

BTEC POLICY HANDBOOK

Valid to July 2024

This handbook will be reviewed every 12 months
by Mr D A Bate (QN).

Registration & Certification Policy

This document gives information on the registration of students and certification to students.

Aim:

To register individual learners to the correct programme within agreed timescales.

To claim valid learner certificates within agreed timescales.

To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Beckfoot Thornton will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

We have a specific learner registration policy to meet this quality objective. In addition, there is a clear quality assurance policy/procedure which outlines this in more detail - how LIV's interact with the centres exams officer. The process is overseen by the QN.

External assessment registrations (L2 only) are made centrally via the exam entries documents at the beginning of the academic year (30th September registration cut off). The exams officer then uses this document to make the required entries for external assessment for the academic year. The process is overseen by the QN.

We have whole school specific attendance policy and attendance of all students is tracked and monitored on SIMS and the school attendance team.

We have a BTEC specific learner certification policy to meet this quality objective. Certification claims are made by the LIV and Exams Officer in conjunction with one another to avoid mistakes. Attainment / achievement records are held within each PA Programme File

The QN has overall responsibility for registration and certification processes in the centre. In the event of untoward practices, the centre follows the BTEC Assessment Policy and Centre Examination Policy

BTEC Assessment Policy

This document shows all the assessment methods that can be used when assessing BTEC qualifications

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for handout of assignments and deadlines for summative assessment
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- the tutor will decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments, which will be submitted for assessment, they will work independently to produce and prepare evidence for assessment.
- before starting an assessment, the tutor will ensure that each learner understands the:
 - o assessment requirements
 - o nature of the evidence they need to produce
 - o importance of time management and meeting deadlines.
- once the learner begins work for the assessment, the tutor will not:
 - o provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
 - o confirm achievement of specific assessment criteria until the assessment stage.
- only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

- o an assignment for assessment which consists of evidence towards the targeted assessment criteria
- o a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

- o formally record and confirm the achievement of specific assessment criteria
- o complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor will not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades.
- it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier will only authorise a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the tutor judges that the learner will be able to provide improved evidence without further guidance

- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and-dated declaration of authenticity by the learner.
- if a learner has not met the conditions listed above, the Lead Internal Verifier will not authorise a resubmission.

- If the Lead Internal Verifier does authorise a resubmission, it must be:
- recorded on the assessment form
- given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment [* the 10 working days will be within term time, in the same academic year as the original submission.
- undertaken by the learner without further guidance.
- retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- provide resources to ensure that assessment can be performed accurately and appropriately.

This policy will be reviewed every 12 months by Mr D A Bate (QN).

Internal Appeal Record Form

These documents contain information about appeals which can be made by assessors and learners. The documents contain information about the three stages of appeal.

The electronic template can be requested from the QN (D A Bate)

INTERNAL APPEAL PROCEDURES – GUIDANCE

- Must be written
- Students must be informed about the appeals procedure and have access to a copy of the written procedure
- A member of the Senior Management Team should be responsible for the management of internal appeals and their outcome
- Appeals should be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)
- It is recommended that there is a clear timescale in terms of the student getting a response to the appeal
- Students should be allowed representation by a parent/guardian/friend if requested
- Written records of all appeals must be kept by the centre including the outcome of the appeal and reasons for the outcome
- A copy of the appeals record must be given to the student
- Edexcel must be informed by the centre if any outcome of an appeal has implications for the conduct of assessments of the of the issue of the results at the centre
- Full details of any appeal must be made available to Edexcel on request

APPEALS BY CANDIDATES

Beckfoot Thornton should provide fair assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes:

- A formal system of recording appeals
- Prompt responses within clearly stated times
- Stages that give all parties the opportunity to put their case
- Clear outcomes at each stage
- Constructive feedback to you, the candidate

The Appeals Procedure has three stages:

Stage 1 Assessor and Candidate

If you disagree with an assessment, you must discuss your reasons with the assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look again at what you did for your assessment. He or she must then give you an immediate response, which must be;

- a) a clear explanation backed up in writing of the assessment decision and
- b) a new decision or confirmation of the original decision

If you agree with the assessor's response, then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to Stage 2.

INTERNAL APPEAL RECORD FORM

BTEC Qualification:

Unit number:

Student:

Assessor:

Internal Verifier:

Senior Manager:

Reason for Appeal (please give full details)	Outcome (Response within 5 working days)
<p>Date:</p>	<p>Date:</p> <p>Student Signature:</p> <p>IV Signature:</p> <p>Senior Manager Signature:</p>

I confirm that I have received and read a copy of this internal appeal record form.

