

TAKEOFF AVIATION ACADEMY CENTRE GUIDE TO POLICIES AND PROCEDURES FOR VOCATIONAL QUALIFICATIONS 2022-2024

**BTEC Level 3
in Aviation Operations (QCF)
Certificate Subsidiary Diploma 90-credit Diploma
Diploma Extended Diploma**

Version 1.2

Reviewed: December 2022

Next Review: June 2024

TAKEOFF DIRECT TD T/A TAKEOFF AVIATION ACADEMY

**G17 Brooklands House. 56 Marlborough Road. Lancing Business Centre.
West Sussex. BN15 8AF**



Blended Learning Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024



Blended Learning Policy

Introduction

Takeoff Aviation Academy is offering Blended Courses as a way to increase its learners base and to overcome both present and future unforeseen disruptive situations.

For the purpose of this policy: Blended learning is defined as a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

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

Safeguarding policy statement

December 2022

The purpose and scope of this policy statement

The purpose of this policy is to provide all staff, volunteers, partners and other stakeholders (incl. contractors) with a clear understanding of the issues around child protection and safeguarding vulnerable adults and to explain Takeoff Academy's processes and procedures if an allegation is made.

Takeoff is committed to creating a culture of vigilance where students' welfare is promoted and where timely and appropriate safeguarding action is taken for students who need extra help or who may be suffering or likely to suffer harm.

The purpose of this policy statement is:



- to protect children and young people who receive [name of group/organisation]'s services from harm. This includes the children of adults who use our services
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Takeoff Direct Limited, including senior managers and the board members, paid staff, volunteers, sessional workers, agency staff and students.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England/Wales. A summary of the key legislation is available from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning).

Supporting Documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents.

- Role description for the designated safeguarding officer
- Dealing with disclosures and concerns about a child or young person
- Managing allegations against staff and volunteers
- Recording concerns and information sharing
- Child protection records retention and storage
- Code of conduct for staff and volunteers
- Behaviour codes for children and young people
- Photography and sharing images guidance
- Safer recruitment
- Online safety
- Anti-bullying
- Managing complaints
- Whistleblowing
- Health and safety
- Induction, training, supervision and support
- Adult to child supervision ratios

We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people, a deputy and a lead trustee/board member for safeguarding
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: ico.org.uk/for-organisations]
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- making sure that children, young people and their families know where to go for help if they have a concern
 - using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
 - using our procedures to manage any allegations against staff and volunteers appropriately
 - creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
 - ensuring that we have effective complaints and whistleblowing measures in place
 - ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
 - building a safeguarding culture where staff and volunteers, children,



young people and their families, treat each other with respect and are comfortable about sharing concerns.

Contact details

Nominated child protection lead

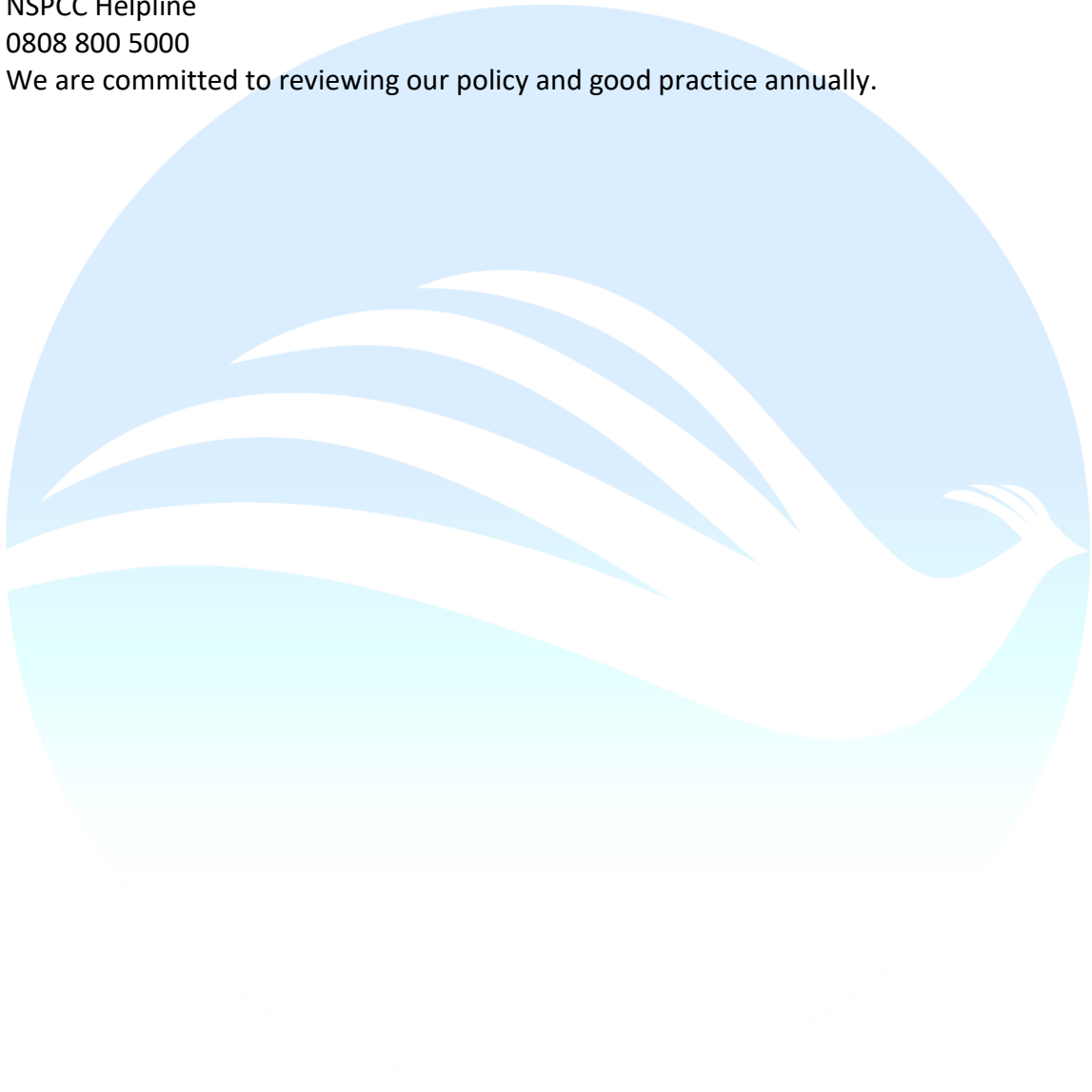
Name: Mr. Paul Durward Brown

Phone/email: admin@takeoffdirect.co.uk

NSPCC Helpline

0808 800 5000

We are committed to reviewing our policy and good practice annually.



Equality and Diversity Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Equality and Diversity Policy

1. Purpose

1.1 To provide an Equality and Diversity Policy applicable to all staff, students and others involved with Takeoff Academy based on best practice in the UK higher education sector.

1.2 To provide an Equality and Diversity Policy that supports coordination and implementation at a strategic level, reflects Takeoff Academy (the academy) core values, and to ensure that it is embedded within appropriate Academy policies for staff and students.

2. QAA UK Quality Code

2.1 This Policy aligns with the UK Quality Code core and common practices in Expectations for Quality:

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider has a reliable, fair and inclusive admissions system.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

This Policy also incorporates the following Guiding Principles set out in the Advice and Guidance for Admissions, Recruitment and Widening Access:

1. Policies and procedures for application, selection and admission to higher education courses are transparent and accessible.
3. Higher education providers reduce or remove unnecessary barriers for prospective students.
4. Information provided to prospective students for recruitment and widening access purposes supports students in making informed decisions.
5. All staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.
6. Providers continually develop widening access strategies and policies in line with local and national guidance.

The Advice and Guidance for Learning and Teaching:

3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.
6. Effective learning and teaching activities, facilities and resources make the



learning environment accessible, relevant and engaging to all students.

The Advice and Guidance for Enabling Student Achievement:

1. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.
- 2.. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.
3. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.
4. Equality of opportunity for all students to develop academic and professional skills.
5. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.
6. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.

The Advice and Guidance for Assessment:

1. Assessment is inclusive and equitable.
2. Assessment is explicit and transparent.

The Advice and Guidance for Student Engagement:

1. Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.

The Advice and Guidance for Concerns, Complaints and Appeals:

1. Concerns, complaints and appeals procedures are accessible and inclusive.
2. People raising concerns or making complaints or appeals are treated with dignity and respect, and their well-being is properly considered.
- 3.. Concerns, complaints and appeals procedures are fair and impartial.

Equality and Diversity Policy Statement

1. Takeoff Academy UK is committed to supporting, developing and promoting equality and diversity in all of its practices and activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. Takeoff Academy UK will support and develop its staff through providing all with access to facilities, personal and career development opportunities and employment on the basis of equality. Takeoff Academy UK is committed to creating and sustaining a positive, supportive and excellent teaching and learning environment for its students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for both our students and our staff.

2. Takeoff Academy UK is committed to eliminating discrimination and advancing equality on the grounds of age, disability, gender reassignment,



marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation.

3. Takeoff Academy UK values diversity and recognises that our Academy is greatly enhanced through the wide and disparate range of backgrounds, experiences, views, beliefs and cultures represented within its staff and student groups. We aim to embrace diversity in all of its activities and proudly acknowledge that variety and difference are intrinsic to the wellbeing and future development of our Academy.

4 Takeoff Academy's Equality and Diversity Policy underpins our Mission and Strategic Plan.

5 Our Equality and Diversity Policy applies to all students and prospective students, to all applicants for staff positions with the Academy, to all staff employed on a full time or part- time basis, to all staff on permanent or temporary contracts, to agency staff, to honorary title/contract holders and visitors undertaking duties in the name of the Academy and to sub- contractors undertaking work on the Academy site, and all visitors to the Academy.

Relationship to Takeoff Academy Mission and Strategic Plan

1. Our Strategic Plan 2021 provides the following guiding Mission statement and values for Takeoff Academy:

Mission

To provide academic and professional education for UK, EU and overseas students based on secure academic standards, high quality learning opportunities and meeting employer needs within a transformative private education sector in the United Kingdom.

Values

- Providing a student experience of the highest quality and with quality enhancement embedded in all we do
- Valuing opportunity, diversity and inclusiveness
- Enabling a culture of professionalism openness, empowerment, responsibility and excellence
- Rewarding success and learning to do better
- Proactive and innovative in responding to challenges in a rapidly changing world



- Performance through valuing staff and continuous staff development
- Sustainability, value for money and adding value in all we do

The second and third of these values relate directly to equality and diversity and directly inform this Equality and Diversity Policy.

