and providing witness testimonies.

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(s) or complete qualification.

Evidence for APL must be:

- 1 Authentic (clearly generated by the candidate).
- 2 Current (usually within the last two years).
- 3 Relevant (relating to the standard to be proved).
- 4 Sufficient (enough to meet the required standards).

Centres are expected to establish their own APL guidance, in line with Edexcel policy, for their assessors and internal verifiers.

Assessment malpractice

The Edexcel *Policy on Assessment Malpractice* (06-13) applies to all BTEC and NVQ programmes.

The policy provides a definition of malpractice, examples of what constitutes malpractice by both candidates and centre staff and positive steps that can be taken to prevent or reduce candidate malpractice.

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damages the authority of those responsible for conducting the assessment and certification. Edexcel reserves the right to impose sanctions and/or penalties on candidates or centres where incidents or attempted incidents of malpractice have been proven.

Distance assessment

The Edexcel *Policy on Distance Assessment* (03-02) covers all qualifications where there is summative internal assessment. Candidates on distance learning qualifications should have the right to expect equal opportunities to succeed when compared with those candidates attending a centre. There is an expectation upon centres that they must quality assure qualifications and assessment to ensure that common standards apply regardless of the mode of study.

The policy defines distance assessment and states that it may be employed for any Edexcel qualification, unless a contrary decision has been made by the regulator. It stresses that use of distance assessment should not reduce the validity of the assessment.

Reasonable adjustments and special considerations

The Edexcel *Policy on Reasonable Adjustments and Special Considerations for BTEC and Edexcel NVQ Qualifications* (RA&SC 06-12) sets out how Edexcel complies with the Disability Discrimination Act 1995 and its subsequent amendments.

Edexcel aims to facilitate access to BTEC and NVQ qualifications for candidates who are eligible for reasonable adjustments in assessments without compromising the assessment of the skills, knowledge, understanding or competence being measured. **Reasonable adjustment** comprises (pre assessment) and **special consideration** (post assessment).

Reasonable adjustments include adjustments to assessment based on the candidate's history of need and provision. Access arrangements are intended to increase access to assessment but must not compromise the standard of assessment. Edexcel expects that centres will apply access arrangements internally on a systematic and considered basis; only in certain cases would application to Edexcel for approval be appropriate. Examples of access arrangements listed in the policy document include:

- 1 Readers.
- 2 Scribes.
- 3 Practical assistants.
- 4 Prompters.
- 5 Use of British Sign Language (BSL).
- 6 Modified papers/assignments.

The policy states that centres should always recruit with integrity and ensure that candidates have appropriate information and advice on their selected qualification and how it will meet their needs. The recruitment process should include assessment of the suitability of potential candidates and arrangements for advising candidates if they may not be able to demonstrate attainment in all parts of the assessment.

Special consideration is an adjustment to a candidate's grades and is normally given by applying an allowance with respect to an assessment undertaken when the candidate was adversely affected by personal difficulties. Examples of special considerations listed in the policy document include:

- 1 Terminal illness.
- 2 Bereavement of a family member.
- 3 Serious and disruptive domestic crisis.
- 4 Incapacitating illness.
- 5 Severe accident.
- 6 Recent traumatic experience.
- 7 Lost/damaged work.

Applications for reasonable adjustments or special consideration should be made by centres directly to Edexcel, using forms RA1/SC1 available from the Edexcel website.

AAs should note that this policy replaces the previous Edexcel policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* (04-011).