Name of Head of Centre:

Date:

Signature:

Stage 2 Internal Verifier

If you are still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

- a) the original assessment record and candidate's evidence where appropriate
- b) the written explanation and confirmation of the assessment decision.

The Internal Verifier will reconsider the assessment decision taking into account the following:-

- a) The candidate's reason for appeal
- b) The candidate's evidence and associated records
- c) The assessor's reason for the decision
- d) The opinion of another assessor from the centre

The Internal Verifier will then give you the reconsidered decision in writing within 5 working days of receiving the appeal.

You must tell the Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

Stage Three (senior manager)	Outcome (Response within 5 working days)
Please enter here the reason for disagreement with outcome of second stage of appeal: Date:	Outcome: Date: Student Signature: IV Signature: Senior Manager Signature:

INTERNAL APPEAL PROCEDURES – GUIDANCE

- Must be written
- Students must be informed about the appeals procedure and have access to a copy of the written procedure
- A member of the Senior Management Team should be responsible for the management of internal appeals and their outcome
- Appeals should be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)
- It is recommended that there is a clear timescale in terms of the student getting a response to the appeal
- Students should be allowed representation by a parent/guardian/friend if requested
- Written records of all appeals must be kept by the centre including the outcome of the appeal and reasons for the outcome
- A copy of the appeals record must be given to the student
- Edexcel must be informed by the centre if any outcome of an appeal has implications for the conduct of assessments of the of the issue of the results at the centre
- Full details of any appeal must be made available to Edexcel on request

Level 3 BTEC Appeals Procedure

Candidates have the right to appeal against the decision of an assessor if they feel:

- They have been discriminated against
- They feel the assessment procedures haven't been fairly carried out
- They feel the centre prevented completion of performance against competence by reason of its policies, procedures or practices

Appeals procedure

- The candidate must discuss with the assessor the reasons why they feel they want to appeal against the decision. The assessor will at this point log why the candidate wishes to appeal.
- The subject leader and internal verifier must then be notified and decision discussed with the assessor, a solution would then need to be found either through another assessment or moderation of any work.
- If the above procedures do not resolve the problem, the candidate must appeal in writing, stating the details of the complaint and the reasons for the appeal, within seven days of receiving an Assessment recommendation, to the Director of Sixth Form (or in the event of an appeal against the Director of Sixth Form, to the Principal), and within 30 days of a final examination result being issued.
- There will then be an opportunity for the teacher(s) concerned in making the assessment, which is the subject of the appeal, to see a copy of the appeal and to respond to this in writing, with a copy sent to the candidate. This should happen within 14 days of the appeal being made to a Senior Manager.
- If the candidate is not happy with the written response they have received the next step in the procedure will be to offer the candidate a personal hearing. The candidate will be given 7 days' notice of the hearing date; they should have sight of all relevant documents (e.g. the marks given, the assessment made) to the case in advance of the hearing. Where a candidate is presenting their own case they will have the opportunity to be accompanied by a single friend/carer. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.
- The appeals panel should include a Senior Manager and another independent person, whether another member of staff or an individual like a governor.
- A written record of all appeals should be kept by the Examinations Officer and this record should include the outcome of an appeal and the reasons for that outcome. A copy should be sent to the candidate within 1 week.
- Any changes to an internally assessed mark as a result of an appeal should also be sent to the Awarding Body, also within one week.
- Candidates must be made aware that they would be responsible for any costs incurred during this process.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Malpractice Policy

This document gives information on malpractice for learners.

Attention all BTEC Students

Please be aware of the following information regarding malpractice

Attempting to, or actually carrying out, any malpractice activity is not permitted by the examination board. Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off work as learner's own
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner's work
- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment
- Fabrication of results/evidence (for example when carrying out a survey)
- Failing to abide by the instructions or advice of an assessor
- Misuse of assessment and/or examination material
- Use of unauthorised material
- Obtaining, receiving, exchanging or passing on information which could be assessment related
- Behaving in such a way to undermine the integrity of any assessment
- The alteration of any results document, including certificates
- Cheating

Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - give the individual the opportunity to respond to the allegations made
 - inform the individual of the avenues for appealing against any judgment made
 - document all stages of any investigation.