Objectives of the Equality and Diversity Policy

Takeoff Academy UK is committed to ensuring that an environment is created that respects the diversity of staff and students and enabling them to achieve their full potential. To achieve these objectives the following basic rights for all existing and prospective staff and students are acknowledged:

- (a) to be treated with respect and dignity
- (b) to be treated fairly with regard to all policies, procedures, assessments and related activities
- (c) to be encouraged to reach one's full potential

Further objectives of this policy are to ensure that in carrying out activities related to the Academy's higher education provision due regard will be given to:

- (a) eliminating unlawful discrimination, harassment and victimisation
- (b) advancing equality of opportunity across all the activities of the Academy
- (c) fostering good relations between people of a diverse background.

Through implementation of this policy, Takeoff Academy UK will aim to:

- (a) develop and promote a culture of equality and diversity throughout the Academy
- (b) develop and promote a culture of dignity, courtesy and respect
- (c) support staff and students, including provision of relevant support relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation
- (d) work to prevent all forms of unlawful discrimination
- (e) deal with all forms of discrimination consistently and effectively
- (f) ensure that this Equality and Diversity Policy influences and informs the culture of the Academy.

Takeoff Academy UK will work to ensure that staff, students, prospective staff and students, visitors, contractors and subcontractors working for the Academy are aware of our commitment to equality and diversity.

Roles and Responsibilities

- It is the responsibility of all members of Takeoff Academy's community to



behave with dignity, courtesy and respect, and to act in a manner that does not unlawfully discriminate at all times.

Role of Staff

Staff at Takeoff Academy UK have the following responsibilities with respect to adherence to this Equality and Diversity Policy:

- to actively encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this Policy
- to be aware of and support this Equality and Diversity Policy
- to support the objectives and aims of the Academy's Equality and Diversity Policy
- to undertake appropriate equality and diversity training.

Role of Students

Students at Takeoff Academy UK have the following responsibilities with respect to adherence to this Equality and Diversity Policy:

- to actively to encourage non-discriminatory practices and to report any incidences of behaviour that fails to comply with this Policy
- to be aware of and support this Equality and Diversity Policy
- to support the aims and objectives of this Equality and Diversity Policy
- to be aware of equality and diversity issues.

Role of Human Resources Department

The Human Resources Department at Takeoff Academy UK has the following responsibility with respect to supporting this Equality and Diversity Policy:

- to provide appropriate equality and diversity awareness and training to staff
- to support the Principal of the Academy in implementing the Policy
- to ensure that staff recruitment advertising, selection and appointment procedures, performance management processes and disciplinary grievance processes are fair and transparent and are consistently applied.

Role of Senior Management

Senior management of Takeoff Academy UK include the Principal, Chief Operations Officer, Head of Standards and Quality Enhancement, Academic Dean and Registrar. With respect to this Equality and Diversity Policy, senior management are responsible:

- to ensure that members teaching, and administrative staff receive appropriate equality and diversity training
- to investigate all aspects of alleged discrimination, harassment and

inappropriate behaviour promptly and thoroughly

- to ensure that selection and appointment procedures, performance management processes, staff development opportunities, and disciplinary and grievance processes are fairly and consistently applied to all staff
- to treat all staff applications for flexible working practices on a fair and equitable basis, and to provide reasonable and objective reasons when such requests are refused
- to ensure that student selection and admissions procedures, assessment processes, career development opportunities and disciplinary and complaints procedures are fairly and consistently applied to all students
- to provide leadership in the implementation, operation and understanding of this Equality and Diversity Policy
- to be accountable for any issues concerned with failure to adhere to this Equality and Diversity Policy.

Application of the Equality and Diversity Policy:

- Staff Recruitment and Selection

Recruitment advertising will encourage applications from all sectors of the community reflecting the Academy's commitment to equality and diversity. Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates (subject to budget considerations). Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position. Shortlisting, appointment and rejection decisions will be transparent and justifiable.

Grading and Promotion

All grading and promotions criteria and procedures will be free from prejudice and must be applied equitably and consistently.

- Staff Development

All staff will have equal access to induction, personal and career development opportunities and facilities.

- Performance Management

Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff.

Discipline and Grievance

Disciplinary and grievance procedures will be applied fairly and transparently for all staff. Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff.



Application of the Equality and Diversity Policy: Students

- Recruitment, Selection and Admission

All information contained in prospectuses, websites and other material used in the recruitment of students will promote equality of opportunity and make reference to this Policy. All staff involved in the recruitment, selection and admission of students will have an awareness of equality and diversity.

Assessment

There will be clear, consistent and transparent criteria for student assessments and all assessments will take place on an equal opportunities basis.

Career Planning and Participation

All students will have access to career planning support and will be encouraged to participate fully in the academic, cultural and social life of Takeoff Academy.

Discipline and Student Complaints

Discipline and student complaints policies and procedures will be applied fairly and transparently for all students. Allegations of harassment or discrimination will be dealt with under the Student Disciplinary Code.

Visitors, Contractors and Subcontractors

Visitors, contractors and sub-contractors must comply with the Academy's Equality and Diversity Policy. Academy staff meeting/employing visitors, contractors and sub-contractors are responsible for making them aware of the Academy's Equality and Diversity Policy.

Training

- Equality and diversity awareness raising, and training will be mandatory for all staff. Information will be provided to all in order to raise awareness of equality and diversity and the contents of this Policy during induction training.
- Students will be briefed about the Academy's Equality and Diversity Policy during induction at the start of their studies and at least once a year thereafter. Any changes to the Equality and Diversity Policy will be communicated to students through the Academy's virtual learning environment (HELP).

Communication

- The Equality and Diversity Policy will be made available to staff, students, prospective students and the public more generally on the Academy's website.



This Policy and related information, including web-links, will be made available for students and staff on the virtual learning environment (HELP).

Breach of Takeoff Academy's and Diversity Policy

- Contravention or breach of the Equality and Diversity Policy will be treated as a disciplinary matter and offenders will be dealt with under the staff or student disciplinary policies, as appropriate.

13. Data Collection and Monitoring

13.1 The personal data of students and staff are collected and used in accordance with the Data Protection Act 2018. The Principal, Head of Standards and Quality Enhancement and Registrar are collectively responsible for monitoring the data available for each of the protected characteristics and taking appropriate action to advance equality and diversity. These senior Takeoff Academy UK staff monitor student enrolment, retention, achievement and success at appropriate points throughout the academic year.

13.2 Evaluative reports, such as the Annual Course Quality Monitoring report and Pearson's Annual Programme Monitoring Report, present and evaluate student data. Where there are differences in the data for different groups of students, actions should be identified to help reduce and eliminate unwarranted differences.

13.3 The Academy's Head of Training and Senior Leadership Team are responsible for monitoring equality and diversity data relating to students and the Human Resources Manager is responsible for monitoring equality and diversity data for staff.

Appendix 1: Glossary of key words/terms

Age A protected characteristic. A person belonging to a particular age (for example, 65-year-olds) or a range of ages (for example 50 to 60 years of age).

Direct Discrimination Is where a person or group of people is treated less favourably than another individual or group of people because of a protected characteristic.

Direct Discrimination by Association Is where a person or group of people is treated less favourably because they associate with another person or group of people who has protected characteristics.

Direct Discrimination by Perception Is where a person or group of people is treated less favourably than another person or group of people because other people or groups of people think they have a protected characteristic.

Disability A protected characteristic. A person has a disability if they have a physical or mental impairment which has a substantial long term and adverse effect of the person's ability to carry out normal everyday activities. Long term means that the disability has lasted or is likely to last for at least twelve months. Substantial means



more than minor or trivial.

Diversity is concerned with acknowledging, respecting and valuing differences between individuals and groups of people.

Equality is about ensuring that people are treated fairly and given equal opportunities. Equality is not about treating everyone in the same way. Equality is about ensuring that different individuals and groups have their needs met in appropriate ways. Equality offers a framework that enables opportunity, access, participation and contribution that is fair and inclusive.

Equality Impact Assessment Is a process whereby a policy, procedure or practice is reviewed, and if necessary amended, to ensure that it does not discriminate against any person or group of people with a protected characteristic.

Gender Reassignment A protected characteristic. This is the process of transitioning from one gender to another and is a personal process, rather than a medical process (it does not require someone to undergo medical treatment to be protected). Transsexual refers to a person who has the protected characteristic of gender reassignment. It is important not to confuse gender reassignment with sexual orientation. A transsexual person can be a gay man, lesbian, heterosexual or bisexual.

Harassment Is where a person or group of people behave in such a way that their conduct has the purpose or effect of creating an environment that is hostile, degrading, humiliating or intimidating.

Indirect Discrimination A rule or policy that applies to everyone and as a consequence disadvantages people or groups of people with protected characteristics.

Marriage and Civil Partnership A protected characteristic. Marriage is a legal union between a man and a woman, a man and a man, and a woman and a woman. Same sex couples can also have their relationship legally recognized as a civil partnership. Civil partners must be treated the same as married couples on a wide range of legal matters.

Positive Action Positive action means offering targeted assistance to people so that they can take full and equal advantage of particular opportunities. Positive action means taking steps to ensure that all groups of people have equal opportunity of access to, for example, Takeoff Academy's services and facilities.

Pregnancy and Maternity A protected characteristic. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for twenty-six weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Protected Characteristics Protected characteristics are definitions for groups of people given protection under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, and belief, and sex and sexual orientation.

Race A protected characteristic. Race refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.

Reasonable Adjustment The duty to make reasonable adjustment is made up of three requirements. For providers of education these requirements are to take reasonable steps to:

- (i) Avoid the substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage compared to students who are not disabled.
- (ii) Remove or alter a physical feature or provide a reasonable means of avoiding such a feature where it puts disabled students at a substantial disadvantage compared to students who are not disabled.
- (iii) Provide an auxiliary aid where disabled students would, but for the provision of such an auxiliary aid, be put at a substantial disadvantage compared to students who are not disabled.

Religion or belief A protected characteristic. Religion means any religion or a lack of religion. A religion need not be mainstream or well-known to gain protection as a religion. A religion must have a clear structure and belief system. Belief system means any religious or philosophical belief and includes lack of belief. A belief should affect your life choices or the way you live for it to be included in the definition.

Sex A protected characteristic. A male or a female.

Sexual Orientation A protected characteristic. Sexual orientation is a person's sexual attraction to persons of the same sex (a gay man or a lesbian), persons of the opposite sex (heterosexual) or either sex (bisexual).

Victimisation Is where a person or group of people are treated less favourably because they have, for example, raised a complaint or grievance under the Equality Act 2010.

Appendix 2: Legislative Framework

The Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>) brought together over 116 separate pieces of legislation into one single Act. Combined they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act protects individuals from unfair treatment and promotes a fair and more equal society.

- The nine main pieces of legislation that were merged into the Equality Act 2010 were: The Equal Pay Act 1970

- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003 The Employment Equality (Sexual Orientation) Regulations 2003 The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Protected Characteristics are definitions for groups of people given protection under the Equality Act 2010.

