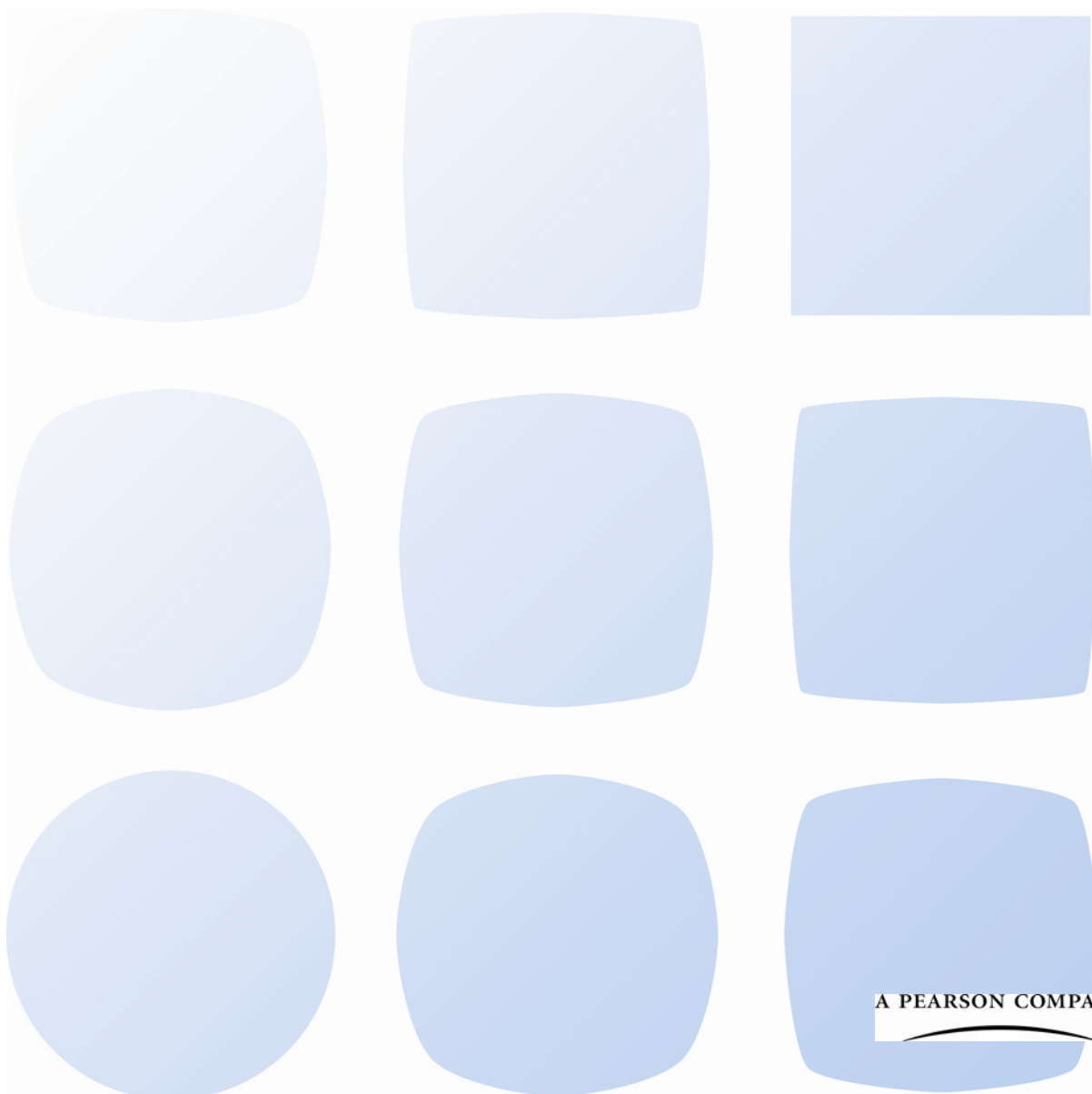


LEVEL 3 BTEC FOUNDATION DIPLOMA (ART AND DESIGN) 2009 - 2010

Centre handbook



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'.

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1 Introduction

This handbook is for centres contracted to undertake external examination for the BTEC NQF Level 3 Foundation Diploma (Art & Design) during the 2009-2010 series.

The purpose of this guidance is to provide an overview of the:

- Arrangements for external examination of the BTEC NQF Level 3 Foundation Diploma (Art & Design), including the role and remit of the examiner.
- Arrangements and timescales for the implementation of external examination.

Also included are details of the procedures for the external examination visit and for the reporting of the outcomes of external examination.

Examiners and centres are required to study this document carefully and to follow the protocols relating to the external examination process.

Period of accreditation

The current specification accreditation period for the BTEC NQF Level 3 Foundation Diploma (Art & Design) runs on the National Qualifications Framework (NQF) from September 2007 to September 2010. Current regulatory criteria require elements of this qualification to be externally examined.

2 The external assessment model and final grading

External examination of the BTEC NQF Level 3 Foundation Diploma (Art & Design) consists of three stages:

Stage One - The Statement of Intent (SOI)

Stage Two - The Final Major Project (FMP)

Stage Three - The external examination visit.

External examination

External examination is based on the third stage of the qualification - the confirmatory stage - Unit 8 (Integrating Theory and Practice), and Unit 9 (Personal Confirmatory Study).

The purpose of external examination is to ensure that programme teams delivering the BTEC NQF Level 3 Foundation Diploma (Art & Design) are assessing accurately and consistently to national standards. This is achieved by external examination of the Final Major Project (FMP).

Achieving the BTEC NQF Level 3 Foundation Diploma (Art & Design)

In order to achieve the BTEC NQF Level 3 Foundation Diploma (Art & Design), students must achieve the assessment criteria for all units and be assessed against the grading criteria for Pass, Merit or Distinction.