Where malpractice is proven, this centre may apply the following penalties / sanctions:

- Withdrawal from all examinations
- Withdrawal from the Named BTEC Examination
- Cancellation of the Unit
- Cancellation of the Assignment
- Repeat of the assignment

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed every 12 months by Mr D A Bate (QN).

Internal Verification Policy

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Blended Learning Policy

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Equality and Diversity Policy

Introduction:

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability. The school aims through its proactive approach to inclusion, to enable pupils to fully participate in the life and activities of their communities. Addressing fundamental prejudices against disability in both children and adults is a core element of our inclusion work.

This policy aims to promote understanding of the principles and practices of equality and justice, aiming to equip pupils with an awareness of the diverseness of society and to appreciate the value of difference. This policy is a proactive approach to the promotion of equal opportunities regarding race, gender or disability

The Law and Discrimination:

In all its dealings with pupils, staff, governors, parents, prospective employees and outside agencies, the school will actively comply with current laws and legislation regarding discrimination. The principal statutes currently applying are:

- o Gender: Sex Discrimination Act 1975, Sex Discrimination (Gender Reassignment) Regulations 1999, Equality Act 2006
- o Race: Race Relations Act 1976, Race Relations (Amendment Act) 2000
- o Disability: Disability Discrimination Act 1995, Special Educational Needs and Disability Act 2001, Disability Discrimination Act 2005
- o Sexual Orientation: Employment Equality (Sexual Orientation) Regulations 2003
- o Religion or Belief: Employment Equality (Religion or Belief) Regulations 2003, Equality Act 2006
- o Age: Employment Equality (age) Regulations 2006

Aims:

- To ensure that pupils and staff recognise that discrimination based on colour, culture, origin, gender or disability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Ensure the principles and practice of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents; governors and visitors.
- Equal Opportunities practices should be evident in:
 1. the formal curriculum (the programme of lessons);
 2. the informal curriculum (extra-curricular activities); and
 3. the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all pupils for life whatever their gender, colour, origin, culture or ability.

- Ensure pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Ensure pupils are seen as individuals and each pupil's education and care is developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

Policy into Practice

- **Admission:** The school follows the LEA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission.
- **Accessibility:** The school has an established set of Accessibility Procedures and an Accessibility Plan to ensure that all pupils shall have full access to the curriculum and that no member of the school community (pupil, staff, governor, or visitor) shall be denied reasonable access to any part of the school premises as a result of any individual disability.
- **Registration** Pupil and staff names will be accurately recorded and correctly pronounced.
- Pupils will be encouraged to accept and respect names from other cultures.
- **Discrimination** All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities.
- All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents is to be maintained by the headteacher.
- **Language** The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
- **Culture, Class and Race:** The school acknowledges that members of the school may come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance to have wider choices in life
- We understand the need to be different without being excluded. We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, Muslim girls' headscarves etc. although the needs of safety security and effective learning in the school shall always take precedence and any such items of dress shall be consistent with school uniform policy.
- We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.
- We endeavor to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding. We make use of the Multi-Cultural Centre for advice and teaching support.
- We will not tolerate racist behaviour in any form.
- **Gender:** We constantly examine our curriculum, procedures and materials to ensure there is no gender bias or inequality.
- We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media.

- We are committed to providing a curriculum which avoids unnecessary gender divisions.
- All pupils experience subjects previously considered to be suitable for a single sex.
- We ensure:
 - that all pupils have opportunities for working with pupils of both sexes,
 - that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
- that pupils are encouraged to pursue less conventional subjects and interests
- We do not differentiate between the sexes in respect of our school uniform.

- **Religion:** We acknowledge that members of the school may come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect
 - for the beliefs and practices of others.
- **Resources:** The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self-imagery. We try to ensure that our resources include non- sexist books which value the achievements of all. Displays will similarly reflect a range of cultures and races. All materials in use in the school are to be monitored by the subject co-ordinator.
- **Relationships**
 - Relationships between pupils, staff, and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy.
- **Responsibilities**
 - All staff within the school have a responsibility for the maintenance and implementation of this policy. The headteacher has a responsibility to ensure that all pupils, parents and staff are aware that the school has an Equal Opportunities policy and enable anyone so wishing to receive a copy of the policy.
- **Monitoring and review**
 - The school monitors the achievements of pupil groups (gender, race, disability, vulnerability) to ensure that they achieve in the same proportion as the general body of pupils.
 - The school monitors and records all incidents of harassment / bullying and records whether such incidents are motivated by any act of minority discrimination
 - The headteacher is responsible for monitoring on a day-to-day basis the effective implementation of this policy.
 - An appointed governor shall prepare an annual report upon the effective implementation of this policy

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Recognition of Prior Learning Policy (RPL)

Aims:

- Recognition of Prior Learning (RPL) offers learners the opportunity to demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they *already* possess and so not need to develop through a course of learning.
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable (see 5.6)

Scope:

- This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks and self-regulated qualifications. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

Legislation

- The Equality Act 2010 applies to the operation of this policy.