Appendix 3: Examples of Discrimination, Harassment and Victimisation

(a) Example of direct discrimination

An Academy providing higher education programmes rejects a prospective male student's application to a childcare programme of study because the Admissions Tutor does not think it appropriate for a male to be working with young children.

This would constitute unlawful discrimination on the grounds of the protected characteristic of sex.

(b) Example of direct discrimination by association

Jane applies to a language class and discloses to the tutor that her boyfriend is Jewish, although she is not. The tutor then tells Jane that he has made a mistake and that the class is actually full. Later, Jane finds out that others have been allowed to join the language class after she was refused entry.

The tutor's conduct is likely to amount to direct discrimination by association because of religion or belief as a result of Jane's association with her Jewish boyfriend.

(c) Example of direct discrimination by perception

Jason, a landlord, advertises a flat to rent in a local paper and Mark meets Jason to view the flat and find out further details. Jason assumes that Mark is gay because of his mannerisms, voice and style of dress. As Jason does not want to rent his property to a gay man, he informs Mark that the flat is no longer available.

This is indirect discrimination because of sexual orientation due to Jason's perception that Mark is a gay man.

(d) Example of indirect discrimination

In a neighbourhood that includes a large Muslim community, a local community group provides lunch for elderly people, but they say that because the supplier cannot provide Halal meals they are unable to provide meals for Muslim customers. The policy not to supply Halal meals would disadvantage Muslim people in particular.

The community's group policy not to supply Halal meals is unlikely to be justifiable since they could simply seek and alternative supplier that could supply Halal meals.

(e) Example of Harassment

A member of staff makes a derogatory remark about a student going through gender reassignment. Another member of staff finds the first member of staff's remark offensive. The member of staff's derogatory remark would constitute harassment.

(f) Example of victimisation

An individual ran a training seminar for unemployed people to help them prepare their CVs. Ahmed, a Muslim delegate attending the seminar, wrote to complain that he was not excused from part of the seminar to attend afternoon prayers. The next time Ahmed applied to attend a follow up seminar he was told that there were no places left, but later found out that his friend had been given a place, even though he had applied after Ahmed.

Ahmed had been victimised because he had made a complaint related to his religion.

(g) Example of disability discrimination

A student diagnosed with autism often speaks out of turn during tutorials, which can create a disruptive atmosphere for the tutor and other students. Because of his behaviour the student with autism is asked not to attend tutorials in future. This is likely to constitute discrimination arising from disability.

Learner Recruitment, Registration And Certification Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Learner Recruitment, Registration And Certification Policy

1. Policy

The policy applies to all enrolled students of Takeoff. Academy. 2. Aim of the policy
We are committed to supporting learners to take the right, realistic and well-informed choice, provides quality information, advice and guidance as per the awarding body requirements. The process of quality information, advice and guidance continues from the registration to the certification of the course.

- Ensuring aspirations, skills and attributes of the learners in selection of the courses before registration.
- Registering learner with the correct timescale according to the awarding body requirements.
- Maintaining an accurate, up to date and audit-able centre registration, achievement and certification records according to awarding body requirements.
- Claiming valid certification within the agreed time scales.
- Ensuring staffs' knowledge about their roles and responsibilities on recruitment, registration and certification procedures.
- Maintaining a secure, accurate and accessible audit trail to ensure that the

registration and certification process for each learner can be tracked.

- Ensuring accurate registration process by the head of the quality control team.

3. Practice:

- All course related information will be provided to the learners and advice and guidance will be provided to them if needed.
- As a part of advice and guidance process, quality control team will guide the learners to get information as much as possible from student handbook or from website so that the learner will know the outlines of the course, entry requirements, progression route to further education and the career advice and guidance.
- An induction period will be provided for all new learners which will include: a programme overview; explain the registration and certification process; outline internal and external assessment; outline key dates relating to assessment; outline learners responsibilities and rights (independent learning, appeals procedure, plagiarism, malpractice).
- Learners ID must be checked. Passport is the main and valid form of identification. For the proof of address, a utility bill (not more than 3 months) or an official letter from the local authority including Council Tax or HMRC confirming learner name and address will be accepted. A copy of national insurance number needs to be submitted as well for UK students.
- The Quality Nominee will liaise with tutors and assessors and ensure that a robust system of registration is in place. The system will ensure that all learners are registered within Pearson's requirements. The system will provide a mechanism for checking the accuracy of learner registrations.
- The Quality Nominee will ensure that all learners are aware of their registration status and that withdrawal, transfers or changes to any learners' details are kept up to date on centre systems and that Pearson has been notified.
- The quality nominee will ensure that all learners registered and inducted onto courses will be familiar with the institution's policies related to malpractices, appeals, internal verification and assessment along with the policy on reasonable adjustment and special consideration.
- Tutors and assessors are responsible for the safe storage and accurate management of assessment and achievement data. All records need to be stored safely and securely for three years post certification.
- Tutors and assessors need to pass all records of learner achievement to the QN to ensure that certification claims can be made, and internal records are updated accordingly.
- The QN will liaise with Assessors and tutors and shall ensure that timely certificate claims are made and that they are based solely on internally verified records and that these are made to the awarding body. All certificates should be audited to ensure accuracy and completeness.
- The QN will ensure that unit certification takes place for the learners who have not completed a sufficient number of units to receive the full award but can be certified for the units that they have achieved.



Special Consideration and Reasonable Adjustment Policies

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

BTEC Special Consideration Policy

Special consideration must be applied for following a specific examination series.

1. Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:

1.1.1 temporary illness or accident/injury at the time of the assessment;

1.1.2 bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);

1.1.3 domestic crisis arising at the time of the assessment.

1.1.4 serious disturbance during an examination, particularly where recorded material is being used;

1.1.5 other accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;

1.1.6 participation in sporting events, training camps or other competitions at an international level at the time of certification, e.g., representing their country at an international level in football or hockey;

1.1.7 failure by the centre to implement previously approved access arrangements.

2. Candidates will NOT be eligible for special consideration if preparation for or performance in the examination is affected by:

2.1.1 long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;

2.1.2 bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;

2.1.3 domestic inconvenience, such as moving house, lack of

facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;

2.1.4 minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;

2.1.5 the consequences of committing a crime;

2.1.6 the consequences of taking alcohol or recreational drugs;

2.1.7 the consequences of disobeying the centre's internal regulations;

2.1.8 the failure of the centre to prepare candidates properly for the examination for whatever reason;

2.1.9 staff shortages, building work or lack of facilities;

2.1.10 misreading the timetable and/or failing to attend at the right time and in the right place;

2.1.11 misreading the instructions of the question paper and answering the wrong questions;

2.1.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;

2.1.13 submitting no controlled assessment/coursework/non-examination assessment at all, unless controlled assessment/coursework/non-examination assessment is scheduled for a restricted period of time, rather than during the course;

2.1.14 missing all examinations and internally assessed components/units;

2.1.15 failure to cover the course as a consequence of joining the class part way through;

2.1.16 permanent disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated;)

2.1.17 failure by the centre to process access arrangements by the published deadline.

BTEC: Reasonable Adjustments Policy

Takeoff Academy will put in place reasonable adjustment arrangements for learners with requirements if they have, for example:

- *a permanent or long-term disability or learning difficulty*



- *a temporary disability, illness or indisposition*

These arrangements are intended to allow learners to demonstrate their achievement. However, any reasonable adjustment arrangements must not:

- *advantage or disadvantage the learner*
- *alter the assessment demands of the qualification.*

Takeoff Academy will follow the policies and guidance on <https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/supplementary-guide-ra-sc-for-internally-assessed-units.pdf>.

Takeoff Academy understands that *Pearson reserves the right to request further clarification or information in relation to any proposed arrangements.*

Takeoff Academy will follow the regulations and guidance in the JCQ document '*Adjustments for candidates with disabilities and learning difficulties access arrangements and reasonable adjustments general and vocational qualifications*' and apply reasonable adjustments **Internal assessments.**

For qualifications which are internally assessed, Takeoff. Academy does not need to apply to Pearson. However, the centre will make reasonable adjustments that are in line with Pearson's policies.

All reasonable adjustments made in relation to internal assessments will be recorded by the centre on Form VQ/IA and held on file within the centre for inspection purposes.

Form VQ/IA is available electronically at:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>.

Where Takeoff Academy is unsure if the reasonable adjustment proposed is in line with this guidance, The Hart School will contact Pearson for advice.

Malpractice & Maladministration Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024



Malpractice & Maladministration Policy

Introduction

This policy is aimed at our customers, including learners, who are delivering/registered on Takeoff Academy approved BTEC qualifications or units and who are involved in suspected or actual malpractice/maladministration. It is also for use by our staff to ensure they deal with all malpractice and maladministration investigations in a consistent manner.

It sets out the steps our centre, and learners or other personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing with such cases. It also sets out the procedural steps we will follow when reviewing the cases.

Centre's responsibility

It is important that our staff involved in the management, assessment and quality assurance of our qualifications, and our learners, are fully aware of the contents of the policy and that our centre has arrangements in place to prevent and investigate instances of malpractice and maladministration.

A failure to report suspected or actual malpractice/maladministration cases or have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on our centre.

Review arrangements

We will review the policy annually as part of our annual self-assessment arrangements and quality plan. The policy will be revised as and when necessary, in response to customer and learner feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation or trends identified from previous allegations. In addition, this policy may be updated in light of operational feedback to ensure our arrangements for dealing with suspected cases of malpractice/maladministration remain effective.

Definition of Malpractice

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of internal or external assessment processes and/or the validity of certificates.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain groups of learners.

The categories listed below are examples of centre and learner malpractice. Please note that these examples are not exhaustive and are only intended as guidance on our definition of malpractice:

- Contravention of our centre and qualification approval conditions
- Denial of access to resources (premises, records, information, learners and staff) by any authorised SBC Training representative and/or the regulatory authorities
- Failure to carry out delivery, internal assessment, internal moderation or internal verification in accordance with our requirements
- Deliberate failure to adhere to our learner registration and certification procedures
- Deliberate or persistent failure to continually adhere to our centre recognition and/or qualification approval criteria or actions assigned to our centre
- Deliberate failure to maintain appropriate auditable records e.g., learner files
- Persistent instances of maladministration within our centre
- Fraudulent claims for certificates
- The unauthorised use of materials/equipment in assessment/exam settings (e.g., mobile phones/cameras)
- Intentional withholding of information from us which is critical to maintaining the rigour of quality assurance and standards
- Deliberate misuse of our logo and trademarks
- Forgery of evidence
- Collusion or permitting collusion in exams
- Learners still working towards qualifications after certification claims have been made
- Contravention by our centres and learners of the assessment arrangements we specify for our qualifications
- Insecure storage of assessment materials and exam papers
- Plagiarism of any nature by learners
- Unauthorised amendment, copying or distributing of exam papers
- Inappropriate assistance to learners by centre staff (e.g., unfairly helping them to pass a unit or qualification)
- Submission of false information to gain a qualification or unit

Definition of Maladministration

Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g., inappropriate use of learner records).

