



**Cambridge National Level 1/2 in Sports  
Studies & Cambridge Technical Level 3  
in Sport & Physical Activity**

**STAFF  
NEA GUIDANCE  
HANDBOOK  
2024-2025**

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## **CAMBRIDGE NATIONALS & CAMBRIDGE TECHNICAL**

### **INTRODUCTION**

CNAT and CTEC courses have a combination of external assessment and internally assessed units/components. The internally assessed units/components place a heavy onus on practitioners to ensure that work is completed and assessed to the required standards, and also to ensure that the documentation required is maintained to the highest standards.

To ensure that the process can be managed optimally, we will need to use common documentation, and follow a common set of procedures in completing work, completing and marking assignments, in IV, in the storage of student work, and in the maintenance of records. This manual contains a set of documentation which is to be used by all programmes.

For each programme there is a master file that contains the relevant schemes of work, copies of candidate exemplar work and OCR guidance PowerPoints.

Each programme manager will need a file for each unit containing schemes of work, assignment briefs, IV approval of briefs, student tracking sheets, and exemplar resources. The Lead IV file is likely to contain:

- Induction details and material
- Course handbook
- Assessment and IV schedule
- Schemes of Work
- Unit Record Sheets
- IV records
- Planning and review meeting documentation – agenda/minutes
- Tracking

**On the Teach Cambridge website there is likely to be:**

#### **Policies & procedures:**

- Equal Opportunities
- Health and Safety
- Learner appeals
- Learner discipline
- Plagiarism/malpractice (learner)
- Staff malpractice/code of conduct
- Assessment
- Internal verification

#### **Other evidence:**

- Staff handbook
- Student handbook
- Organisation chart showing management and departmental responsibilities

## CAMBRIDGE NATIONAL LEVEL 1/2 IN SPORTS STUDIES

### Qualification Structure

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory Students must achieve this unit

O = Optional Students must achieve one of these units

E = External assessment We set and mark the exam

N = NEA You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

### The two mandatory units are:

#### **R184: Contemporary issues in sport**

This is assessed by an exam By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- Issues which affect participation in sport o The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

#### **R185: Performance and leadership in sports activities**

This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session o Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

### Optional Unit is:

#### R186: Sports and the media

This is assessed by a set assignment. In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport o Negative effects of the media in sport.

#### Qualification size (GLH and TQT)

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT). GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully achieve their qualification. OCR Level 1/Level 2 Cambridge National in Sport Studies is **120 GLH and 150 TQT**.

#### NEA Units (R185–R187)

The NEA units are made up of a number of topic areas with associated teaching content which details what must be taught as part of each topic area. The NEA units also have an exemplification column that provides more information about, and examples 4.1.4 *Command words* relating to, the teaching content. This helps to exemplify the teaching expected so that students are equipped to successfully complete their assignments.

**Appendix A** gives information about the command words that will be used in both the external assessments and the NEA marking criteria and the expectations of them.

#### Performance Objectives (POs):

Each Cambridge National qualification has related Performance Objectives. There are four Performance Objectives in the OCR Level 1/Level 2 Cambridge National in Sport Studies.

Performance Objectives	
PO1	Recall knowledge and show understanding of Sport Studies concepts
PO2	Apply knowledge and understanding of Sport Studies concepts
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply sporting skills and processes relevant to Sport Studies.

PO1 is only relevant to the exam. PO4 is only relevant to the NEA assessments.

#### R185 and R186 guidance:

For further information and specification guidance on R185 and R186 see [www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf](http://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf)

## Overview of the assessment

Entry code	Qualification title	GLH*	Reference
J829	OCR Level 1/Level 2 Cambridge National in Sport Studies	120	603/7107/9
Made up of three units: <ul style="list-style-type: none"> <li>Units R184 and R185</li> <li>And one other unit from R186 and R187.</li> </ul>			

\*the GLH includes assessment time for each unit

Unit R184: Contemporary issues in sport	
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam	This question paper has three parts: <ul style="list-style-type: none"> <li>Section A – short answer questions focused on PO1</li> <li>Section B - includes PO1 and PO2, short and medium answer questions</li> <li>Section C – includes PO2 and PO3, short and medium answer questions, and the final question is a PO3 extended response question.</li> </ul>
Unit R185: Performance and leadership in sports activities	
48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated	This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.
Unit R186: Sport and the media	
24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated	This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete.