Electronic assessment

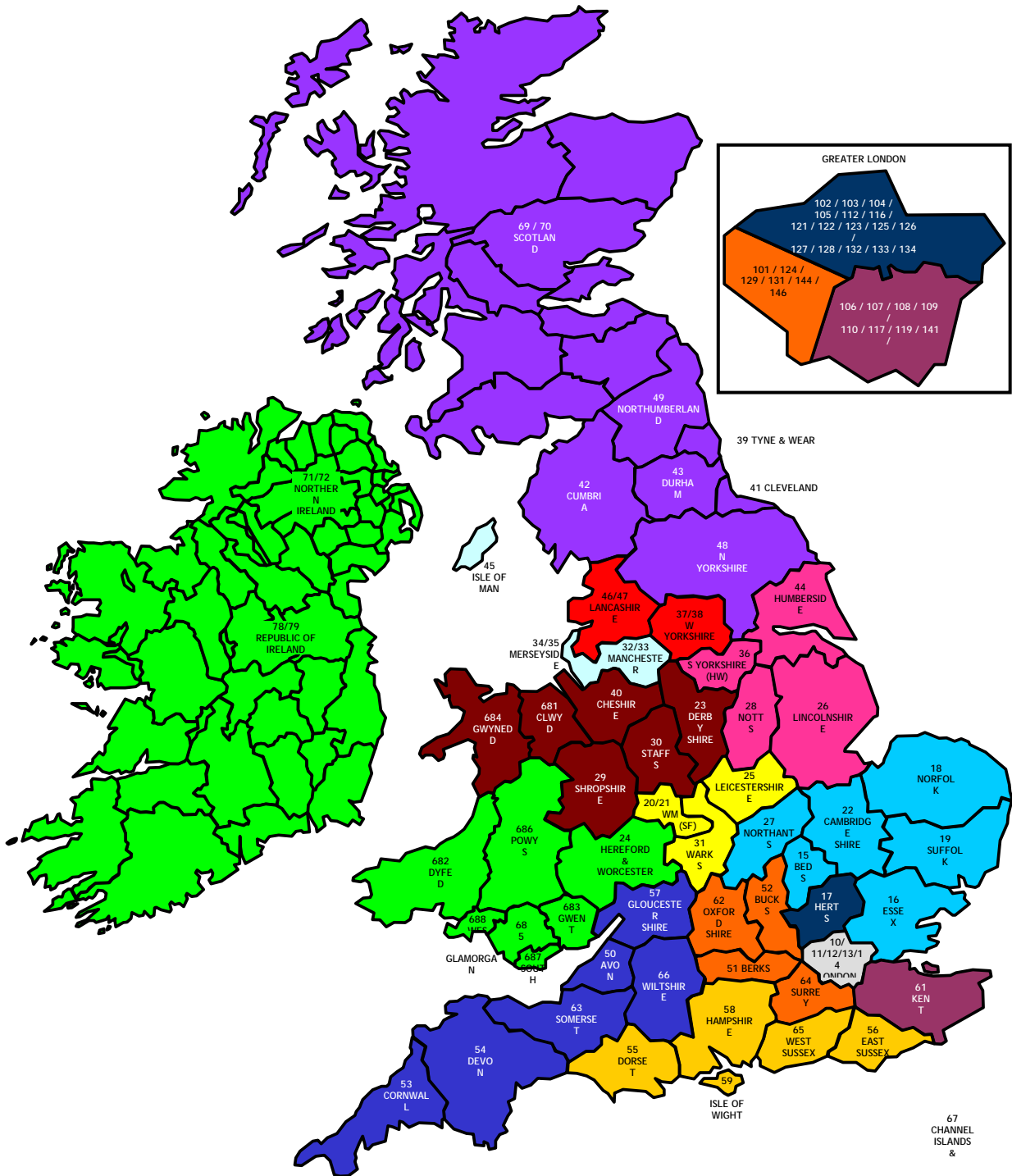
The Edexcel *Policy on Electronic Assessment* (03-03) sets out the criteria for using electronic assessment for Edexcel qualifications and for implementing appropriate quality assured operating procedures covering validity of assessment, authenticity of candidate evidence, security of materials and evidence and audit trails.

Electronic assessment is defined as any or all of the recording, transmission, presentation and subsequent processing of assessment materials and evidence using computers and associated hardware. Besides textual evidence, the medium extends to include evidence such as digital videos of performances, digital photographs and digital audio records of oral work.

Electronic assessment may be used for any Edexcel qualification unless a contrary decision has been made by the regulator.

The policy covers equality of opportunities, operational issues and practical considerations relating to electronic assessment.

Appendix 1: BTEC Regional Quality Manager contacts (RQM) by region



Prepared by Simon Fox: February 2009

Region	Regional Quality Manager		Centre Range (see map)
Northern England & Scotland	SV	Sharon.Veitch@edexcel.com 01642 560075 07595 887726	39; 41; 42; 43; 48; 49; 69; 70
North Central England	CA	Christine.Arnold@edexcel.com 0161 723 2863 07545 938390	37; 38; 46; 47
North West England & Isle of Man	PS	Paul.Sneade@edexcel.com 0151 724 4130 07770 582405	32; 33; 34; 35; 45
Central England West & North Wales	CL	Carol.Lunt@edexcel.com 01514 204830 07595 887716	23; 29; 30; 40; 681; 684
Central England East	HW	Howard.Wilson@edexcel.com 01522 788675 07825969799	26; 28; 36; 44
Central England	SF	Simon.Fox@edexcel.com 0121 4431420 07795 477521	20; 21; 25; 31
Eastern England	DA	Denise.Augar@edexcel.com 01223 354581 07919 047571	15; 16; 18; 19; 22; 27
Hertfordshire, North & Central London	DR	Dave.Roberts@edexcel.com 01992 503496 07917 775730	102; 103; 104; 105; 112; 116; 121; 122; 123; 125; 126; 127; 128; 132; 133; 134; 17
Central England South & West London	LW	Linda.Wain@edexcel.com 01256 817297 07894 418819	101; 124; 129; 131; 144; 146; 51; 52; 62; 64
South East England, South & East London	VB	Valerie.Benney@edexcel.com 01959 575493 07824 410136	106; 107; 108; 109; 110; 117; 119; 141; 142; 143; 145; 147; 61
Southern England	TB	Tricia.Burton@edexcel.com 01202 296258 07766 993405	55; 56; 58; 59; 65
South West England	CB	Caroline.Bland@edexcel.com 02392 596184 07595 887717	50; 53; 54; 57; 63; 66
Ireland, South & Mid Wales, Hereford & Worcester	KC	Kath.Carmody@edexcel.com 01656 768428 07775 817283	24; 682; 683; 685; 686; 687; 688; 71; 72; 73; 76; 78; 79
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NB. For centres with numbers that have no set region, please contact the relevant RQM for your region.			001 - 009

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