Only the final stage is graded and a grade is awarded for the qualification overall. Neither the first two stages or individual units are formally graded. However, centres are encouraged to undertake informal and formative assessments of the first two stages in order to benchmark and inform student progress. The grading criteria for the confirmatory stage may be used for this (Appendix 3: Confirmatory stage grading criteria). Appropriate records of formative assessment and student achievement of individual units should be kept. These records, and all related assessment tracking documentation, should be available for examiner and Edexcel scrutiny.

Only those students who have successfully completed and been internally assessed as achieving Units 1 to 7 are eligible to progress to Units 8 and 9 (the confirmatory stage). Students carrying referrals cannot progress to the final stage and will not be eligible for formal external examination.

This does not preclude referral at the final stage or of the FMP.

3 The student cohort

Registration of students

All centres approved to offer the BTEC NQF Level 3 Foundation Diploma (Art & Design) are required to register students with Edexcel by 15th November 2009. Examiners cannot be allocated to centres unless registrations against a current and valid qualification code have been received.

Penalty for late entries

For 2009-2010, centres registering students later than published or agreed deadlines may be subject to monetary penalties.

Eligibility for external examination

Students who have been referred by the centre for the confirmatory stage are not eligible for external examination and should not form part of the examiner's independent cohort.

It is crucial that the examiner is clear about the cohort to be externally examined. Unless special arrangements are to be applied, the cohort will include only those students who have completed all assessment requirements and whose work has been internally assessed and standardised.

4 The Statement of Intent (SOI)

Centres should be aware that this is the first stage of the external examination process.

All students are required to produce a written Statement of Intent (see Section 10: FAD External examination protocol and Appendix 1: Timetable for external examination series 2009-2010). The Statement of Intent(SOI) is mandatory for students and it should be produced before the start of the FMP.

Submission of the SOI

Completed SOIs for all students who are to be examined must be submitted to the examiner by the centre, to arrive no more than eight weeks before the visit is due to take place.

SOIs should be sent directly to the examiner and not to Edexcel. The examiner should ensure that the FAD programme leader has written details of their address and telephone number and/or email address.

In order to satisfy external examination requirements, each SOI should include:

- The working title or theme of the FMP (including the expected outcome).
- Influences, early ideas and research sources for the FMP (a short bibliography of sources and texts - may be attached as an appendix).
- Intended techniques, media, processes and timescales.
- Methods of critical review and evaluation.

Format of the SOI

The SOI should be an outline project brief and should be between 300 and 500 words. It must be word processed, following the format and structure of the template provided on the [Edexcel website](#).

Form FAD2A - Statement of Intent cover sheet

The FAD programme leader should complete form FAD 2A - Statement of intent cover sheet for the cohort. The form is available from the Edexcel website and should be completed in preparation for the submission of SOIs. In larger institutions, tutors may complete this form for each pathway.

The projected grade for the confirmatory stage for each student submitting a SOI should be based on assessment of the student's performance across the programme to date, using the confirmatory stage grading criteria.

The examiner should check FAD 2A - Statement of intent cover sheet to ensure that:

- There is signed confirmation by the FAD programme leader that each SOI, is the authentic work of the student named.
- Any students who have particular requirements and have produced the SOI using agreed special arrangements have been clearly identified.

The FAD programme leader may use the 'Comments' space on the form to indicate any special arrangements put in place for a student's production of the SOI.

Purpose of the SOI

- It offers initial information about each student's understanding of, and progress across the programme. In scrutinising the SOI, examiners can familiarise themselves with the nature of the overall cohort, and the breadth and depth of the programme. Scrutiny of SOIs may reveal any early areas of concern in relation to the cohort to be examined, or misinterpretation on the part of the programme team of particular aspects of the final two units and third stage of the qualification. In this case, the examiner should alert the FAD programme leader when feeding back on the Statements of Intent (using FAD 3 - Statement of Intent Feedback Report Form) who may form the sample.
- It aids identification of students during the external examination visit.

Examiners are not required to formally assess or grade the SOIs, but must scrutinise each statement and record any issues of note. Examiners are required to confirm whether or not each statement meets the appropriate unit assessment criteria for Units 8 and 9 at the minimum pass level. The examiner must be confident that each SOI demonstrates appropriate **breadth** and **depth** in relation to the student's Foundation level experience. Statements which lack clear intent, are extremely brief, or overly long and lacking in focus are unlikely to meet the unit assessment criteria.

Unacceptable SOIs

Unacceptable SOIs will be returned to the centre immediately, and second statements must be submitted within two weeks (or in advance of the external examination visit, whichever is the nearest). The examiner will indicate the nature of the concerns to the FAD programme leader. If the examiner feels there are significant problems across a substantial number of SOIs, then a senior examiner must be consulted, pending further action.

If a resubmitted SOI does not meet the unit assessment criteria, the examiner will inform the FAD programme leader directly and advise an appropriate course of action. The SOI must fully meet the unit assessment criteria before it can be included in the cohort for external examination.

FAD3 - Statement of Intent feedback report form

Examiners use FAD 3 - Statement of intent feedback report form to feedback any information about the statements of intent to the FAD programme leader. Supplementary feedback about students whose statements are unacceptable will be by exception. Feedback will focus on the unit and assessment criteria. Examiners require no other work at this stage of the process.

Edexcel may retain SOIs for use as example material at training events.

Submission of projected grades

The centre will provide the examiner with a projected grade for each student who is eligible for external examination on FAD 4 - External assessment achievement record form (see Section 6: The External Examination Visit), downloadable from the [Edexcel website](#). Using the confirmatory stage grading criteria, the projected grade will be based on the student's overall performance to date.

The purpose of the projected grade is to:

- Add to the information required by the examiner in order to make an appropriate and independent identification of the cohort of students to be externally examined.
- Allow the programme team to give the examiner advance information about the student's performance across the programme to date.

Discrepancy between projected, proposed, and final agreed grades for an individual student may not be cause for concern, but may lead to discussion between the examiner and FAD programme leader.

Centres must not use split grades (for instance Distinction/Merit) or hybrid grades (for instance Pass++). SOIs accompanied by these types of grades will be returned to the centre as unacceptable and the examiner will ask for a resubmission.