CNAT recommend that uniformity of documentation across institutions represents good practice. It is essential that all faculties use the documentation available to them.

## Grading and awarding grades

All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

## Student tracking form

Student progress must be recorded on RMStaff. this will allow you to track and monitor student progress. Tracking sheets are available for each qualification level in RMStaff.

Students at level 3 will also have access to a tracking tool that will allow them to track and monitor their own progress.

## Calculation of grades (NQF)

The table below shows the Raw marks and UMS marks for each unit:

Marks	R184	R185	R186/R187
Raw Marks	70	80	40
UMS	80	80	40

The uniform mark boundaries for each of the assessments do not change and are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
24	40	36	32	28	24	20	16	12	0
48	80	72	64	56	48	40	32	24	0

The student's uniform mark for Unit R184 will be combined with the uniform mark for the NEA units to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Max Uniform Mark	Qualification Grade							
	Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
200	180	160	140	120	100	80	60	0

A calculator is available on the [OCR website](#) to help you convert raw marks to uniform marks.

## **INTERNAL VERIFICATION**

It is important that all teachers/assessors work to common standards. Centres must make sure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure. This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In following years, this, or centres' own archive material, may be used. We advise centres to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will help final adjustments to be made. If you're the only assessor in your centre for this qualification, then it's still advisable to make sure your assessment decisions are internally standardised by someone else in your centre, ideally someone who has experience of the nature of this qualification (For example, is delivering a similar qualification in another subject) or relevant subject knowledge and asking them to review a sample of the assessments. You must keep evidence of internal standardisation in the centre for the moderator to see. We have a guide to how internal standardisation may be approached on our website.

### **IV of candidate work**

#### **Quality Assurance Calendar**

Prior to delivery, it is essential for all of those engaged in the assessment of the material / evidence to have a common understanding of the interpretation of the assessment criteria within the qualification specification and / or unit. This should reduce the possibility of there being different interpretations of the assessment requirements between staff and also when the assessments are being externally quality assured by OCR. It is recommended that all tutors meet, after a certain proportion of assessments have been completed, in order to come to a common understanding of the way in which the evidence is to be assessed. This should reduce any differences in interpretation at this stage rather than waiting until all of the learners have completed a particular unit. It is essential for centres to keep records of any standardisation activities such as this e.g. minutes of meetings.

A Quality Assurance Calendar is in place (see appendix B) this specifies when work is to be completed and to collate some exemplar candidate work (a unit or an individual task) and get each assessor to independently assess the work. A discussion should follow in Departmental Meetings where the mark / grade or feedback is agreed and any queries considered in detail.

#### **Unit Record Sheets (UMS)**

This must become a formal, and rigidly performed, element of practice. A feedback form will need to be included with the work set to each student – one for each assignment brief.

After completion the feedback form must be stored with the completed work so that it can be found when required during inspection. All UMS can be found on:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-1829/administration/>

### **IV assessment of work**

**After completion of each assessment the Lead IV will need to sample and assess the accuracy of assessment.**

The form has been provided by OCR.

The IV records must be stored with the completed work in the same way as the feedback forms.

The form that we will be using is the model form provided by OCR.



## **Witness statement**

When students are being assessed by an external assessor, or by the programme manager on an activity being performed rather than on a written record then a witness/observation statement must be used.