Principles to Implement and Develop Policy

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency

of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

- The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.

Student Entitlement

- All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Student Responsibilities

- The student must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;
- The student must consult with the agreed subject specialist in the preparation of his/her evidence.
- Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Teaching staff's responsibilities

- To provide support and encouragement to all students wishing to claim credit for prior learning.
- Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.
- The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.
- The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
- Ensure that the student claiming credit is enrolled for a specific award/qualification

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Risk assessment and Health and Safety (including public liability cover) Policy

Aim:

- To fulfil duties as an employer and learning provider to protect the health, safety and welfare of its employees, learners, visitors and others who may be affected by its undertaking, in so far as is reasonably practicable.
- To proactively manage health and safety within the workplace not only as a legal duty but also as good practice which will prevent work related incidents/accidents and ill health, and increase employee and learner morale and motivation.

In order to do this, the centre will:

- Conduct Risk Assessment for continual improvement of health and safety management and performance and prevention of injury and ill health.
- Promote standards of health and safety that will, as a minimum, comply with the provisions and requirements of the local acts, all other statutory provisions as well as our own standards.
- Provide and maintain appropriate systems to ensure a safe and healthy working/learning environment and to protect employees, learners and others from harm, in so far as is reasonably practicable
- Make available such resources to fulfil this policy; in the form of finance, equipment, personnel and time as are necessary
- Define individual responsibilities for health and safety matters.
- Provide all employees and learners, including temporary staff, with sufficient information, instruction, training and supervision that they need to work safely and efficiently.
- Ensure that all work placement providers or external partners are checked for suitability in terms of health and safety,
- Provide and maintain a system to ensure that accidents and 'near misses' are fully investigated and appropriate action taken to reduce the likelihood of their reoccurrence.
- Conduct periodic reviews and revise the policy where necessary to ensure it remains relevant and effective, and to make policies easily available to all employees and learners.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Safeguarding Policy

Introduction

This policy has been developed by Beckfoot Thornton

Key objectives

Our primary consideration is to ensure that no learner is at risk of abuse or is harmed.

Our key objectives are:

- Do all that we can to ensure that learners are not at risk of abuse in our school
- Do all that we can to ensure that all learners are free from sexual harassment while within our school/college or while receiving a service from us; whether the harassment is from employees, peers or contractors; and
- Recognise and take appropriate action, when a child, young person or vulnerable adult might have been abused, including in the community or family.

To meet our objectives, we commit to:

- Comply with all relevant laws and regulations,
- Set overarching principles to help our employees think about our safeguarding / child protection responsibilities

Responsibilities:

- Define procedures and provide guidance on the safeguarding/child protection standards we expect and the actions our people should take to avoid risk and to respond to cases of abuse,
- Communicate our Policy and guidelines to our employees, contractors, parents and others interested in our approach including through publishing our policy
- Ensure all our people are offered training to build their skills in avoiding, identifying, responding and reporting cases of harm
- Monitor and document performance and apply any learning from these Safeguarding / Child Protection Learning Principles.

Beckfoot Thornton has developed a Safeguarding / Child Protection Policy and as part of that policy, we have defined a set of procedures to follow as well as guidelines on other issues. We will also signpost other policies and procedures that are complementary to safeguarding /child protection.

Our Safeguarding/Child Protection learners' principles

- Best interests of the learner are paramount and shall be the primary consideration in our decision making.
- We are learner centered and have adopted a rights-based approach. This helps us keep the rights of students, children and vulnerable adults to care, nurturing and equality of protection sharply in focus in all our activities
- Equality of protection to ensure that students have the same positive opportunity and to engage in our activities safely regardless of their gender, ability, race, sexuality, ethnicity, religion, circumstances or age.
- Vulnerable children and adults require attention to optimize their safety needs and promote their access to important opportunities.