Submission deadlines

Centres must ensure that SOIs and projected grades are with examiners within the stated timescales.

Within the expectations of the new specification, centres should be mindful of the resetting of this part of the qualification at Level 4. The SOI and the FMP should fully reflect this transition of student learning and achievement from Level 3, in preparation for progression either into employment or Higher Education.

5 Final Major Project (FMP)

The Final Major Project (FMP) must build on the student's experience and development throughout the qualification and is set at Level 4, to reflect the transition of student progress from Level 3 into employment or higher education. The student should be autonomous at this stage. The FMP should provide all the evidence to cover the assessment criteria for Unit 8 (Integrating Theory and Practice) and Unit 9 (Personal Confirmatory Study). The FMP is expected to be self-initiated. A 'set' brief must enable individual students to fully realise all grading opportunities associated with Units 8 and 9 and not to constrain achievement against the higher assessment criteria. This will usually be an independent project with the content generated by the student. Where students are working on a group or joint project, the role, responsibilities and contribution of each individual student must be clearly identified and defined.

Assessment of the FMP

When students have completed the FMP, programme teams will assess the work using the assessment criteria from the specification. It is recommended that assessors use the FAD COM available on the Edexcel website www.edexcel.com. These grades should be made available to the examiner at the start of the external examination visit using the FAD 4-External assessment achievement record available on the [Edexcel website](#).

Internal standardisation

When the assessment process is completed, programme teams are required to conduct internal standardisation, which should be completed before the external examination visit takes place. Documentation that can be used for this process is available on the Edexcel website. (For more details on internal standardisation see Section 8: Internal standardisation).

If final proposed grades are unavailable to the examiner, the examination visit will be terminated.

Centres should be aware that if this situation occurs it will delay certification and may incur monetary penalties before the visit is re-arranged.

Presentation of the FMP

The presentation of the FMP will depend on the nature of the work produced, centre resources, and the timing of the external examination visit, but will usually be a final major show/exhibition. Only work for Units 8 and 9 should be presented for external examination, and the work must be easily accessible. The SOI should also be included with all contributory work.

Where external examination takes place as a final major show/exhibition, the work must be available to the examiner when the show is closed to the public.

Referred students

Referred students must be entered on to the FAD 4-External assessment achievement record form and the examiner must be able to review their work. Referrals for units 8 and 9 will be added to the cohort where they are not already chosen from the SOI scrutiny. They will not, however, form part of the cohort for formal external examination. For students who have been referred during the FMP assessment process and who wish to redeem this grade for the current academic year, the protocol is set out in Appendix 4: Referred students.

6 The external examination visit

All external examination visits should be completed by 30th June 2010 to guarantee UCAS certification, and should be carried out at a time agreed by the examiner and the centre. The examiner will confirm the independent cohort to be examined and look at assessment and recording documentation, including internal standardisation documents, at the start of the visit.

What if the student's work is not likely to be available on the day of the pre-arranged visit?

If students' work is not likely to be available on the day of the pre-arranged visit, the centre must inform the examiner immediately. In some cases external examination cannot take place and an alternative date needs to be arranged within an agreed timescale.

What if students are attending UCAS or other interviews?

The FAD programme leader must inform the examiner if students are attending UCAS/other interviews. This will allow the examiner to amend the independent cohort (with reference to the SOI and projected grades). Evidence of the interviews will be needed.

If 5% or more of the total cohort is unavailable the external examination visit cannot continue.

If the visit proceeds, the examiner will select another student within the same grade band and pathway. If the full 5% of work unavailable is from the independent cohort, the sample has been corrupted and Edexcel would expect another date for external examination to be arranged.

Documents the examiner must have access to when visiting the centre

- Each student's FMP (appropriately presented).
- Each student's supporting statement.
- All appropriate programme team assessment documentation.
- Internal standardisation records.

Students **must not** be present when the examination of work is in progress. The examiner will not discuss work with students unless this is by prior agreement because of a special arrangement.

Presence of external advisers/consultants

It is an Edexcel requirement that centres do not have external advisers or consultants present during the external examination visit. If such advisers or consultants are present, the visit will be terminated and a second visit arranged at the centre's expense.

The examiner will make a single visit for the purposes of examination only. Advisory or support visits can be arranged by contacting Edexcel directly on 0844 576 0026. The external examiner will not arbitrate in internal or external centre disputes. It is expected that the examination visit will last for a single day. Where there is a large cohort of students, this may be extended and more than one examiner may be present.

The FAD 4 - External assessment achievement record form

This can be found on the Edexcel website, together with a user guide.

[http://www.edexcel.com/migrationdocuments/BTEC Foundation Diploma in Art and Design/264229_FAD4_Spreadsheet.xls](http://www.edexcel.com/migrationdocuments/BTEC%20Foundation%20Diploma%20in%20Art%20and%20Design/264229_FAD4_Spreadsheet.xls)

Using the SOIs the examiner will have selected an independent cohort for examination prior to the visit. This may be revised when the proposed grades are received.

Supporting portfolios

For 2009–2010, supporting portfolios will only be required where there are special considerations, or where there is an appeal from a centre or student. However, such appeals will not be dealt with by the examiner during the visit.

Additions to the cohort

If there are additions to the cohort, the examiner should ask for clarification and registration evidence for the additional students. These may be students who have been registered late for the qualification or who were not expected to be eligible for examination at the time of submission of the SOIs, but who are now eligible (perhaps through successful redemption of referrals). In such cases, the examiner will ask to see SOI(s). If there are any doubts about the validity of these additions, they will be excluded from the external examination visit. Students who have not completed the final two units, or who wish to claim unit certification only, do not form part of the cohort for formal external examination.

7 Selecting and examining the sample

The examiner's sample will comprise 15% of the cohort, but never fewer than 10 students.