Process for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately report their findings to the Head of



Training In doing so they should put them in writing/email and enclose appropriate supporting evidence.

All allegations must include (where possible) the:

- Centre's name, address and number
- Learner's name and awarding organisation number
- Centre/Takeoff Academy personnel's details (name, job role) if they are involved in the case
- Title and number of the Takeoff. Academy course/qualification affected, or nature of the service affected
- Date(s) suspected or actual malpractice occurred
- Full nature of the suspected or actual malpractice
- Contents and outcome of any investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances
- Written statements from those informant's name, position and signature

If a centre conducts an investigation before submitting it formally, the centre should:

- Ensure that staff leading the investigation are independent of the staff/learners/function being investigated
- Inform those who are suspected of malpractice that they are entitled to know the necessary details of the case and possible outcomes
- Submit the findings of the investigation to us with your report

In all cases we'll protect the identity of the 'informant' in accordance with our duty of confidentiality and/or any other legal duty.

Investigation timeliness and process

Takeoff Academy aims to take action and resolve all stages of the investigation within 20 working days of receipt of the allegation.

The investigation may involve:

- A request for further information from the centre or Takeoff Academy personnel
- Interviews (face to face or by telephone) with personnel involved in the investigation

Where a member of Takeoff Academy's staff is under investigation they may be suspended, or they may be moved to other duties until the investigation is complete.

Throughout the investigation our Centre Co-ordinator will be responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed for liaising with and



keeping informed relevant external parties.

Signature

Name Oliver T Farirayi

Head Of Training

Oliver Farirayi



Complaints Process

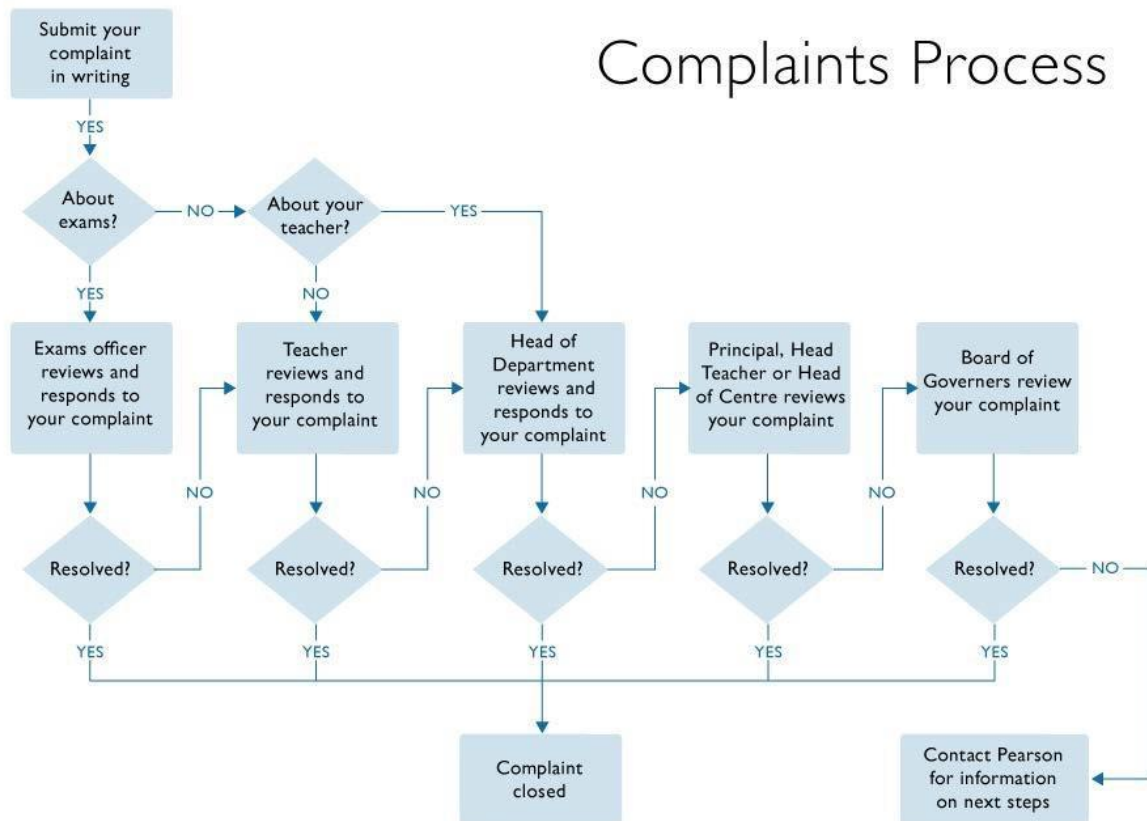
Version: 1.2

Reviewed: December 2022

Next Review: June 2024



Complaints Process



Learning Support Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Learning Support Policy

1. Purpose

1.1 To provide a policy for supporting students with diverse learning requirements and to outline the support services that students can access both at Takeoff Academy UK (the academy) and through external agencies.

2. Background

2.1 Takeoff Academy is committed to equality of opportunity for all of its students. The Academy has developed an Equality and Diversity Policy which sets out general principles and is applicable to all staff and students. The Academy is mindful of its requirements to comply with legislation offering access to higher education, specifically the Disability Discrimination Act and more recently the Equality Act 2010. Whilst our Equality and Diversity Policy is designed to help develop and promote a culture of equality and diversity throughout the Academy, the Learning Support Policy specifically addresses supporting students with diverse learning requirements.

2.2 The Academy selects students for studying on its higher education programmes from a diverse range of backgrounds, cultures, and educational experiences. Given the diverse profile of our student body, the Academy aims to support students to be successful and achieve their potential in their higher education studies.

3. QAA Quality Code

3.1 This Learning Support Policy takes account of the relevant Expectations, Practices and Guiding Principles of the UK Quality Code.

This Policy aligns with the UK Quality Code core and common practices in

Expectation for Quality:

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider has sufficient appropriately qualified and skilled staff to deliver a high- quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider designs and/or delivers high-quality courses.
- The provider actively engages students, individually and collectively, in the quality

- of their education experience.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

This Policy also incorporates the following Guiding Principles set out in the Advice and Guidance for Enabling Student Achievement:

- 1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.
- 2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.
- 3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.
- 4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.
- 5. Equality of opportunity for all students to develop academic and professional skills.
- 6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.
- 7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.
- 8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.
- 9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.

4. Policy Statement

4.1 Providing support for a student body with diverse learning requirements is realised in a number of different ways. These include:

- Access to higher education
- Academic support
- Pastoral support
- Disability support
- Learning resources
- Staff development

4.2 Access to Higher Education

Our Admissions Policy and process of offering a place to study a higher education programme takes account of, and encourages prospective students from, a wide range of backgrounds. We encourage prospective students who are committed to achieving and realising their potential with both formal qualifications and a range of equivalent

experiences.

4.3 Academic Support

The Academy provides practical and personal support to academic study through a range of tutorial type provisions. This ranges from small group tutorial provision to develop study skills, to one-to-one sessions on specific aspects of study, academic writing, referencing, etc. We recognise and provide support for students who have not been in formal education for a number of years and may find the transition back to formal education challenging and daunting in the early part of their programme of study. This may include note-taking strategies, reading strategies, and time management and organisation. A full Study Skills programme is available to all students.

4.4 Pastoral Support

Many of our students are mature students with family, work and other types of commitments outside the time they are in attendance at the Academy. We recognise that these external commitments often present competing demands on a student's time and ability to concentrate on their studies. The Student Support Office is available to support and guide students when external matters impinge on their studies. The Principal, Programme Leaders/Directors of Studies and Cohort Leaders also support the pastoral needs of students. These staff recognise that sometimes a student may need professional help and will be advised to seek support from an appropriate external agency.

4.5 Disability Support

The Student Support Office provides and coordinates support for students with specific learning difficulties and disabilities. It is our policy to identify the best type of support that could be provided, recognising that the Academy staff do not have the necessary expertise to deal with students who present specific learning needs, for example, dyslexia or long-term medical conditions. We will make adjustments to suit the needs of the students as much as we are able to, by means of a Personal Support Plan. We will also help by identifying external sources of support and funding that may be available to enable students to develop and achieve in their academic studies. We will note advice offered by external professionals to support the needs of these students.

4.6 Learning Resources

The Academy offers a range of different types of learning resources to support students to develop and achieve in their academic studies. The learning resources range from traditional books and lecture notes to e-books and learning materials on our VLE, to electronic study material. The local public libraries also offer a wide range of learning resources in different formats.

4.7 Staff Development

The Academy is committed to enhancing the knowledge, skills and understanding of its staff with respect to the diverse learning requirements of our student body. We will provide specialist staff development sessions to meet specific identified student needs.

5. Monitoring and Evaluation

5.1 The Academy has a number of mechanisms to monitor and evaluate the support it provides to its students to help them develop and achieve academically. These include student surveys and meetings of student representatives at the Student Representative Committee. In addition, our Student Support & Wellbeing Manager reports to the Senior Leadership Team, Academic Board and Course and Programme Boards. Reports by the Student Support & Wellbeing Manager include any identified recommendations for quality enhancement. The Senior Leadership Team and Academic Board will agree on which recommendations to progress.

<i>Author:</i>	<i>Head of Training</i>
<i>Version:</i>	<i>Version 1.1</i>
<i>Update:</i>	<i>July 2021</i>
<i>Review date:</i>	<i>June 2020</i>

Managing Disruption and Incidents Experienced at Pearson VUE Test Centres

Version: 1.2

Reviewed: December 2022

Next Review: June 2024



Managing Disruption and Incidents Experienced at Pearson VUE Test Centres Policy

This policy sets out the Takeoff Academy support for those affected by disruptions at Pearson Vue test centres, providing guidance to candidates on what to expect and how to raise a concern following the exam.

Background

Takeoff has successfully transitioned our written exam from a paper-based to a computer-based format. We have partnered with Pearson VUE to deliver an integrated digital solution that support our exams function and processes, while delivering an excellent experience for candidates taking their exam.

Whilst Pearson VUE make every effort to mitigate the risk of there being disruption on the day of the exam, on occasion issues may occur. This policy sets out the Takeoff Academy support for those affected, providing guidance to candidates on what to expect should any disruption or incident be experienced and how to raise a concern following the exam.

Noise disruptions

Test centres aim to provide a professional exam environment. During the exam, invigilators may need to communicate with each other or with other candidates, however, voice levels should be at an absolute minimum. If any noise/disturbances occur during the exam, the candidate should raise their hand and tell the invigilator who will aim to resolve the matter immediately. A number of test centre sites are able to offer earplugs or headphones on request.