- We take responsibility to meet our obligations regarding our duty of care to all our students. This means ensuring our products are safe and that we protect children and vulnerable adults across all our activities and facilities.
- We reject the use of child or forced labour in our educational activities and in our business relationships.
- We make clear our standards to contractors and suppliers and audit those we identify as being high risk.
- We recognize and acknowledge an element of risk can exist in many learning situations, and while we may never be able to eliminate this completely, we will do all we can to reduce or limit its impact.
- We are honest and transparent in our approach and publicly disclose both this policy and the way we work to try and protect all our students and children and vulnerable adults.
- In general, excepting where there is an apparent immediate threat to life or limb, all personally identifiable information concerning students should only be shared and handled on a need to know basis and where we have the express consent of the data subject for the nominated purpose. Access to the information must be necessary for the conduct of a role relevant to our School / college Only individuals who have legitimate reasons to access the information can receive it.
- We support and train those working within School/ College to recognize and respond to student concerns, to concerns in relation to child and vulnerable adult protection risks and incidences. ● We have a dedicated person (s) in place to take responsibility for the protection of children and vulnerable adults
- We work with others to protect children and vulnerable adults. This could include law enforcement or child welfare agencies where necessary. We require incidents relevant to this policy in respect of all students to be reported in a timely way both internally and to the appropriate authorities, linked to proper recording of the relevant details.
- Independent monitoring of the implementation of the policy is important to us, and we would share our policy with all relevant people and agencies

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Conflict of interest policy for BTEC courses.

Introduction

Beckfoot Thornton School is required to have in place a conflict of interest policy that enables us to identify, manage and mitigate conflict of interest. All staff and other individuals have a responsibility to be aware of the potential for a conflict of interest.

Purpose

The purpose of this policy is to protect our integrity as a business and the integrity of our qualifications. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the schools role as delivering courses.

This policy:

- defines what is meant by conflict of interest
- describes the role of conflict of interest in the context of working with, or for, an awarding organisation
- sets out the responsibilities for managing conflict of interest at each level in the organisation.
-

Scope of policy

This policy applies to all staff and other individuals who interact or potentially interact with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking or any other activity connected with qualifications, tests and assessments, and supporting resources and services.

The individuals falling within the scope of this policy include all staff employed by the school on full time, part time or casual basis.

Definition of conflict of interest

A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

Conflicts of interest can arise in a variety of circumstances for example:

- When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation.
- When an individual has interests that conflict with his or her professional position.
- Where someone works for or carries out work on the school's behalf but may have personal interests – paid or unpaid – in another business.
- Where someone works for or carries out work on the school's behalf, who has friends or relatives taking assessments or examinations.

Principles

- The school will:
- Review our processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.
- Ensure that the contractual arrangements clearly set out any obligations on them to declare

- and manage conflicts of interest arising from other activities that they undertake.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.
- Ensure that all members of staff declare any interest for friends or family sitting examinations.

Responsibilities

Management

- Leaders in each department are responsible for communicating the Conflict of Interest Policy to all relevant individuals within their areas of responsibility annually.

Divisional/departmental responsibility of directors and their senior managers

- All departments are required to review their procedures annually to ensure that they anticipate and manage potential or actual conflicts of interest.
- Line managers are responsible for ensuring that all new staff receive conflict of interest information.
- Any potential or actual conflict of interest must be documented by the subject leader.
- The SLT line manager must either resolve the issue or, for issues that cannot be resolved at this level, report the issue to the Head teacher.

All staff

- Individuals within Beckfoot Thornton School have responsibility for ensuring that they are familiar with the Conflict of Interest Policy, any guidelines and complete any required conflict of interest training.
- All individuals will be required annually to read and understand the Conflict of Interest Policy.
- The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether it represents a conflict of interest it should be reported.
- The individual and line manager are equally responsible for ensuring that the issue is documented carefully.
- An individual may wish to raise concerns relating to conflict of interest directly with the Senior Leadership team line manager. This may be done in confidence, and they are entitled to receive a response to their concerns.
- Any staff member considering paid or unpaid work outside of the School should inform their manager if they think there is any potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this with their line manager first. The line manager should contact the Head teacher if they need advice on whether a situation presents a conflict and a record should be kept of the discussion. A staff member must not take on any such activities that could be deemed to compete or conflict with Beckfoot Thornton activities.
- Prior to each examination series all staff and other individuals, must inform the Head teacher of any candidates being entered for its examinations and other assessments, who are family members, other relatives or friends.