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

## **TEACH CAMBRIDGE**

### **What is Teach Cambridge?**

Teach Cambridge is a new secure website that provides you with access to resources and support for the subjects you teach. This includes secure materials, such as set assignments, examiners' reports, and exemplars, as well as online, on-demand training and many other teaching resources.

You can access resources in Teach Cambridge for all our Cambridge Nationals and Technical qualifications, GCSEs and AS/A Levels, Core Maths, FSMQ and EPQ. Entry Level qualifications will all be available from the end of April 2023.

### **Why use Teach Cambridge?**

Created in collaboration with teachers, Teach Cambridge allows you to easily access all the information you need.

#### **You can:**

- Use the search function to find resources, training, and support over multiple pages
- create a profile so that you only see updates and resources, content and training, relevant to your subjects
- favourite the content, so resources you need regular access to are easy to find every time.
- Access Candidate examples for your own comparison and delivery.

<https://www.ocr.org.uk/qualifications/teach-cambridge/>

## **POLICIES**

### **Internal Verification**

#### **What is Internal Verification?**

Internal Verification (IV) is a system of quality checks made by someone in the centre to ensure that assignments have been written correctly and that assessment decisions are accurate.

It is a recorded discussion between two professionals to ensure accuracy, fairness, consistency and quality of assessment. It does not involve the learner.

#### **Why is it important?**

All OCR programmes have assessments by centre-devised assignments.

Assessment decisions are totally in the hands of centre staff.

Internal Verification checks that the standards set by the awarding body are being maintained.

#### **How does it work?**

All the assignment briefs or assessment tools used in every unit **must** be checked.

A sample of assessment decisions made for every unit must be checked.

The sample should ensure that:

- The range of assessment decisions made is covered
- The experience of the assessor is taken into account when setting the sample size
- The sample size is sufficient to assure the accuracy of the assessment decisions for the whole group.
- The process must be planned and documented.

#### **Number of students to IV**

For a class of 20 - 30 students usually 5 students work must be IV'd with a range of assessment decisions covered.

For a class of 10 – 19 students usually 4 students work must be IV'd with a range of assessment decisions covered.

For a class of 9 or less students usually 3 students work must be IV'd with a range of assessment decisions covered.

#### **When is it done?**

Every assignment brief must be internally verified before it is given to the learners.

A sample of assessment decisions should be internally verified before the work is returned to learners, IVing of work can be on both 1<sup>st</sup> submissions and resubmissions.

#### **Who is responsible?**

A good Internal Verification process will be planned and monitored by the lead IV for the course.

#### **Programme Manager.**

There is no need for a formal verifier award in order to verify OCR programmes, so any colleague who has sufficient subject knowledge can internally verify assignments and assessment decisions.

The **centre** is responsible for ensuring that Internal Verification and assessment records are kept for three years after certification

## **Roles and Responsibilities**

The information below gives you a brief overview of each role and responsibilities.

### **Senior Managers**

The Head of Centre is formally responsible for ensuring that the centre acts in accordance with Edexcel's terms and conditions of approval.

These include that the centre ensures the provision of appropriate resources, recruits learners with integrity, provide full and fair access to assessment, maintains full and accurate records of assessment, complies with all Edexcel's quality assurance processes and ensures that all certification claims are secure and accurate.

Day to day responsibility is normally delegated to the centre's Quality Nominee.

Senior managers should:

- Appoint a Quality Nominee able to act as a key point of contact with Edexcel.
- Liaise with the Quality Nominee to ensure that all processes are being conducted effectively.
- Support the Quality Nominee in putting actions in place to respond to reports on quality assurance processes.

The Head of centre, or other senior manager, may need to be directly involved in:

- Dealing with appeals from learners that have not been resolved through the immediate programme team.
- Investigating malpractice allegations of a serious nature related to learners or members of staff.
- Liaising with Edexcel where any serious breach of approval conditions has occurred.
- Any aspect of quality assurance which relates to the overall integrity and security of Edexcel OCR or Edexcel vocational qualifications.