If a concern is raised following a disturbance, test centre staff will log a case incident and provide the candidate with the case number. Following the exam, if the candidate feels that the concern was not resolved at the time by the test centre staff, candidates should raise the issue with the Takeoff Academy Examination Department for further investigation. Please email admin@takeoffdirect.co.uk within 10 working days of the examination, ensuring the case number is included. Candidates not satisfied with the outcome of Takeoff Academy Examinations Department initial investigation have the right to submit a formal complaint for further review and investigation. See full details on Examinations complaints policy and procedures.

Technical issues/delays in exam delivery

Candidates should expect the exam to start in accordance with the scheduled start time provided on the test centre booking confirmation email. Once the exam has started it should be delivered without disruption from technical issues. However, on occasion technical issues or other disruptions can occur, which may impact the exam start time or halt the exam after it has started.



If difficulties are experienced with the exam delivery, the candidate should raise their hand to report the issue to the invigilator. Test centre invigilators will aim to resolve all issues as quickly as possible.

The Takeoff Academy recognise the impact that may be caused by any delay or disruption during the exam. When there is a delay or disruption of more than 120 minutes, due to technical issues or any other cause under Pearson VUE's control, subject to validation of the incident, the Takeoff Academy will provide candidates with a 50% refund. If a technical issue persists and the exam is unable to be completed, subject to validation, the Takeoff Academy will provide a full refund of the examination fee.

In the event of a delay or disruption, the test centre staff will log a case incident and provide the candidate with a case number. To claim a refund, candidates should email admin@takeoffdirect.co.uk within 10 working days of the examination explaining the issue and including the case number provided. The Takeoff Academy Examinations Department will use the case number to investigate the incident with Pearson VUE. Once the length of delay or disruption has been confirmed by Pearson VUE, the Takeoff Academy Examinations Department will confirm to the candidate if the claim is valid and if accepted the refund will be processed, normally within 30 days.

Failure to meet ID requirements for test centre admission

Strict ID requirements are in place at test centres to protect the integrity of the examination. All candidates have a responsibility to review and understand the ID requirements provided in the test centre booking confirmation emails and instructions from the Takeoff Academy Examinations Department. The Takeoff Academy is unable to offer a refund of the examination fee or provide any other compensation when the candidate has failed to follow these instructions.

If a candidate is denied entry the test centre staff will log a case incident and provide the candidate with the case number. Candidates who believe they met the ID requirements but were denied entry to the test centre should email admin@takeoffdirect.co.uk including the case number provided, within 10 working days of the examination. The Takeoff Academy Examinations Department will use the case number to investigate the incident with Pearson VUE. In the event it is demonstrated that the test centre failed to follow the [Pearson VUE ID Policy](#), the candidate will be eligible for a full refund of the examination fee.

Arriving late to a test centre

All candidates have a responsibility to make necessary arrangements to ensure they arrive on time for the exam. The test centre booking confirmation email sent to candidates advises arrival at least 30 minutes prior to the exam and confirms that entry may be denied should a candidate arrive more than 15 minutes after the confirmed appointment start time.

Candidates denied entry to sit the exam due to late arrival to the test centre will forfeit the examination fee. In certain specific cases, the Takeoff Academy will consider refunding the



exam fee if the reason for the late arrival is deemed to fall under the Exams Extenuating Circumstances Policy, due to circumstances that are unavoidable, unexpected and beyond the candidates control. However, please note, transport difficulties, foreseeable or planned travel disruption are unlikely to be accepted. Please see further information on the Takeoff Academy's Exams Extenuating Circumstances Policy.

Exam paper security

Computer-based testing via Pearson VUE's test centre network, provides fortified examination security.

In test centres, invigilators monitor candidates through a clear glass viewing window and via a live-feed video system, or by sitting in the testing room, ensuring the invigilator has full control of the examination at all times. Pearson VUE policy requires at least one invigilator per 15 candidates taking an exam at any one time. Comprehensive ID and security steps are taken prior to candidates entering and leaving the test room – preventing candidates from bringing in or leaving with prohibited material.

In addition, all candidates have signed a confidentiality form that prohibits them from sharing exam content in any form. Candidates who have concerns about any other candidate or the security of the examination papers, should notify the Takeoff Academy Examinations Department immediately via admin@takeoffdirect.co.uk so we can investigate and determine any subsequent course of action.

Following an investigation, if it is determined a candidate has compromised the security of an exam paper, including instances where exam material has been shared, Takeoff Academy Council may refuse to allow a candidate to attempt either part of the Takeoff Academy exam or to become a Member of the Academy. Under such circumstances, the candidate will be advised of the appeals procedure. Please note, any issue regarding a candidate's probity will be passed on to the relevant training body, where applicable.

Raising concerns

Candidates who experience any disruptions or have any concerns should immediately report these to invigilators/test centre staff. This will ensure concerns and issues are addressed and recorded at the time they are raised, and candidates are provided with a case number to support any subsequent investigation by the Takeoff Academy Examinations Department. If any concerns are not resolved during the examination, please contact admin@takeoffdirect.co.uk within 10 working days of the examination, in the first instance, stating the case number provided by the test centre.

Candidates not satisfied with the outcome of an initial investigation from the Takeoff Academy Examinations Department have the right to make a formal complaint for further review and investigation. Details can be found on Examinations complaints policy and procedures.



In instances where there has been a procedural or logistical irregularity in the conduct of the examination, which has adversely affected performance, candidates have the right to submit an appeal against the outcome of the examination. Please note, candidates should raise the issue with the Takeoff Academy Examinations Department as soon as possible after the exam and not wait until the release of exam results. See details on the Takeoff Academy Examinations appeals policy.



BTEC REGISTRATION AND CERTIFICATION POLICY

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

BTEC: REGISTRATION AND CERTIFICATION POLICY

Purpose

- To ensure that individual learners are registered 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;
- to ensure that accurate, up to date and auditable centre BTEC registration, achievement and certification records are maintained with Edexcel/Pearson;
- to ensure that these records are kept for 3 years after certification, in line with Pearson/Edexcel requirements.
- work with the Quality Nominee at the academy.
- take responsibility for timely, accurate and valid registration, entries for external examinations, the issue of timetables to candidates, transfer, withdrawal and certificate claims for learners, according to the awarding body requirements
- liaise with programme teams to check the accuracy of learner registrations

- ensure that certificate claims are timely and based solely on internally verified assessment records

Principles

The Registration and Certification (BTEC) Policy meets the requirements of the Pearson/Edexcel (BTEC) Quality Assurance process.

Detail

Registration initiates the BTEC Quality Assurance processes.

Roles and Responsibilities The Exam Officer should:

- inform the awarding body of withdrawals, transfers, or changes to learner details
- audit certificate claims made to the awarding body
- audit the certificates received from the awarding body to ensure accuracy and completeness
- for students transferring to another centre, ensure that adequate information about the transferee's position and progress is communicated to the new centre
- Students who transfer from another centre, must provide a BTEC registration number to continue with their study.
- keep all records safely and securely for three years post certification.

Lead Internal Verifiers should:

- liaise with the Exams Officer to check the accuracy of learner registrations.
- ensure that all Schemes of Work and Programmes of Study are drawn up and implemented in accordance with this policy and related documents.

Quality Nominee should:

- ensure that programmes are delivered in accordance with BTEC guidelines, and following the agreed IV schedule and assessment plan;
- make each learner aware of his/her registration status.

Definition

The Exams Office will register learners with Pearson/Edexcel at the beginning of a BTEC programme of study. Certification claims will be submitted to inform Pearson/Edexcel of learner achievement. Learners who have not earned the sufficient number of credits to receive the full qualification can be certificated for the units that they have achieved.

Deadlines for registration and certification appear in the annual BTEC Quality Assurance Handbook and the Information Manual.

Purpose

- To ensure that individual learners are registered 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;
- to ensure that accurate, up to date and auditable centre BTEC registration, achievement and certification records are maintained with Edexcel/Pearson;
- to ensure that these records are kept for 3 years after certification, in line with Pearson/Edexcel requirements.

Principles

The Registration and Certification (BTEC) Policy meets the requirements of the Pearson/Edexcel (BTEC) Quality Assurance process.

Detail

Registration initiates the BTEC Quality Assurance processes.

Roles and Responsibilities The Exam Officer should:

- work with the Quality Nominee at the academy.
- take responsibility for timely, accurate and valid registration, entries for external examinations, the issue of timetables to candidates, transfer, withdrawal and certificate claims for learners, according to the awarding body requirements
- liaise with programme teams to check the accuracy of learner registrations
- ensure that certificate claims are timely and based solely on internally verified assessment records
- inform the awarding body of withdrawals, transfers or changes to learner details
- audit certificate claims made to the awarding body
- audit the certificates received from the awarding body to ensure accuracy and completeness
- for students transferring to another centre, ensure that adequate information about the transferee's position and progress is communicated to the new centre
- Students who transfer from another centre, must provide a BTEC registration number to continue with their study.
- keep all records safely and securely for three years post certification.

Lead Internal Verifiers should:

- liaise with the Exams Officer to check the accuracy of learner registrations.
- ensure that all Schemes of Work and Programmes of Study are drawn up and implemented in accordance with this policy and related documents.

Quality Nominee should:

- ensure that programmes are delivered in accordance with BTEC guidelines, and following the agreed IV schedule and assessment plan;
- make each learner aware of his/her registration status.

REGISTRATION

1. The Academy will register each student within the awarding body (Pearson) requirements and provide a mechanism for programme teams to check the accuracy of the student registration. All learners undertaking Pearson qualifications, must be registered prior to the Pearson set deadline (1st November) in the first year of the qualification.

2. The Academy will ensure each student is registered with the appropriate programme code, before any assessment is completed.

The registration process, at Takeoff.Academy, is as follows:

- a) By 30th September of the first year of the qualification, all confirmed student class lists should be forwarded to the examinations officer Mr. Paul Durward Brown by the relevant programme leader.

detailing the following:

- i. Full title of the qualification to be studied
- ii. QAN code
- iii. Full name and DOB of students(s) to be registered

- b) The examinations officer, Mr. Paul Durward Brown is to register the students through Edexcel Online.

- c) Confirmation of registration is to be obtained by the examinations officer

- d) Once registration is confirmed, class lists are to be returned to the relevant programme leader, detailing the names of the students and the course the students are registered for

- e) The programme leader is to sign the list to confirm its accuracy and return to the examinations officer for storing.

- f) Provide each student with confirmation of their registration.

LATE REGISTRATION

Should any learner be required to register on a course part way through the course, this must be done as outlined in section 1. Learners can only be registered late onto the course if circumstances prevented the learner from being registered at the start of the course. E.g. late entry into the College.