Responsible officer: monitoring and escalation

- The Head Teacher is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business.
- The Head teacher will begin an investigation of any issues identified within 48 hours. A preliminary report will be made available within 5 working days.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

BECKFOOT THORNTON POLICY ON INTERNAL ASSESSMENTS **FOR EXTERNAL QUALIFICATIONS**

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Beckfoot Thornton is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification
- the consistency of the internal assessment is secured through internal standardisation as necessary
- Staff responsible for internal standardisation attend any compulsory training sessions.

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the school concerning the internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used
- the parent or guardian must make the appeal in writing to the school's Examinations Officer at least two weeks before the date of the last externally assessed paper of the series
- the enquiry into the internal process will normally be led by either the Examinations Officer or the Principal of the school, provided that neither has played any part in the original internal assessment process
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'

The appellant will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

Enquiries About Results (Re-marks)

In cases of 'Enquiries About Results', where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside Beckfoot Thornton's control will not be considered in the Beckfoot Thornton's appeals procedure.

This policy will be reviewed every 12 months by Mr D A Bate (QN)

Vocational centre recognition criteria

Agreement by: The Head Teacher of Beckfoot Thornton School.

My organisation will

- Co-operate fully with Pearson
- Research the need for and obtain, prior to the delivery of any programme, at its own responsibility and expense all necessary licences, permissions or other form of authorisation required to operate as a centre in the jurisdiction in which the centre seeks approval. Pearson disclaims all liability in connection with and arising from the need for and procurement of or failure to procure any and all such licences, permissions or authorisations
- Not undertake any activity or advertising that could bring the name of Pearson into disrepute
- Not use Pearson and or JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body name or logos without consent from the owner
- Not deliver any Pearson approved qualifications at any other address than that, without prior authorisation from Pearson
- Adhere to all of Pearson, JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body policies and procedures, and terms and conditions for continued Centre Recognition, as amended from time to time, and whether provided in hard copy or made available on the relevant body's website
- Fully indemnify Pearson for all loss, damage, costs and expenses (including legal fees) caused by my organisation's breach of the policies and procedures
- Retain a copy of the centre approval application for the validity of recognition once approval has been granted
- Fully support Pearson's centre/qualification monitoring process, including, but not limited to, allowing nominated representatives of Pearson, full access to all relevant records, premises and learners
- Assist Pearson and/or Ofqual/JCQ/SQA/QAA and other relevant Standards Setting Body in any investigations being conducted by them and provide them with all information or documentation they request as soon as practicable
- Retain evidence of current learner work, and retain records of assessment and internal verification records for a minimum period of three years following certification of the learner
- Deliver qualifications in accordance with the law including any relevant Equalities, anti-discrimination, Copyright, Freedom of Information Acts and Data Protection laws
- Operate required internal/external assessments in full accordance with Pearson and JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body policies and procedures
- Monitor, review and evaluate our operations, policies and procedures and keep auditable records
- Monitor the approval and accreditation period for all of the qualifications approved and seek re-approval as and when required
- Commit sufficient managerial and other resources to allow it to efficiently and effectively undertake the delivery of Pearson qualification(s)

I confirm

- My organisation or key members of the management/assessment team have not previously been involved with a centre which has had centre recognition/qualification approval withdrawn by any Awarding Organisation, nor had sanctions at level 3 or above from the tariff of sanctions set out in the NVQ Code of Practice 2006 applied by Pearson or another Awarding Organisation, other than as set out above in section 1 of the centre recognition form