Examiners must use their professional judgement and ensure that the sample includes:

- An appropriate spread across the grade range.
- An appropriate range of pathway disciplines.
- Any concerns as a result of comparison between SOI and projected and final grades.
- A focus on the Pass grade as a result of changes to the arrangements for referred students.

The list of final proposed grades will allow the examiner to confirm the independent cohort to be externally examined at the centre based on:

- SOIs
- Projected grades
- Proposed grades.

The external examination of the independent cohort will allow the examiner to confirm the accuracy of programme team assessment in meeting national standards.

The FAD COM form

The examiner should record the findings of their scrutiny on this form.

What if the examiner cannot confirm the accuracy of the programme team's assessment based on the initial sample?

- The independent cohort to be examined must be expanded up to 20% of the whole cohort.
- If 50% of the grading for the extended cohort is still lenient or severe by more than one grade, the certification deferral should stay in place and a second examination visit may be necessary.

These rules are intended to be used as a guide. Examiners are required to use their professional judgement when making decisions about certification deferrals.

Examiners will need to monitor their time to ensure that any expanded cohorts can be examined thoroughly. Final feedback to the programme team must not be rushed.

If the accuracy of assessment cannot be confirmed, the examiner may change individual or cohort grades. Any changes must not undermine the consistency of the entire cohort.

Instances when this may occur include:

- The total cohort being small enough for the examiner to adjust all grades during the course of external examination where there is a cause for concern.

- The grading that is at odds with national standards is confined to a small subset of the total cohort, and this group can be re-marked during examination (for instance, a pathway group).
- The grading that is at odds with national standards is confined to a small group of students suffering from the 'halo' or 'villain' effect, and the examiner has ensured that this is local to the individual students (for instance, this may involve expanding the sample in the Distinction grade).
- The over or under assessment (leniency or severity) is consistent across the cohort, and so the grade boundaries can be shifted consistently and the overall integrity of the whole cohort maintained. Normally this will only be possible with small groups.
- Where the examiner's professional judgement has queried grade decisions and subsequent crosschecking against the assessment criteria confirms their judgement.

Fad 5 - External assessment report form

In all cases, examiners are required to use their professional judgement and to attempt to solve any problems within a first visit. Any problems that were identified and dealt with must be detailed in the FAD 5 - External Assessment Report Form.

The need for a second visit

If the examiner cannot resolve any outstanding issues in the remaining time, a second visit needs to be arranged. As a result, the following will apply:

- No student in that cohort will receive certification until the second visit confirms national standards of assessment have been achieved.
- Where certification cannot be approved, the examiner must inform the centre of this decision and advise them that certification claims (via SRF or Edexcel On Line) cannot be submitted. A second visit will be arranged by Edexcel as soon as possible, and no later than two weeks after the date of the first visit.
- The examiner must notify the Qualification Delivery Leader (QDL) within BTEC Assessment by email (or phone if email is not available) of the need for a second visit.
- The visit will be re-allocated to a senior examiner who will contact the centre to arrange a second visit and the original examiner to arrange for the transfer of all relevant paperwork. The second visit will require a **re-mark of the whole cohort**. More than one senior examiner may be allocated to a second visit.
- Cohort certification will be released on successful completion of the second visit.
- All relevant reporting documentation from the first external examination visit must be available for the second visit.

8 Internal standardisation

The examiner is expected to check the model of internal standardisation used with the FAD programme leader. If there are any concerns about this, or the way internal standardisation has been carried out, the examiner must raise them with the FAD programme leader when feedback is given. There are example internal standardisation forms on the website which centres can use.

The purpose of internal standardisation

This is to ensure the accuracy and consistency of assessment decisions across the programme team. It is essential that different tutor groups, pathways and subject areas are consistently assessed.

Internal standardisation should involve the whole programme team in discussion about the assessment decisions being made. If there are discrepancies, adjustments should be made. The model, provided by Edexcel is advisory and ensures good practice. However, adaptations can be made to suit centre resources. Individual tutors should have made their assessment decision(s) prior to internal standardisation.

A member of the programme team other than the FAD programme leader should select the sample for internal standardisation before it is re-assessed. This can be carried out as a paired or group activity. This process must be recorded, signed and dated.

Centres are advised to use the FAD COM to record their assessment decisions. The information can be valuable when discussing disputed grades in the standardisation process.

Internal standardisation must be carried out before the examiner visit.

If it is evident, during external examination, that internal standardisation has not been carried out, the examiner must terminate the visit. A second visit will then be arranged and a re-mark of the entire cohort undertaken by Edexcel. This will involve an additional charge for the centre.

9 Completion of the visit

At the end of the visit, the examiner will feed back and confirm the outcomes of the external examination with the FAD programme leader and appropriate programme team members.

Provision of the FAD 5 - External assessment report form

Examiners will provide the centre with a FAD 5-External assessment report form within 10 working days of undertaking the visit. The written report must be forwarded to the designated centre nominee (in some centres this may not be the FAD programme leader, but may be the academic registrar or quality nominee). Examiners must be clear to whom in the centre the written report should be sent. Further copies to be despatched as directed on the form.

The FAD 5-External assessment report form must be completed even when certification remains deferred.

FAD 6 - Second external assessment report form

This should be issued only in the event of a second visit taking place at a different time.