### **Quality Nominee**

This person is the main point of contact for Edexcel information related to quality assurance. This person therefore fulfils the regulatory requirement of being the key point of contact in the centre for all OCR qualifications.

The Quality Nominee will receive regular information from Edexcel about all aspects of Edexcel OCR and Edexcel qualifications, which they should share with the relevant staff in your centre.

### **Responsibilities**

The Quality Nominee should ensure the effective management of your OCR programmes and actively encourage and promote good practice your centre. They will be the main person involved with Quality Review and Development in your centre and will liaise directly with the Centre Quality Reviewer.

They will liaise with the appropriate centre and Edexcel staff to ensure that:

- All programmes are approved and registrations are accurate and up-to-date.
- All staff are aware of Edexcel requirements.
- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required.
- Assessment and internal verification is effective on all Edexcel OCR and Edexcel vocational programmes.
- Standards Verification is completed successfully.
- Edexcel's approval conditions and policy requirements are being implemented consistently and effectively.

## Lead Internal Verifier

### Role

A Lead Internal Verifier (Lead IV) is a person designated by a centre who acts as a point of sign off for the assessment and internal verification of programmes in a sector - a Principal Subject Area (for example: Edexcel OCR Firsts and Nationals in Business, or Edexcel OCR First and Level 1 in Hospitality).

The Lead IV has access to accreditation and should register through the online standardisation system – OSCA.

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes, ideally this would be the programme leader as this would normally be a key part of their role.
- Directly involved in the assessment/delivery of a programme, so that they understand the units.
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

### Responsibilities

- Register with Edexcel through OSCA and confirm registration every year.
- Undertake induction training through booking onto an event (once only).
- Complete the accreditation process – practice exercise and assessment exercise (normally only once every 3 years, and standardisation materials every year).
- Make other assessors and verifiers aware of the practice exercise, e.g. through a team development event and standardisation exercises.
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements.
- Sign off the plan and check that it is being followed at suitable points.
- Undertake some internal verification and/or assessment for individual units within at least one of the programmes.
- Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades.
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required.
- Make arrangements for handover to a deputy or replacement if unable to carry out the role.

### Tips for Lead Internal Verifiers

1. You will already be using internal assessment and verification records. Check whether the use may need to be adjusted to ensure that the Lead IV input is recorded.
2. You don't have to do all internal verification – in fact your assessment decisions must still be internally verified. We use the term Lead IV to emphasise the importance of proper coordination of internal verification through a single point of contact. This is a role that senior staff members within delivery teams have always undertaken.
3. You need to allow time for induction – one session – and then 4-6 hours to fully complete standardisation without rushing. This is all that is new. If completed successfully it is only completed every three years.
4. Read all the instructions for standardisation carefully and do the practice standardisation first; you can then use these materials with the whole team to help you instil a standardised approach to assessment.

## Programme Leader

### Role

A programme leader or programme manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of Edexcel OCR or Edexcel qualifications. For Edexcel OCR qualifications up to Level 3 and Foundation Learning programmes, the Programme Leader may also act as the Lead Internal Verifier.

### Responsibilities

- Liaise with the Quality Nominee at the centre to be aware of information updates and quality assurance requirements
- Liaise with relevant Edexcel appointed staff undertaking quality assurance, including Standards Verifiers
- Ensure that there are sufficient resources to delivery the programmes and units being operated including that staff have necessary expertise and, where relevant, qualifications
- Review the reports arising from quality assurance and ensure that appropriate actions are taken
- Liaise effectively with the Examinations Officer regarding the registration and certification of learners.

### Team of Assessors and Internal Verifiers

The programme team consists of the teachers or tutors who are responsible for the delivery, assessment and internal verification of the Edexcel OCR or Edexcel programme. All team members should:

- Read and understand the specification.
- Understand the construction of the units.
- Identify opportunities to generate evidence.
- Create and agree a plan of assessment activities, with timescales.
- Ensure the assessment plan, assignments and assessment decisions are internally verified and appropriate action is taken by the team.