TRANSFERS

From time to time we may receive students from other centres who are partway through their BTEC courses. This can also happen the other way round; students may leave us and enrol with another college. To enable an effective transfer process, please follow the steps below.

Contact the exams officer or quality nominee to process transfer via Edexcel

Online. Provide the following information:

- i. Learner name and date of birth
- ii. Learner registration number
- iii. Centre name and number
- iv. Programme number and title

Registration of all students transferring to our centre for a BTEC course must take place within 5 working days of the student starting.

TRANSFER BETWEEN BTEC PROGRAMMES

A learner registration may be transferred between programmes approved at the centre with current open validity for registrations; the centre must ensure that the learner is able to complete the programme on to which transfer is made e.g. that arrangements for accreditation of learning on the existing programme can be made.

The examinations officer, Mr Paul Durward Brown, must inform Pearson, via Edexcel Online, within 5 working days of any transfers between programmes.

WITHDRAWALS

Programme leaders must ensure that the examinations officer, Mr Paul Durward Brown, is informed as soon as possible if a learner leaves before completion, so that withdrawals can be made via Edexcel Online. A withdrawn learner may be reinstated later only with the consent of the Head of Training

.

REASONABLE ADJUSTMENTS

The examinations office (Mr Paul Durward Brown) will inform the awarding body, Pearson, where the school can apply for reasonable adjustments or special consideration for individual students.

CHANGES TO LEARNER DETAILS

Any changes to learner details must be informed to the awarding body as soon as possible. The learner, assessor, LIV or Quality Nominee, must inform the Examinations Officer, who will inform Pearson. Confirmation will be provided to the learner as soon as the change is made.

Once the relevant programme leader has checked the accuracy of the entries, the students are to be provided with confirmation of their entry. If there are any inaccuracies, the student should inform their programme leader, who will then liaise with the examination officer to correct any errors, as appropriate.

CERTIFICATION

1. Before the College can claim certification for any learner, the following must be completed:

- a) The learner must have completed all necessary unit components of the course

- b) Any outstanding Internal Verification procedures must have been carried out (see Assessment and IV Policy)
 - c) Any amendments/actions, as identified within the standards verification report (if appropriate), have been carried out, e.g. the report requires the centre to check other assessments, learners to improve work etc. This is to be checked by the Quality Nominee.
2. The process for claiming learner certification is as follows:
- a) All grades on the subject based tracker are to be checked by the lead IV, for each programme, in consultation with the relevant subject teachers to ensure accuracy.
 - b) The Lead IV within each programme area is to enter the grades on to the grade tracker (on SIMS assessment).
 - c) The Examinations Officer, Mr Paul Durward Brown, together with the Quality Nominee, Mrs Wendy Phipps, are to enter the grades for each candidate and subject area through the Edexcel Online. This part of the process cannot be undertaken by just one person. Two people, minimum, must be present in order to double check the process.
 - d) All certification claims must be complete by 15th July in any one academic year.
 - e) The Examinations Officer and Quality Nominee will check the certificates for accuracy and completeness when received and before they are given to the learners. Any inaccuracies will be reported to the awarding body immediately.
3. Keep all records safely and securely for three years post certificate

Key Links: <https://qualifications.pearson.com/en/support/supporttopics/exams/exam-timetables.html>

Recognition Of Prior Learning Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Recognition Of Prior Learning Policy

Aim:

This policy is for Takeoff. Academy staff for achievement of Pearson's vocational qualifications.

This policy sets out how and when RPL can be used as a method of assessment for Pearson's vocational qualifications. It includes guidance on how the RPL process can be managed.

RPL process

C

entre preparation

Staff with expertise to support and assure the RPL process shall be used for this process.

Stage 1: Awareness, information and guidance

- Before enrolling the learner, Takeoff.Academy will discuss with them the option of using RPL to claim units for some of their past learning or experience. If the learner is interested in this, we will explain to them:
 - The process of claiming a unit using RPL.
 - The support and guidance that is available.
 - How long the process will take, how to appeal and any costs included.
- We will check that the evidence provided by the learner for RPL has been achieved before the start of their course of study.

Stage 2: Pre assessment, gathering evidence and giving information

- Register learner as soon as they officially start to gather evidence.
- To help the learner in gathering evidence we may create an

assessment plan or tracking document.

- The evidence gathered needs to meet the standards of the unit, or part of a unit, that the evidence is being used for. Evidence from a learner's past experience could include:
 - Home or family life
 - Non-certificated education or learning
 - Paid work
 - Community or voluntary work.

Stage 3: Assessing and documenting evidence

Assessing

- **Advise Standards Verifier/External Examiner, before any monitoring activity starts, if you have applied RPL** for any particular units or learners. Your Standards Verifier/External Examiner may include these in their sample.
- A learner's past achievement that would show evidence of current knowledge, understanding and skills varies between industries. It depends on the range of their experience, technological changes and the nature of the outcome claimed. The Assessor may ask questions or ask a learner to show them skills, to check that their understanding and skills are current.
- The assessment strategy, where stated, for each qualification must also be followed.
- Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgements about a learner's past learning and experience in relation to unit standards. The Assessor may look at:
 - Work experience records, validated by managers.
 - Past portfolios of evidence or essays made by the learner.
 - Reports validated as being the learner's own unaided work.
 - Expert witness testimonies.
 - Professional discussions.
 - New assignment briefs or tasks that have been created to fill any gaps in the learner's work.
- Standards Verifiers or External Examiners are not required to give feedback on an assignment brief or task if you choose to set one as part of RPL.
- Evaluate all the evidence using the learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the Assessor must be satisfied that the evidence from the learner meets the standard for all of the

learning outcomes and assessment criteria.

- If we have published assessment or grading criteria, you should review the evidence against all the criteria.
- **If you find gaps in the learner's work** through RPL, **then you will need to use more assessment methods to create enough evidence** to be able to award the learning outcome for the whole unit.

Documenting evidence

- Evidence collected through the RPL process needs to be assessed and verified through the same quality assurance procedures that your centre uses for any other internal assessment methods.
- Ensure records of assessment against prior learning are kept and are available for verification if requested.

Stage 4: Outcomes of the RPL process

- Once you've checked a learner's evidence and made an assessment decision, it is important that feedback is given to the learner including the assessment decision and what options are available to the learner if you have decided not to award the unit or qualification.
- You should check that the learner understands how they can appeal if they do not agree with the assessment decision.
- If the learner wants to make a complaint they can do so using our [Pearson Qualifications Website](#).
- If the learner can show that they have met all the learning outcomes and assessment criteria using RPL they will be able to claim for the unit or qualification.
- If we identify that all unit requirements have not been met, we will:
 - ask you to provide more evidence, or
 - ask the learner to complete the standard assessment requirements if they want to achieve the qualification.

Stage 5: Claiming certificates

- You can claim certificates once the quality assurance processes have been successfully completed using the standard procedures.
- After certification, you need to keep the assessment and internal verification records, along with any extra RPL records for three years.

As with any assessment decision on procedural grounds, if a learner wishes to appeal against a decision made about their assessment they need to follow the College's policy and procedures and then the awarding organisation's Enquiries and Appeals procedures.

Currency

Prior learning and achievement must be current to be used by the student, which will normally be within the last three years. For exemptions and equivalencies, this means three years start from the date of the original award to the point at which the student registers with the centre on the course for which the claim will be made. Credit awarded as part of exemption, equivalency or RPL cannot be carried forward beyond three years from the original award.

Associated Procedures and Documentation

- Exams Procedure
- Recognition of Prior Learning: Assessment Policy Guidance Document 2021 (Pearsons)

Associated Policies

- . The main policies related to this policy are:
- Certification and Registration Policy 2021
 - Complaints and Assessment Appeals Policy 2021
 - Recognition of Prior Learning Policy 2020-2021(Pearson)

Policy Validity

This policy is valid for academic years 2021-2022 and is due for review June, 2022.

Policy Owner and Reviewer

The Programme Leader responsible for this policy. The lead writer of the policy is the Quality Coordinator and Awarding Body Nominee.

Policy Monitoring, Review and Evaluation

A review of this policy will form part of the annual process of self-assessment for the curriculum function and will involve input from a range of stakeholders including staff, students, awarding organisations, regulatory bodies, and others.



Assessment Policy/ Procedures

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Assessment Policy/Procedures

Policy

Aim:

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

In order to do this Takeoff.Academy 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 assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- 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/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

WHAT IS BTEC ASSESSMENT?

- All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification.
- All BTEC programmes are assessed by reference to the assessment and grading criteria published in the programme specifications. The specifications can be downloaded from each BTEC qualification subject page.
- Units in some BTECs are graded (for example Pass, Merit, or Distinction);

others are only achievable as a Pass.

WHY IS IT IMPORTANT?

Assessment is a crucial part of BTEC delivery because most BTEC assessment are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board.

ASSESSMENT EVIDENCE

- Can take many forms: written-formal essays, evaluations, notebooks; viva; records; studio logs; timesheets; plans; tutor observation and witness statements; photographic/digital.
- Can be practical work within the specialist area of the qualification.
- Should be timed carefully to reduce overload.

Course leaders and teachers should use a range of assessment strategies as this can enhance learning; improve knowledge of the grading criteria and of how to progress to higher-grade achievement.

If group work is used, teachers must be aware of the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation sheets or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria are one way of doing this.

DEADLINES

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future.

However, once evidence is accepted for assessment, learners cannot be penalised for work submitted after the deadline. Criterion referenced qualifications demand that only the grading criteria for the units can be used for assessment decisions. The Lead IV can only authorise a resubmission if the agreed deadline date has been met by the student.

RECORDS

- Teachers must keep records of learners and their assessed work.
- Teacher records must be monitored and sampled by the Lead Internal Verifier and Programme Manager.
- Learner assessments and verification records must be stored securely by the Programme Manager until all the final grades have been submitted;

certification has been received by the school and handed out to the learners. In the event of an appeal against a grade then the evidence of the assessments should be kept until the appeal has been concluded.

- Learner grades must be kept in a secure location for three years after certification.

WEAKNESSES IN ASSESSMENT

Where there is an identified weakness in the assessment process the following will happen:

- Quality Nominee/Lead Internal Verifier will initially offer support and guidance.

This will include setting actions as per Edexcel/school documentation and making sure the actions are followed up.

- If necessary the Quality Nominee and senior staff will become part of the support and guidance process.

ASSESSMENT PROCEDURE

- Before starting an assessment, the assessor must ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.

- Once the assignment brief has been given out the assessor must not provide specific

assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge / notes / textbook to work independently towards the task.

- Only one submission is allowed for each assignment task. This must be handed in to

the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must be informed of any agreed extensions.