10 FAD External examination protocol

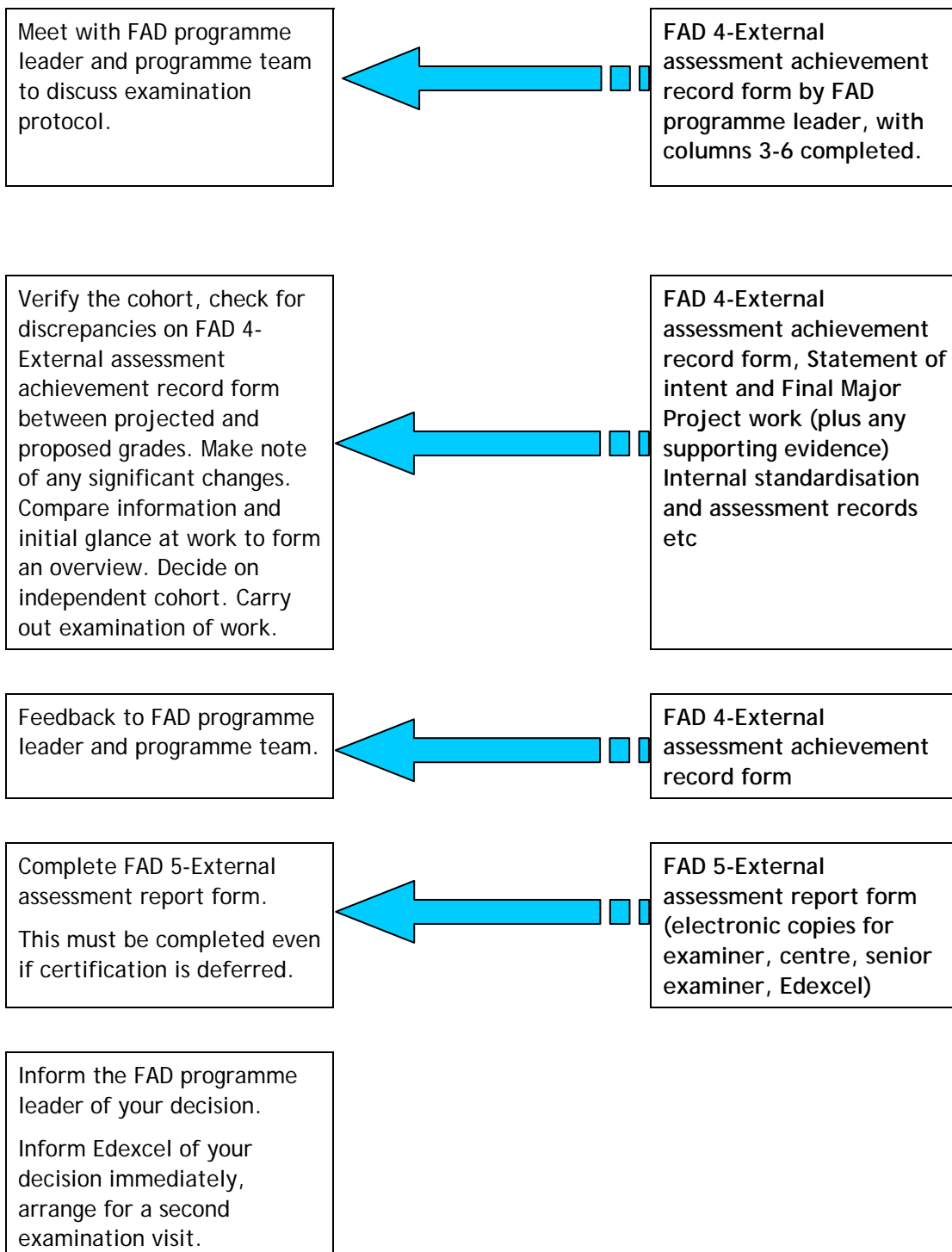
Requirements for a successful visit

Create a visit plan (for centres and examiners)	<p>Receive all centre details from Edexcel</p> <p>Contact centre and confirm arrangements with FAD programme leaders.</p> <p>Examiners should always send centres that year's handbook and forms to ensure that the correct versions are being presented for the external examination.</p> <p>Arrange travel and overnight stay if necessary.</p> <p>Liaise with partners if two or more examiners are necessary; there will always be a designated lead examiner (usually a FAD Senior Examiner) in these cases.</p> <p>Fill out FAD 1 - External assessment schedule and send to senior examiner and Edexcel</p>
SOIs (for centres and examiners)	<p>Receive SOIs (FAD 2B - Statement of intent) and completed FAD 2A - Statement of intent cover sheet from the centre(s) no later than 6 weeks prior to visit date.</p> <p>Contact the Regional Quality Manager for the centre if not received.</p> <p>Scrutinise statements in relation to assessment criteria for units 8 and 9.</p> <p>Identify sample of 15% (ensure spread of grades and pathways).</p> <p>Produce FAD 3-Statement of intent feedback report, identify issues, include recommendations and commendations, give deadline for return of unsatisfactory statements (two weeks).</p> <p>Identify unsatisfactory statements and return to centre with completed FAD 3-Statement of intent feedback report.</p> <p>Send copies of report to Edexcel and senior examiner (where appropriate).</p> <p>Take chosen SOIs (plus 10% reserve) on the visit (or ALL SOIs for small cohorts).</p>
Requirements for a successful visit (for centres and examiners)	<p>Are all the examination requirements in place? (See Section 6: The external examination visit for details)</p> <p>FAD 4-External assessment achievement record to be available, with columns 3-6 completed and the internal standardisation signed off.</p> <p>All assessment and tracking documentation available.</p> <p>The work – all final and supporting work for units 8 and 9 (Confirmatory Stage) – to be available for all students to be externally examined (not just the independent cohort/sample).</p> <p>No students or external advisers to be present when examiners are examining student work.</p> <p>Conduct external examination against assessment and grading criteria for units 8 and 9 only, using a FAD COM.</p> <p>There is no requirement to identify the cohort to be externally examined in advance but confirm cohort at the beginning of the visit.</p> <p>The FAD programme leader to be contactable in case of queries.</p> <p>Any special arrangements/considerations discussed and evidence seen and recorded.</p>