The appropriate minimum size of the programme team will depend on the number of units and the number of learners. The absolute minimum is two, as no person can internally verify their own assessment decisions.

### Assessors

As an assessor, you will:

- Design assessment activities which guide your learners to produce evidence that meets the targeted assessment criteria and unit content and any associated guidance.
- Assess the work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant criteria.
- Accurately record all assessment decisions.
- Provide feedback to learners, identifying which criteria have been achieved and giving opportunities for improvement (Resubmission should strictly be within 15 days).
- Follow up any advice from your internal verifier.

### Internal Verifiers

Internal verification is the quality assurance system you should use to monitor assessment practice and decisions ensuring that:

- Assessment is consistent across the programme.
- Assessment instruments are fit for purpose.
- Assessment decisions accurately match learner work to the unit assessment criteria.

- Standardisation of assessors takes place.

For relevant programmes, one person will need to be designated as a Lead Internal Verifier and register with Edexcel.

Internal Verifiers (IVs) can be anyone involved in the delivery and assessment of the programme. You cannot internally verify your own assessment. Where there is a team of assessors, it is good practice for all assessors to be involved in internally verifying each other. If there is one main person responsible for delivery and assessment, then another person will need to be identified to undertake internal verification.

As an IV, you will:

- check the quality of assessment instruments to ensure they are fit for purpose.
- ensure an effective system of recording learner achievement is in place.
- keep accurate and up-to-date records of the internal verification process.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- Use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable.
- Ensure your own assessment decisions are sampled when teaching on the programme.
- Ensure that appropriate corrective action is taken where necessary.
- Take part in the formal stages of any appeal.

### **Examinations Officer**

This is the person designated by a centre to take responsibility for the correct administration of learners with Edexcel. This may be a defined role or, in a smaller centre, an additional duty undertaken by a Programme Leader or teacher.

This person normally acts as the administrator for Edexcel Online, which is our system for facilitating direct access for learner administration.

### **Responsibilities**

- Liaise with Programme leaders to maintain information on which programmes are running and when they start and finish.
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times).
- Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following.
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required.

For relevant programmes, give Edexcel Online access to Lead IVs so that they can register onto the OSCA2 system. Ensure that the access granted is appropriate, i.e. it should not normally include access to registration or certification of learners.

- To use Edexcel Online, you will need to be set up with an account in order to obtain a username and password. Edexcel online also includes access to services for teaching staff including OSCA 2.

### **Storage of assessment data**

All assessment and internal verification records must be kept for 3 years after certification date: registration; achievement; assessment; verification and certification records. The retention of learner work is not needed beyond the specified qualification requirements.

## **Assessment Malpractice Policy**

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

Allerton Grange School will not tolerate actions (or attempted actions) of malpractice by learners or staff in connection with OCR qualifications.

If malpractice is proven Allerton Grange School may face penalties, and learners may face sanctions.

### **Introduction**

We must be vigilant with regard to assessment malpractice and deal with malpractice in an open and fair manner.

Any investigation of malpractice will be conducted by the Head or her nominee. The responsible person is required to inform learners and centre staff suspected of malpractice of their responsibilities and rights.

Edexcel can, in suspected cases of malpractice, withhold results/certificates while an investigation is in progress, and may withhold them at the end of the process.

### **Guidance on assessment malpractice**

Edexcel requires assessors in centres to ask learners to declare that their work is their own, and for OCR units assessors are responsible for checking the validity of the learner's work.

To help reduce the occurrence of learner malpractice Allerton Grange School will use the induction period and the student handbook to inform learners of the centre policy on malpractice and the penalties for attempted and actual incidents of malpractice.

We will show learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.

We will employ procedures for assessing work in a way that reduces or identifies malpractice such as plagiarism, collusion, cheating, etc. These procedures may include:

- Supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
- By altering assessment assignments/tasks/tools on a regular basis
- The assessment of work for a single assignment/task in a single session for a whole group
- Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.