- No material supporting this centre approval has been plagiarised. I confirm that any material supporting this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation
- We are fully committed to employ, train and update sufficient number of
- appropriately qualified staff to ensure appropriate management, delivery, assessment and quality assurance as per qualification requirements
- My organisation will commit sufficient managerial and other resources to allow it to efficiently and effectively undertake the delivery of Pearson qualification(s)
- The roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood
- We will promptly make available records, information or documents associated with the delivery/review of the qualification(s) and allow Pearson and or Ofqual/SQA/QAA or other relevant officials access to such materials, records, premises and learners
- We will keep confidential the names and contact details of Pearson and or JCQ/Ofqual/SQA/QAA and other relevant personnel
- We will implement the agreed equal opportunities access and fair assessment policies and procedures
- Learners are located within the UK and that we will not deliver Pearson qualifications overseas without prior authorisation from Pearson
- Information supplied to Pearson for the purposes of registration and certification will be complete, accurate and fully comply with Data Protection and Freedom of Information Acts, learners will also be informed of their registration and certification status
- The assessment procedure will be open, fair and free from bias
- Pearson will be notified of any changes, or Adverse Effects which put at risk my organisation's ability to meet the centre approval criteria
- Pearson will be notified immediately of any changes to my organisation which materially affect the way in which we conduct business, including but not limited to a change in the management or ownership of the organisation, and changes to the sites at which qualifications are provided
- If we require further guidance or assistance from Pearson in respect of the provision of Pearson qualifications in accordance with our obligations set out in this application form and/or Pearson, JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body's policies and procedures, and terms and conditions for Centre Recognition, as amended from time to time, we will inform Pearson immediately in writing of the same
- My organisation will forward to Pearson a copy of all complaints received, which are not resolved by my organisation within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters
- If any of the matters I have agreed to on behalf of my organisation, as set out in this Section 4, changes, I will immediately notify Pearson in writing of the same
- My organisation consents to Pearson sharing information relating to my organisation with Ofqual and other awarding bodies, as it sees fit

Financial

- My organisation will comply with Pearson's terms and conditions for payment of invoices
- I understand that approval of a qualification by Pearson does not imply or guarantee that it will be supported by public funding bodies
- I understand that as part of the centre approval process Pearson may undertake a credit check

I understand that in exceptional circumstances, Pearson may withhold Learners' certificates from the centre if Pearson reasonably determines that this is a necessary and proportionate measure in the event of a debt owed to Pearson by the Centre

Approval

- I understand that Pearson has the right to refuse centre/ qualification approval without giving reasons as to their decision
- I understand that there is no right of appeal against approval decisions
- I understand that my centre will be asked by Pearson on an annual basis to confirm that, unless as previously notified to Pearson, there have been no material changes that would affect Centre Recognition or qualification delivery

Disputes

- I agree that this application, any subsequent Centre Recognition and qualification approval, and all aspects of the relationship between the applicant and Pearson (together the "Agreement") are governed by and shall be construed in accordance with English law
- My organisation submits to the exclusive jurisdiction of the English courts for all purposes relating to and in connection with the Agreement or its subject matter (including its formation, enforceability, validity and interpretation)
- I agree that if any provision of the Agreement is or becomes, or is declared by any competent court or body to be, illegal, invalid or unenforceable under the law of any jurisdiction this shall not affect or impair the legality, validity or enforceability of the remaining provisions of the Agreement
- My organisation will notify complaints@pearson.com in writing of any issues or concerns it has in respect of Pearson or its representatives promptly, or in any event within 1 month, of becoming aware of such issues
- I agree that, following Centre Recognition, if any dispute arises in connection with the Agreement (other than in respect of a decision by Pearson to withdraw Centre Recognition for reasons set out below), the parties' respective representatives shall meet together as soon as reasonably possible, and in any event within 2 months of the dispute first being notified, and seek to resolve the dispute and agree any necessary action, and if the dispute cannot be settled by such discussions, the dispute shall be referred to mediation before a mutually agreed mediator, or if such mediator cannot be agreed, by a mediator appointed by CEDR
- I note that nothing in the Agreement limits Pearson's liability for death or personal injury resulting from Pearson's negligence or fraud
- I agree that Pearson's aggregate liability in respect of any loss or damage suffered by my organisation and arising out of or in connection with the Agreement, whether in contract, tort (including negligence) or for breach of statutory duty or in any other way, shall not exceed the amount of the fees actually paid to Pearson under the Agreement
- I understand that Pearson will not be liable for any loss of profits, business or opportunity, any loss of goodwill or reputation, or any indirect or consequential loss or damage suffered or incurred by my organisation or any third party arising out of or in connection with the Agreement
- I understand that this application constitutes the entire agreement and understanding between the parties and supersedes all previous agreements between the parties relating to its subject matter. I acknowledge that, in signing this application, that I do not rely on and shall have no right or remedy in respect of any assurance, statement, warranty or representation made (whether innocently or negligently) of any person, including a Pearson regional representative, but note that nothing in this paragraph excludes Pearson's liability for fraud

Vocational qualification approval criteria

Agreement by: The Head Teacher of Beckfoot Thornton School.