The cohort and FAD 4 - External Assessment Achievement Record Form (centre to provide for examiner)	<p>Receive a list of final grades on FAD 4 - External assessment achievement record form with the appropriate columns completed at the start of the visit. If this information in this or any other format is not available, the visit must be terminated. The role of the examiner is not to assess student work during the visit.</p> <p>Before commencing external examination, the examiner must check:</p> <p>that names of students on the FAD 4 - External assessment achievement record form correspond with the work present. Any discrepancy must be discussed with the FAD programme leader.</p> <p>any radical changes in grades from proposed to final which may result in the examiner making changes to the independent cohort.</p> <p>all referred students.</p> <p>Factors arising from the above may necessitate changes to the examiner's original selection of the independent cohort to examine.</p>
Internal Standardisation (centre to inform examiner)	<p>Check that internal standardisation has taken place.</p> <p>Discuss the model with the FAD programme leader. Discuss any concerns with the FAD programme leader and, if necessary, consult the senior examiner.</p> <p>Scrutinise assessment documentation.</p> <p>If internal standardisation has not been carried out, the visit must be terminated. However in a small centre, this activity could be conducted before the examination takes place if both parties are in agreement and in consultation with the Sector Manager/Senior Examiner.</p>
The work available (centre for examiner)	<p>All work from units 8 and 9 (Confirmatory Stage - Final Major Project) needs to be available.</p> <p>If all appropriate work is not available/accessible the visit may be terminated. Supporting portfolios are not required (except in the case of students subject to special consideration).</p> <p>The examiner must have access to the following:</p> <p>FMP for all students forming part of the cohort to be examined.</p> <p>Supporting FMP work, including SOI.</p> <p>Historical and contextual work relating to Units 8 and 9.</p> <p>Journals, diaries, sketchbooks, working models and drawings.</p> <p>Supporting statements.</p> <p>The FAD programme leader should be available at the start of the visit and should be contactable throughout the visit in case of queries. The FAD programme team and programme leader should be available for the feedback session at the end of the visit.</p> <p>Any doubts about certain students, will be discussed with the FAD programme leader.</p>
Initial overview of work (examiner)	<p>Carry out an initial overview of the work available to get a feel of the cohort.</p>

The sample (centre for examiner to check)	<p>The sample should be no less than FMPs for 10 students. For medium to large cohorts the sample will be 15%. If the cohort is small (10 - 12 students), examine ALL of the cohort. Use your professional judgement, but ensure:</p> <p>Appropriate spread across the grade range, and be sure to include under-represented grades.</p> <p>Appropriate range of pathway disciplines.</p> <p>Any concerns as a result of comparison between SOI and projected and proposed grades are included in the sample.</p> <p>If the examiner cannot confirm the accuracy of the programme team's assessment based on the initial sample then:</p> <p>The independent cohort to be examined must be expanded up to 20% of the whole cohort.</p> <p>If 50% of the extended cohort grading is still lenient or severe by more than one grade, the certification for the deferral should stay in place and a second external examination visit arranged.</p> <p>These rules are intended to be used as a guide. Examiners must always use their professional judgement when making decisions about certification.</p> <p>Monitor your time to ensure any expanded cohort can be examined thoroughly. Final feedback to the programme team must not be rushed.</p>
SRFs - Service Operations	<p>Student Report Forms (SRF)</p> <p>Due to the rapid uptake of electronic results reporting, from September 2007, Edexcel has not been automatically issuing SRFs for students following registration, although centres are able to request SRFs if required. In place of SRFs, results may be reported either by the submission of an EDI file (only available for centres using EIDFACT format EDI) or through Edexcel Online.</p> <p>There is a batch results reporting facility available on Edexcel Online, whereby a spreadsheet may be downloaded showing all students registered on a specified course and listing the units that the students have undertaken. You are able to enter all students' unit achievements on the same spreadsheet and upload into Edexcel Online.</p>
Completing the visit	<p>Meet with the FAD programme leader and programme team to:</p> <p>Provide feedback in relation to assessment and standardisation.</p> <p>Discuss the outcome of external examination.</p> <p>Answer FAD programme team/programme leader queries (if questions are asked that are outside immediate range of knowledge, refer to Edexcel).</p> <p>Identify and agree remedial action (if appropriate). If a second examination visit is necessary, explain why and advise that certification claims cannot be submitted. A second visit will take place no later than two weeks after the first visit. An explanation (with evidence) of this decision must be given to the programme team. For a small cohort, the second visit can take place while the examiner is still at the centre, concentrating on the course of action, but the centre has to agree to this and there has to be time left to do it.</p> <p>Feedback to programme leader and programme team should ensure there are no surprises in the FAD 5-External assessment report form.</p>
After the visit (examiner)	<p>Complete form FAD 5-External assessment report form within 10 working days of the visit.</p> <p>Send electronic copies as follows:</p> <p>1st copy to the centre (designated centre nominee).</p> <p>2nd copy to FAD@edexcel.com.</p> <p>3rd copy to the senior examiner.</p> <p>The examiner should retain a copy.</p>

The external examination visit at a glance



11 Guidance on policies

The Edexcel website www.edexcel.com includes detailed policies which address many of the issues and situations Assessment Associates 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:

- A centre disagrees with the outcomes of the Edexcel external quality assurance process.
- A centre questions an approval or qualification decision made by Edexcel.
- 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 students be made through the student's centre by the head of centre or principal.

Edexcel will consider appeals at three possible stages:

- Quality review panel.
- Quality standards panel.
- 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:

- Definitions of key terms and a detailed overview of the APL process.
- Guidance on establishing an APL system within a centre, covering recruitment and marketing issues, mapping achievement, providing evidence and assessing an APL claim.
- 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:

- Authentic (clearly generated by the candidate).
- Current (usually within the last two years).
- Relevant (relating to the standard to be proved).

- 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 damage 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:

- Readers.

- Scribes.
- Practical assistants.
- Prompters.
- Use of British Sign Language (BSL).
- 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:

- Terminal illness.
- Bereavement of a family member.
- Serious and disruptive domestic crisis.
- Incapacitating illness.
- Severe accident.
- Recent traumatic experience.
- 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. Assessment associates 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.