- For each assignment task the student must submit the following:

1. An assignment which consists of evidence towards the targeted assessment criteria
2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
3. Appropriately referencing

- The feedback from the assessor must be completed on the Pearson approved

assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification. This would normally be 4 pieces from each assessment – one pass, one merit, one distinction and one from the most common grade. Each assessment is an opportunity for the internal verifier to check the assessment of different students. Internal verification should be within a maximum of 10 working days of the assessor's decision. The date for this must also be identified within the assessment plan.

- The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the students' own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

- If the internal verifier questions the award of grades the 'loop' must be completed by the assessor before the work is given back to the student.

- The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
2. The assessor judges that the student will be able to provide improved evidence without further guidance.
3. The original work has been authenticated by both the student and the teacher

If any of the above three conditions are not met the Lead IV must not authorise a Resubmission.

- If the Lead IV authorises a resubmission, it must be:
 1. Recorded on the assessment feedback form.
 2. Completed within 15 working days of the student receiving the results of the assessment.
 3. Undertaken by the student without any further guidance.
 4. The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

Reference – 'Guide to Internal Assessment for BTEC Firsts and Nationals'

This can be accessed through the Pearson website: www.btec.co.uk - quality assurance - key documents

BTEC Guide to Internal Assessment and other key documents related to Assessment:

<https://qualifications.pearson.com/en/home.html>

[https://qualifications.pearson.com/content/dam/pdf/BTEC-](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf)

[Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf)

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>



BTEC: Internal Verification Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

BTEC: Internal Verification Policy

Aim:

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this Takeoff.Academy will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier is appropriately for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

Internal Verification (IV) Schedules

It is the responsibility of each Lead IV to produce an IV schedule for nominated subject.

LIV Registrations

The Quality Nominee (QN) will contact staff members from June of each academic year to check for changes and will ask Lead IVs to ensure that they are registered. The QN will check that registrations have been made and will contact the lead IV and HoT if this is not the case.

Standardisation Materials / Activities

Towards the end of the training period, the Quality Nominee will contact the lead IVs regarding release of standardisation materials and the process required.

Standardisation of assessors will be completed in Faculty meeting times and the lead IV must confirm that this has occurred on line. The quality nominee will check regularly until all subjects have confirmed standardisation has occurred. If this has not occurred, the QN will contact the lead IV and HoT for the subject.

Staff Briefing / Annual Updating

The lead IVs and Quality Nominee will meet officially at least two times a year. These meetings are scheduled in the academy I calendar in team meeting time and will take place at appropriate times of the year. The first meeting is always held in September to support new Lead IVs and support the standardisation process. The remaining two meetings will take place at appropriate times to support lead IVs with the SV process and to offer annual relevant updates for the following academic year.

Informal meetings can also be arranged between lead IVs and the Quality Nominee or between Lead IVs and Line Managers to support each other. The QN is to be informed of these meetings and any issues that arise from them.

IV of Assignments

Internal verification of assignments must be carried out for each assignment before use to ensure that they are fit for purpose, and that any recommendations are actioned. Each faculty is encouraged to use Pearson authorised assignment briefs and to use the Assignment Checking Service ([Pearson Assignment Checking Service](#)).

The assignments must still be internally verified.

- Within each faculty, the assessors and lead IV will meet to ensure standardisation of procedures.
- The lead IV should discuss the Internal Verification policy with all assessors
- The Internal Verifier should check that the assignment brief:
 - o has accurate unit and programme details has clear deadlines and an appropriate time frame for assessment
 - o has a suitable vocational scenario or context
 - o shows all relevant assessment criteria for the unit(s) covered in the assignment
 - o indicates relevant assessment criteria targeted against each task
 - o clearly states what evidence the learner needs to provide
 - o is likely to generate evidence which is appropriate and sufficient
- If an assignment from a previous academic year is being re-used, the verification process must be carried out to ensure that the assignment is still fit for purpose and that deadlines are appropriate.
- The Pearson BTEC internal verification – assignment brief document must be completed and a copy kept within the faculty.
- An assignment **MUST** be internally verified before being distributed to learners.

IV of Assessment Decisions. The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification.

This will include checking:

- the learner's work against the assessment criteria to judge whether the work has been assessed accurately.
- the assessment criteria. This represents the national standard and all BTEC learners are measured against it
- coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account.
- The feedback from Assessor to learner is accurate and linked to the assessment criteria.

Internal verification of assessments must occur before learner work is formally assessed and before learners receive feedback. If errors have been identified in the assessment of learners' work, a larger sample size must be sampled if appropriate. Any actions must be applied to the whole cohort, not just the sampled learners.

Maintenance of IV records

It is the responsibility of the lead IV to securely store internal verification documentation, along with the assessment tracking documents for a minimum of three years after the date of certification. This can include securely on the staff shared drive or securely in a locked filing cabinet. These records must be available to the Quality Nominee and / or standards verifier upon request.

- Standards Verification / External Examination Monitoring and Review
- Standards Verification

When the Subject Area is going through standards verification, the academy applies the following procedure: -

- The Quality Nominee will initially take the lead in liaising with Edexcel or the Standards Verifier
- After the initial contact the Lead IV will liaise with the SV but will copy the QN into all email correspondence.
- The Standards Verifier will be provided with:
 - o the required samples of student work
 - o assessment records for the student work sampled
 - o assignment briefs for the units identified
 - o internal verification records for the assignment briefs
 - o internal verification records for student work
 - o Any other documents requested by the SV
 - The Lead IV will stay in regular contact with the SV to keep them informed of all stages of the process.
 - If there is an unsuccessful outcome from the 1st sample, there will be a 2nd sample.
 - The Lead IV consults with the Quality Nominee to ensure that the second sample is checked thoroughly and that the advice and guidance given by the

Standards Verifier is applied to this sample.

- Should there be an unsuccessful outcome after the submission of a second sample, the school will work with their Edexcel Regional Quality Manager, to resolve outstanding issues.

Saint Augustine's follows the guidance given by the SV and responds accordingly.

The Lead IV will keep the QN always informed.

The QN will give feedback to all lead IVs if there is a learning opportunity available for further development within all subject areas.

**Guide to Internal Verification and other key documents related to IV ,
such as:**

BTEC Centre Guide to Internal Verification BTEC Centre

Guide to Standards Verification Assessment & verification
tools/ templates

BTEC Centre Guide for Lead Internal Verifiers

Conflicts of Interest Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Conflicts of Interest Policy

INTRODUCTION

1. Takeoff Aviation Group has adopted this Policy to address conflicts of interest, so as to ensure that all activities are conducted against the highest standards of ethics and integrity. As an organisation that receives public money we have a duty to fulfil the highest standards of ethical practice.

2. Where an individual has a private interest (financial or otherwise) which could overlap with their duties for Takeoff Group then this interest must be disclosed and managed appropriately. This Policy sets out the mechanism for doing so.

DEFINITIONS

3. A conflict of interest is a situation where an individual's private interests are in (or may appear to be in) conflict with the interests of the Takeoff Group. It is not that individuals cannot have private interests, but rather that these interests should be declared where they might reasonably be foreseen to be in conflict.

4. This policy covers all conflicts – whether real or perceived. Put differently, where there might appear to be a conflict of interests when viewed from outside the organisation, then these must be declared.

5. This Policy, therefore, is a mechanism for protecting Takeoff Group (and its staff and governors) against criticism or compromise by ensuring that they recognise and disclose such conflict situations and take steps to avoid or manage them.

SCOPE

6. This Policy applies to all those engaged as workers by Takeoff Aviation Group, regardless of the basis on which they are paid, and to all its governors/directors (executive and independent).

DISCLOSING INTERESTS

7. On appointment, those subject to the explicit declaration processes (as determined by the Head as set out at above will be asked to declare private interests in line with the form attached at Appendix 1. An annual review of the Register of Interests will be undertaken through the CEO, but individuals should not wait for the review to correct their personal declaration.

8. Those subject to explicit declaration requirements shall disclose:

- All appointments (paid or unpaid) with an external body or entity which could potentially have an overlap with Takeoff Direct.
- The interests of anyone with whom the individual has a significant personal relationship where you normally have knowledge of such interests (a “Connected Person”) as if they were their own interests. This could include a partner, children under 18, anyone living in the same home where you share information about interests, and anyone whose financial affairs you have responsibility for or control over.

DETERMINING WHETHER A CONFLICT EXISTS

9. The majority of interests will not create a conflict, but it is each individual’s responsibility to consider whether there is an actual or perceived conflict between interests (regardless of whether they are subject to the explicit declaration process) insofar as they relate to their activities with the Takeoff Group. Even where an individual has declared an interest they are still responsible for considering and identifying potential conflicts.

10. If an individual believes they have an actual or potential conflict of interest, or if they are unsure if a conflict exists, they should discuss it with their Head of Department in the first instance.

11. At the start of all meetings of staff, an opportunity will be presented to note any conflicts that are likely to arise based on the business of the meeting. Whilst the same arrangement does not apply to other meetings, it is important that conflicts are declared to all present. If a conflict arises, it is not sufficient to rely on a declaration made previously – the conflict itself must be identified.

MANAGING CONFLICTS

12. Where a conflict is identified the CEO will work with the individual to determine the materiality of the conflict. This will involve assessing all of the relevant factors including but not limited to:

- The nature of the conflicting interest
- The employee’s role in the decision-making processes
- The value and nature of any benefit the employee could receive.
- The impact on reputation for the individual and/or Takeoff Direct
- The impact on the individual’s ability to do their Takeoff Direct duties.