My organisation will

- Co-operate fully with Pearson
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- Not undertake any activity or advertising that could bring the name of Pearson into disrepute
- Not use Pearson and or JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body name or logos without consent from the owner
- Not deliver any Pearson approved qualifications at any other address than that, without prior authorisation from Pearson
- Adhere to all of Pearson, JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body policies and procedures, and terms and conditions for continued Centre
- Recognition, as amended from time to time, and whether provided in hard copy or made available on the relevant body's website
- Fully indemnify Pearson for all loss, damage, costs and expenses (including legal fees) caused by my organisation's breach of the policies and procedures referred to in (5) above
- Retain a copy of the centre approval application for the validity of recognition once approval has been granted
- Fully support Pearson's centre/qualification monitoring process, including, but not limited to, allowing nominated representatives of Pearson, full access to all relevant records, premises and learners
- Assist Pearson and/or Ofqual/JCQ/SQA/QAA and other relevant Standards Setting Body in any investigations being conducted by them and provide them with all information or documentation they request as soon as practicable
- Retain evidence of current learner work, and retain records of assessment and internal verification records for a minimum period of three years following certification of the learner
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- Monitor the approval and accreditation period for all of the qualifications approved and seek re-approval as and when required
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I confirm

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- The assessment procedure will be open, fair and free from bias
- Pearson will be notified of any changes, or Adverse Effects which put at risk my organisation's ability to meet the centre approval criteria
- Pearson will be notified immediately of any changes to my organisation which materially affect the way in which we conduct business, including but not limited to a change in the management or ownership of the organisation, and changes to the sites at which qualifications are provided
- If we require further guidance or assistance from Pearson in respect of the provision of Pearson qualifications in accordance with our obligations set out in this application form and/or Pearson, JCQ/Ofqual/SQA/QAA and other relevant Standards Setting Body's policies and procedures, and terms and conditions for Centre Recognition, as amended from time to time, we will inform Pearson immediately in writing of the same
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- **Approval**
- I understand that Pearson has the right to refuse centre/ qualification approval without giving reasons as to their decision
- I understand that there is no right of appeal against approval decisions
- I understand that my centre will be asked by Pearson on an annual basis to confirm that, unless as previously notified to Pearson, there have been no material changes that would affect Centre Recognition or qualification delivery

- **Disputes**
- I agree that this application, any subsequent Centre Recognition and qualification approval, and all aspects of the relationship between the applicant and Pearson (together the "Agreement") are governed by and shall be construed in accordance with English law
- My organisation submits to the exclusive jurisdiction of the English courts for all purposes relating to and in connection with the Agreement or its subject matter (including its formation, enforceability, validity and interpretation)
- I agree that if any provision of the Agreement is or becomes, or is declared by any competent court or body to be, illegal, invalid or unenforceable under the law of any jurisdiction this shall not affect or impair the legality, validity or enforceability of the remaining provisions of the Agreement
- My organisation will notify complaints@pearson.com in writing of any issues or concerns it has in respect of Pearson or its representatives promptly, or in any event within 1 month, of becoming aware of such issues
- Subject to (45) below, I agree that, following Centre Recognition, if any dispute arises in connection with the Agreement (other than in respect of a decision by Pearson to withdraw Centre Recognition for reasons set out below), the parties' respective representatives shall meet together as soon as reasonably possible, and in any event within 2 months of the dispute first being notified, and seek to resolve the dispute and agree any necessary action, and if the dispute cannot be settled by such discussions, the dispute shall be referred to mediation before a mutually agreed mediator, or if such mediator cannot be agreed, by a mediator appointed by CEDR
- I note that nothing in the Agreement limits Pearson's liability for death or personal injury resulting from Pearson's negligence or fraud
- I agree that Pearson's aggregate liability in respect of any loss or damage suffered by my organisation and arising out of or in connection with the Agreement, whether in contract, tort (including negligence) or for breach of statutory duty or in any other way, shall not exceed the amount of the fees actually paid to Pearson under the Agreement
- I understand that Pearson will not be liable for any loss of profits, business or opportunity, any loss of goodwill or reputation, or any indirect or consequential loss or damage suffered or incurred by my organisation or any third party arising out of or in connection with the Agreement
- I understand that this application constitutes the entire agreement and understanding between the parties and supersedes all previous agreements between the parties relating to its subject matter. I acknowledge that, in signing this application, that I do not rely on and shall have no right or remedy in respect of any assurance, statement, warranty or representation made (whether innocently or negligently) of any person, including a Pearson regional representative, but note that nothing in this paragraph excludes Pearson's liability for fraud

Headteacher's name: S. Trusselle
Beckfoot Thornton School