Policy Documents on the Website

Copies of policy documents relating to quality providing further guidance on centre risk assessment are available on the website. The quality nominee and the programme manager should have access to and take account of these documents:

RA&SC 06-12 [Reasonable Adjustment and Specials Considerations for BTEC and Edexcel NVQ Qualifications](#)

Form: RA1 [Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualification \(internal\)](#)

Form: RA2 [Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualification - \(Edexcel\)](#)

Form: SC1 [Application for Special Consideration: BTEC & Edexcel NVQS Qualifications](#)

MAL 06-13 [Assessment Malpractice](#)

APL 06-14 [Accreditation of Prior Learning](#)

AGAC 06-15 [Assessment and grading: Application of Criteria](#)

Lang VQ 05-01 [Use of Language \(Welsh and Irish\) in BTEC qualifications and Edexcel NVQs](#)

CA 04-05 [Policy on consortium arrangements for BTEC and Edexcel NVQ qualifications](#)

Appeals 04-07 [Policy on appeals concerning BTEC and Edexcel NVQ qualifications](#)

DA 03-02 [Policy on Distance Assessment](#)

EA 03-03 [Policy on Electronic Assessment](#)

Appendix 1: Timetable for external examination series 09 -10

Autumn 2009	<p>All student registrations to be completed by 15 November 2009.</p> <p>Mandatory update for examiners completed.</p>
January/February 2010	<p>Examiner contracts for the summer series will be issued and guidance and reporting documentation sent to all contracted examiners. Examiners must confirm arrangements for examination with centres within one week of receiving contract(s) (and no later than 10 working days).</p> <p>Reporting documentation for examination will be dispatched to all centres.</p>
March 2010	<p>Centres confirm students eligible for external examination.</p> <p>External examination process begins.</p> <p>SOIs forwarded to examiners (no more than eight weeks and before actual examination takes place).</p>
April/May/June 2010	<p>Examiners forward dates of external examination visits to senior examiners and Edexcel.</p> <p>External examination process finished by the end of June.</p>
July 2010 (16th July)	<p>16th July 2010 last date for all second external examination visits to be completed.</p> <p>Appeals procedure implemented (where appropriate).</p> <p>Cross awarding body/regulatory meeting to review the NQF accreditation of the qualification and to review implementation of external examination).</p> <p>All appropriate documentation (and selected SOIs) to be forwarded to Edexcel by examiners.</p>
September 2010 (24th September)	<p>24th September 2010 is the last date for centres seeking certification of students who have redeemed a referral for summer 2010.</p>

Appendix 2: Completion of Student Report Forms (SRFs)

Accessing EOL (Edexcel Online)

For new centres without access to EOL - there is a link through the Edexcel website. For centres already with EOL access - there is a login here: www.edexcelonline.com. The majority of Examinations Officers are now making online registrations and amendments for Edexcel qualifications; they are normally able to grant access to other staff for certain functions, such as Qualification Approval, available through EOL.

Onscreen help can be obtained by clicking on the symbol where it appears on the menu bar or "help". If your problem is not covered, you can contact us electronically by clicking on the "Ask a Question" link on the top menu bar.

Customer Services is available on 0844 576 0026 to inquire about any issues.

Student Report Forms

Due to the rapid uptake of electronic results reporting, from September 2007, Edexcel has not been automatically issuing SRFs for students following registration, although centres are able to request SRFs if required. In place of SRFs, results may be reported either by the submission of an EDI file (only available for centres using EIDFACT format EDI) or through Edexcel Online.

There is a batch results reporting facility available on Edexcel online, whereby a spreadsheet may be downloaded showing all students registered on a specified course and listing the units that the students have undertaken. You are then able to enter all students' unit achievements on the same spreadsheet and upload into Edexcel online.

UCAS SRFs will not be issued in May 2010 for students following BTEC programmes at Level 3 and who are applying for higher education places. Instead it is intended that we will supply each centre with a listing of those students.

Appendix 3: Confirmatory stage grading criteria

Unit 8: Integrating Theory and Practice

Pass

- Produce a self initiated Statement of intent to form the basis of your FMP using the key aspects of the template.
- Develop and integrate practical skills and technical understanding, within a chosen specialist pathway/s.
- Apply experience, skills, practical and contextual understanding when creating solutions to problems within a chosen specialist pathway/s.
- Manage a time constrained project from concept to completion.
- Maintain an ongoing commitment to continuous improvement and personal development.

Unit 9: Personal Confirmatory Study

Pass

- Develop your FMP to meet the unit criteria at a minimum Pass level enabling your skills to be clearly demonstrated.
- Research, plan and manage your FMP effectively to produce a finished piece of work/s.
- Create, develop and realise a final outcome within the time available.
- Select, organise, prepare and display your personal confirmatory study in a professional manner.
- Evaluate your working methods and outcomes, identifying opportunities for additional development and improvement.

The criteria listed above are the bases upon which decisions concerning a student's achievement of Units 8 and 9 should be assessed. Assessment decisions should be made on the suggested evidence for each unit and on the programme content for each unit, which indicates the main topics to be covered in order to achieve the unit. Student achievement of both units constitutes the 'Pass' grade for the third stage and should act as benchmarks for each criterion.

Merit

- Initiate and explore opportunities for media research and experimentation in the development of ideas which express personal response.
- Demonstrate a robust attitude to the FMP through commitment and time management.
- Demonstrate a good level of skills in working practices.
- Manage efficient and selective research in the working processes required to produce a project portfolio for assessment.

- Translate problems from concept to realisation, through the exploration of ideas in the use of appropriate materials, procedures and technologies demonstrating decision making and continuous review and analysis.
- Demonstrate ongoing personal development of creativity within a chosen context through the use of analysis, evaluation and judgement in the development of ideas throughout the FMP.

Distinction

- Demonstrate a systematic, imaginative and flexible approach to media research and experimentation, in devising individual solutions to problems and realising their full potential for development through a high level of decision making and continuous review and analysis.
- Understand and consistently resolve problems from concept to realisation through technical understanding and the inventive use of appropriate materials, procedures and technologies.
- Manage a personal synthesis of wide ranging research, communicating informed and reflective perceptions.
- Demonstrate an independent, significant and mature contribution to the learning process through ongoing initiatives and independence.
- Demonstrate self-critical awareness in the development of inventive and distinctly personal ideas throughout the FMP.