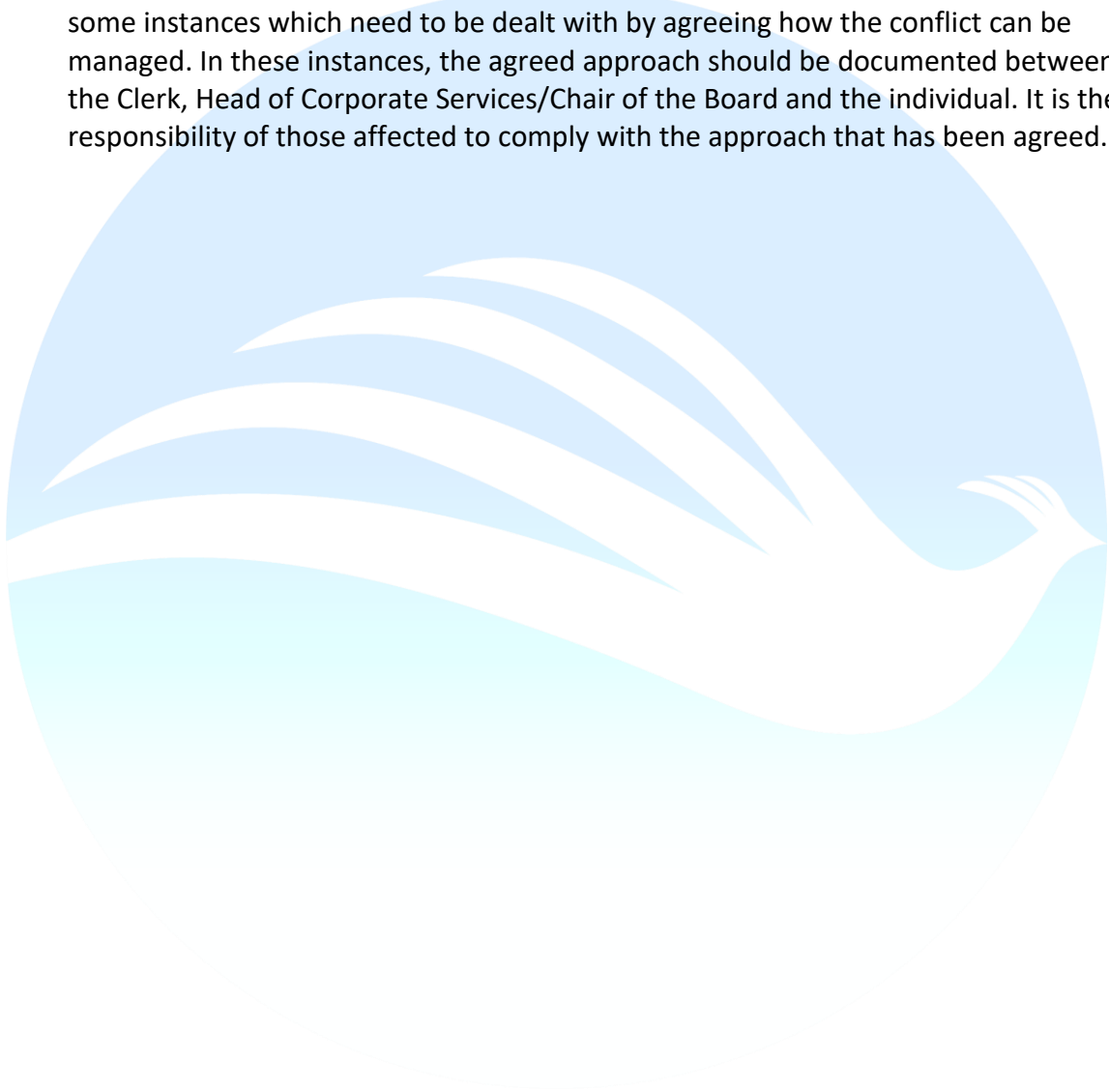
REGISTER OF INTERESTS

13. All disclosed interests will be noted on a Register of Interests, as set out in Appendix

14. In order to ensure that the information on the register is relevant and current, staff will be required to review their declarations on an annual basis.

CONCLUSION

15. Most situations will require no more than a declaration of the interest or activity which will be stored on the Register of Interests. There will, however, be some instances which need to be dealt with by agreeing how the conflict can be managed. In these instances, the agreed approach should be documented between the Clerk, Head of Corporate Services/Chair of the Board and the individual. It is the responsibility of those affected to comply with the approach that has been agreed.



Appeals Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Appeals Policy

Aim:

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

In order to do this, Takeoff Academy will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

BTEC Appeals Procedure

BTEC Lead Internal Verifier will manage all appeals. Should the appeal be against the Lead Internal Verifier then another Lead Internal Verifier will be brought into review the original decision.

Appeal should be made in writing stating the details of the complaint and the reasons for the appeal within 7 working days of receiving the feedback and grade of work in question. The teacher who made the assessment decision will be given a copy of the appeal and will respond in writing to this to the Lead Internal Verifier within 5 working days.

The Lead Internal Verifier will then make a decision on the grading and give written feedback to both the student and the teacher involved within a further 3 working days.

Students raising the appeal will have an opportunity for a personal hearing if they are not happy with the written response received. The student will be given reasonable notice of the hearing date and should have sight of all relevant documents to the case in advance of the hearing. Where the student is presenting their own case they are allowed to bring along a carer/friend. The teacher(s) and student will have the opportunity to hear each other's submission to the panel at the hearing.

The panel will comprise of a Lead Internal Verifier from another subject area, the Quality Nominee and the Exams officer.

A written record of the appeal and hearing will be taken including the outcome of an appeal and reason for that outcome. This will be kept on file for 18 months and the student will also receive a hard copy.

The school will inform the awarding body if there is any change to an internally assessed grade as a result of an appeal.

Pearson and/or centre documents that may be helpful for staff when reading or using the policy & procedures.

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification.

Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy: This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

Assessment Malpractice Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Assessment Malpractice Policy

Aim

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

In order to do this, Takeoff Academy 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
- Investigate in a form commensurate with the nature of the malpractice allegation.
- Such an investigation will be supported by the Head of Centre / Principal / CEO 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 judgement made
- Document all stages of any investigation.

Procedures

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

1. Discussion between assessor and learner

2. Reported to tutor and discussion held between tutor and learner
3. Reported to department heads with a follow up discussion on severity of case.
 - 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 will apply the following penalties / sanctions:

1. Learner given a verbal warning with a record kept on file. Teachers to be made aware.
2. If continued malpractice occurs, learner given a written warning, a copy is sent to parents and heads of departments made aware. Learner is placed on appropriate discipline policy.
3. Final warning if malpractice continues. Parents invited into a meeting attended by assessor, head of department, year team leader. Recorded evidence kept on file.
4. Learner leaves the programme with recorded evidence kept on file.

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.

Preventing Malpractice and Plagiarism:

- To avoid potential malpractice learners will be informed of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. This will take place every September or upon registration.

- Appropriate study skills training, information and support is available for all students to prevent incidents of assessment malpractice and plagiarism.

- Subject teachers will seek to design assignment briefs and processes that help to reduce assessment malpractice and plagiarism.

- Subject teachers are to reinforce this policy, not only when inducting students into the centre, but also at regular points thereafter as appropriate.
- Academic staff will take reasonable steps to monitor student work carefully for assessment malpractice and plagiarism.
- All staff teaching and that are involved in any aspect of the assessment/delivery of BTEC courses will also follow robust quality assurance processes including Internal Verification, audited record keeping, tracking and certification claims in order to minimise and identify any malpractice.

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.

Process for making an allegation of staff malpractice

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately report their findings to the Head of Training. In doing so they should put them in writing/email and enclose appropriate supporting evidence.

All allegations must include (where possible) the:

- Centre's name, address and number
- Learner's name and awarding organisation number
- Centre/Takeoff. Academy personnel's details (name, job role) if they are involved in the case
- Title and number of the Takeoff. Academy course/qualification affected, or nature of the service affected
- Date(s) suspected or actual malpractice occurred
- Full nature of the suspected or actual malpractice
- Contents and outcome of any investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances
- Written statements from those informant's name, position and signature

If a centre conducts an investigation before submitting it formally, the centre should:

- Ensure that staff leading the investigation are independent of the staff/learners/function being investigated
- Inform those who are suspected of malpractice that they are entitled to know the necessary details of the case and possible outcomes
- Submit the findings of the investigation to us with your report

In all cases we'll protect the identity of the 'informant' in accordance with our duty of confidentiality and/or any other legal duty.

Investigation timeliness and process

Takeoff Academy aims to take action and resolve all stages of the investigation within 20 working days of receipt of the allegation.

The investigation may involve:

- A request for further information from the centre or Takeoff Academy personnel
- Interviews (face to face or by telephone) with personnel involved in the investigation

Where a member of Takeoff. Academy's staff is under investigation; they may be suspended or they may be moved to other duties until the investigation is complete.

Throughout the investigation our Centre Co-ordinator will be responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed for liaising with and keeping informed relevant external parties

Additional Pearson Links

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications: This is

Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes

Employer Involvement Policy

Version: 1.2

Reviewed: December 2022

Next Review: June 2024

Employer Involvement Policy

Aim

1. Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning and raises the credibility of the qualification
2. To ensure a designated lead for Employer Involvement
3. Requires all learners to undertake meaningful activity involving employers during their study
4. To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner
5. The contribution of meaningful activities to the qualification must be significant and relate to the qualification as a minimum.

In order to do this, Takeoff.Academy will:

- Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification
- Produce a clear and accurate meaningful activity plan that covers all learners
- Establish and agree milestones with employers to develop, execute and review meaningful activities for learners
- Confirm learner engagement against the defined meaningful activities identified
- Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study
- Prepare the learner to engage actively and positively with opportunities offered with employer involvement
- Develop robust and accurate recording procedures that minimise the opportunity for malpractice
- Maintain a robust and rigorous quality assurance procedure
- Provide evidence for standards verification and quality management review as required by the awarding body
- Monitor SV/EE and LSV reports and undertake any remedial action required
- Share good practice between all Technical qualification teams in reference to employer involvement
- Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.
- Provide resources to ensure effective employer involvement and accurate monitoring and recording.
- Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement

- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement
Provide resources to ensure effective employer involvement and accurate monitoring and recording.
- Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement
- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement
- Secure records of all activities are maintained

Procedures

Staff briefing: all Assessors, Lead Internal Verifiers and Internal Verifiers require regular briefing on BTEC processes

Employer Involvement Plan

Annually agreed to cover all learners, designated units and assignments. The plan should be drawn up at the beginning of the programme and monitored throughout the year.

Confirmation of meaningful activity

Carried out before the activity is undertaken to ensure that it is fit for purpose.

Documented records of meaningful activity must be kept Internal Verification of meaningful activity

Must verify a sufficient sample of activity undertaken.

Where required feedback and support should be given to designated Unit Assessors

Standards Verification

Takeoff Academy have in place plans for monitoring and reviewing procedures for Standards Verification outcomes. Procedures are required to deal with unsuccessful standards verification samples.

Meaningful activity records: must be correctly maintained and kept securely for 3 years after certification.

Other valuable resources for centres in planning, quality assuring and delivery BTEC programmes:

- BTEC assessment and verification tools
- General guidance
- BTEC Assessment and internal verification forms
- BTEC Employer Involvement Forms

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec->



Takeoff Academy (Takeoff Aviation Academy) Key Persons for BTEC programme

Head of Training/Centre: Mr. Tapiwa Oliver Farirayi
Quality Nominee: Mrs Wendy Phipps
Exam Officer: Mr Paul Durward Brown
Email: admadin@takeoffdirect.co.uk
Head Office: +44 203 283 8742
Physical Address: G17 Brooklands House 58 Marlborough Road, Lancing West
Sussex, BN158AF UK.

Pearson reference guides Policies Procedures and Templates

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Centre-Guide-to-Policies-and-procedures-for-vocational-qualifications-2020-2021.pdf>

<https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators.html>

This Document was Published by: Oliver Tapiwa Farirayi (Head of Training)

Signed:

Oliver Farirayi

Version: 1.2

Reviewed: December 2022

Next Review: June 2024