## **Learner malpractice**

Any attempted or actual malpractice is not permitted. Examples of malpractice include, as well as cheating:

- Plagiarism by copying and passing off, as the learner's own, the whole or any part(s) of another person's work, with or without the originator's permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners
- Impersonation by pretending to be someone else or using someone else to take one's place in an assessment
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Edexcel conditions in relation to the assessment/examination/ test rules, regulations and security
- Misuse of assessment/examination material
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- Behaving in such a way as to undermine the integrity of the assessment/ examination/test
- The alteration of any results document, including certificates

## **Centre staff malpractice**

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by Edexcel at its discretion:

- Failing to keep any Edexcel mark schemes secure.
- Alteration of any Edexcel mark schemes.
- Alteration of Edexcel's assessment and grading criteria.
- 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.
- Failing to keep learner computer files secure.
- 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.
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test.

### **Investigating alleged malpractice**

When dealing with alleged malpractice in a centre, Edexcel will deal primarily with the Head or her nominee. Edexcel may require full access to the centre for investigation purposes.

As part of the investigation Edexcel retain the right to:

- Involve the learner and others in the investigation process
- Deal with the learner (if aged 18 or above) and/or the learner's representative. eg when a learner's account of events is at variance with that of the centre. Where learners aged 18 or over are involved, they may wish to be assisted by centre personnel, parents or guardians.

During the investigation period, Edexcel may

- Refuse learner registrations/entries
- Withhold the release of results/certificate

If malpractice is discovered by an Edexcel representative (eg EV, moderator) or has been reported directly to Edexcel by a third party, Edexcel will conduct an investigation in a form proportionate to the nature of the malpractice allegation. Such an investigation will require the full support of Allerton Grange School.

### **Malpractice discovered by a centre**

Centres are required to have in place a centre policy on malpractice relating to OCR and Edexcel NVQ qualifications, based on this policy statement.

For OCR qualifications any malpractice or attempted acts of malpractice, which have influenced the assessment outcomes, must be reported by the centre to Edexcel.

### **Dealing with malpractice**

It is the responsibility of the head or her nominee to carry out an investigation into allegations of malpractice. Investigations into alleged malpractice against the Head will normally be conducted by the Chair of the Governing Body, the Deputy Head, and the responsible employer or their nominee. The alleged incident must be reported to Edexcel at the earliest opportunity.

Edexcel reserve the right to carry out an independent investigation in full under any circumstances of alleged malpractice relating to a centre and full cooperation from the centre will be expected.

If we discover or suspect anyone of malpractice, we must make the individual fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

### **Penalties and sanctions applied by Edexcel**

If malpractice against Immanuel is proven, Edexcel will have to consider whether the integrity of its assessments might be jeopardised if the school/member of staff/learner in question were to be involved in future Edexcel assessments/examinations/tests. Edexcel may take action to protect the integrity of its assessments in the future. If malpractice is identified Edexcel may:

- Refuse to accept assessment/examination entries from us
- Withdraw programme approval from us
- Refuse to issue or withdraw certificates.

### **Internal Assessment Appeal Policy**

Allerton Grange School has the highest expectations for all our students. Staff and students work in a highly collaborative way to reach the highest levels of success. However, in the unlikely event that there may be some problems regarding internal assessment marks or procedures, the College will seek to explore all aspects of the issue as thoroughly and quickly as possible through our Internal Appeals procedure.

This document outlines the Internal Appeals procedure relating to all internal assessments conducted by staff at Allerton Grange School. This includes any assessments submitted to any awarding body for any level of examination. It meets all aspects of guidance for centres given by the Joint Council for General Qualifications.

### **The Procedure:**

#### **The Complaint**

Any student who is unhappy with either:

- The process through which coursework/internal assessment has been carried out, or
- The marking /mark of the assessment
- Has the opportunity to put their case to an appeal Panel (**THE PANEL**)
- A written request for consideration of an appeal should be sent to the Headteacher
- The Headteacher will nominate a member of SLT to lead the process
- That person will set up an appeal panel.