Appendix 4: Referred students

Introduction

The regulations on referrals apply to students who expect to achieve a diploma within the academic year of registration. This applies to students who submit FMPs for external (summative) assessment.

Any referrals arising from earlier (formative) assessment must be redeemed before any referrals from the external assessment can be considered.

These regulations do not compromise the right of a student to defer external assessment with the agreement of Edexcel.

1. Referral arising from extenuating circumstances

When a student cannot complete their FMP within the agreed timescale because of extenuating circumstances, the centre may seek agreement from Edexcel to refer the student, allowing them extra time to complete the examination. In these circumstances, the centre must refer to the following.

- The centre must make a request for a special consideration in line with the guidance on the Edexcel website, to refer a student and allowing them extra time to complete their examination.
- Edexcel will consider the circumstances of each case and notify the centre of its decision.
- The final date for submission of the FMP will normally be mid-September. If it is not possible to meet this date, then Edexcel will decide a suitable date on a case-by-case basis.
- The centre will grade the student's FMP against the grading criteria and then notify Edexcel.
- The evidence submitted will determine the grade awarded: Pass, Merit or Distinction.
- If the centre's examiner has confirmed that the centre has met national standards then no extra visit from an examiner is necessary but all records concerning students who have received 'special consideration' must be kept and made available if required. However, where there are large numbers of referred students who require special considerations, or any other reasonable concerns, Edexcel reserves the right to arrange another visit by the examiner. This cost will be borne by the centre.

2. Referral on academic grounds by the centre

When the work for the FMP submitted by a student does not meet the Pass criteria the centre will refer the student.

- The centre, making use of the SOI and the work submitted for the FMP, would highlight to the student those grading criteria they have failed to meet and confirm that they have been referred.
- The centre will agree with the student a timescale and an action plan, countersigned by the course tutor and the student, within which they have an opportunity to submit work required for external examination. A copy of the timescale and action plan will be forwarded to the examiner and Edexcel. The final date for submission of the required work will normally be mid-September. In exceptional circumstances Edexcel may agree an extended timescale.

- The centre will grade the student's FMP, including the referral work, against the grading criteria and then notify Edexcel.
- The evidence re-submitted will determine the grade awarded. In theory, this means that a student referred on academic grounds could achieve a Distinction or Merit grade. In practice, if a student has been referred they are unlikely to subsequently submit work that will meet the criteria for a Distinction or Merit.

3. Referral on academic grounds by the examiner

Students who have met the Pass criteria during the internal assessment process but who do not meet national standards during the external examination.

- Wherever possible, the assessment team will be given full feedback by the examiner and asked to re-visit the examination process. If the cohort is a small one this may take place during the external assessment visit.
- Where the number of referrals is large, or where it is not possible to re-visit the assessment process on the day, Edexcel will arrange a second visit by a senior examiner/team of examiners within 10 working days. The senior examiner/team of examiners will re-grade the cohort against the national criteria. The cost of this visit will be borne by the centre.
- If referral grades are confirmed by the senior examiner/team of examiners, the centre will agree with student(s) FMP(s), including the referral work, against the grading criteria and then notify the senior examiner/team and Edexcel. The process for the resubmission of work as set out in section 5 should be followed.

The evidence re-submitted by students will determine the grade awarded. In theory this means that a student referred on academic grounds could achieve a Distinction or Merit grade. In practice, if a student has been referred they are unlikely to subsequently submit work that will meet the criteria for a Distinction or Merit.

When the resubmitted grade has been agreed, centres can claim certificates for referred students using the normal SRF/Edexcel Online process. If there are any problems arising from the referral process, the Sector Manager for Art & Design can be contacted.

Appendix 5: Checklist for examiners

Please note that this document will be scrutinised as a key aspect of examiner monitoring for 2009-2010. It should be sent with a copy of all examiner report forms to the senior examiner, fully completed, signed and dated.

Questions that examiners must answer in relation to their reporting for FAD 3 and 5 before sending.

In relation to the feedback provided in the FAD 3 did you:

Provide an outline plan for your external examination visit?	YES	NO
Identify any/all SOIs requiring resubmission?	YES	NO
Comment on the quality of SOIs scrutinised?	YES	NO
Justify your findings fully and unambiguously?	YES	NO
Identify the timescales for resubmission?	YES	NO
Double-check your report for spelling and grammatical errors?	YES	NO
Complete all the boxes?	YES	NO

In relation to the feedback provided in the FAD 5 did you:

Describe clearly the internal standardisation system operating in the centre?	YES	NO
Judge the effectiveness of the internal standardisation system?	YES	NO
Identify and celebrate any key strengths?	YES	NO
Offer clear, unambiguous developmental strategies to address any failings/weaknesses?	YES	NO
Scrutinise any/all anomalies that may have emerged through the external examination process?	YES	NO
Qualify any/all judgements that you arrived at, using examples?	YES	NO
Endorse areas of good/outstanding centre practice?	YES	NO
Provide adequate and sufficient detail of your visit in relation to the size of the cohort examined?	YES	NO
Ensure that the content accurately reflected the feedback offered at the time of external examination?	YES	NO
Ensure that your use of English is concise, accurate and explicit?	YES	NO
Double-check your report for spelling and grammatical errors?	YES	NO
Complete all boxes?	YES	NO

Appendix 6: Internal standardisation checklist

The following questions will provide the breadth of information that is required by the examiner from the centre.

1. How many students are there?
2. How many assessors are there?
3. What specialist pathways does the centre offer?
4. What is the size of the internal standardisation sample?
5. When was the sample completed?
6. How many internal grading decisions were altered?
7. What centre-based training has been done this academic year?
8. Are there any aspects of the process presented to you that can be noted or commended?
9. Have the details of, and any issues arising from, your scrutiny of the internal standardisation process been noted?

<http://www.edexcel.com/quals/fad/from07/Pages/default.aspx>

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