#### **The Panel**

The Panel will consist of a number of staff (at least 3) who are NOT involved in the original assessment. Be senior members of staff with sufficient experience to be able to make an impartial and reasoned adjudication

The Panel will not include the Headteacher but will report directly to the Headteacher

Be led by a member of SLT, (**THE CHAIRPERSON**), nominated by the Headteacher, to ensure the Procedure is managed correctly

The chairperson will co-ordinate the panel being established, the collection of relevant materials, organising the timing of the appeal hearing and dealing with all relevant communication to anyone involved.

## **The Hearing**

At the hearing:

- Staff responsible for the assessment will be invited to discuss the procedure / marks they have come to and the reasoning behind this.
- Students and their representatives (parents/others) will be invited to discuss their grievances
- Any other persons the panel feel are required to be asked for information will then be called for example the Head of Department
- Minutes will be taken of this meeting which will be included in the report to the Headteacher. They will remain confidential to the Headteacher. All discussions carried out during the appeal will remain in confidence to those who are actively involved in it. No discussion of the any aspect of the appeal should take place outside the appeal hearing.
- Following the giving of information, the Panel will then reach a final adjudication
- They will reach this by:
  - Considering all the information given to them by the persons called to the hearing
  - Reviewing the procedures used by Allerton Grange School to award marks for internal assessments within the relevant Department
  - Any other relevant information regarding either the student, the staff, the subject or anything else which is pertinent to a full consideration of the appeal

## **Following the Appeal**

- The chairperson will complete a written report that will be given to the Headteacher and will include the adjudication, the reasons for reaching this decision, a full copy of the minutes, and any other relevant documentation.
- A letter will then be sent to the student and their representative, and the member of staff who has made the original assessment outlining the adjudication and the reasons for it.
- The Headteacher may feel it necessary to discuss the appeal with other relevant personnel at her discretion
- Any liaison with Awarding bodies regarding this adjudication will be made by either the Headteacher or the Chairperson of the Panel
- The Headteacher may feel it appropriate to invite the student and her representative into College for further discussions
- The Headteacher may include the Governing Body in this appeal at her discretion.

## **Certification Claims verification process**

When students have completed the course and work has been IV'd according to the policy it is advisable that staff meet to discuss and confirm learner achievement.

Programme Leaders must hand the list of learners with certificate claims to the Quality nominee. The claims will then be processed by the QN and the exams officer.

## **Equal Opportunities**

Allerton Grange School fully embraces equal opportunities and follows the statements and philosophy of the LEA policy.

Allerton Grange School caters for each student irrespective of race, religious beliefs or ability. The school firmly believes in the need for all students to develop awareness of not only the individual but also the common values engendered by our vision statement.

As a school we commit ourselves to the pursuit and maintenance of equal opportunities.

No member of the school community should be subjected to any form of discrimination for whatever reason.

## **APPENDIX**

### **Appendix A**

#### **Guidance for the production of electronic evidence**

##### Structure for evidence

The centre-assessed (NEA) units in this qualification are units R185-R187. For each student, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the student's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'. Data formats for evidence

There should be a top-level folder detailing the student's centre number, OCR student number, surname and forename, together with the unit code (R185–R187), so that the portfolio is clearly identified as the work of one student. Each student's internal assessment portfolio should be stored in a secure area on the centre's network.

Before submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

## **APPENDIX B**

### **Quality Assurance Calendar**

This QA Calendar gives clear guidance on delivery dates, deadline dates for each topic, internal verification dates of candidate work and final unit deadline dates. This QA calendar is saved in:

**PE-3.OCR National-Sports Studies-NEW SPEC-Assessment-2024-2026**

You are instructed to look at this regularly and be up to date with the deadlines set.