Business & Computing Examinations (BCE)
LONDON (UK)

BCE Qualifications, Examination Timetable and Candidate Examination Forms

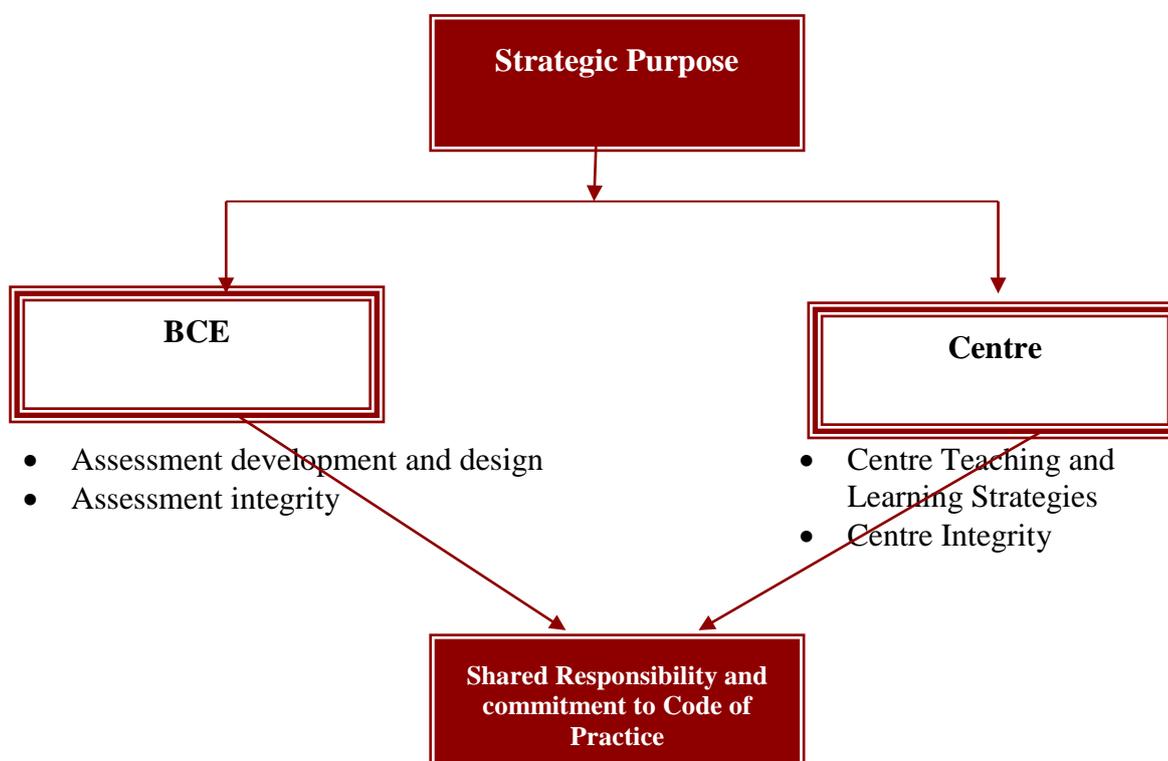| Computing	Business	Hospitality	Comp. Exam TimeTable	Bus. Exam TimeTable	Hosp. Exam TimeTable

Code of Practice

Code of Practice Framework

Strategic Purpose

BCE

- Assessment development and design
- Assessment integrity

Centre

- Centre Teaching and Learning Strategies
- Centre Integrity

Shared Responsibility and commitment to Code of Practice

Strategic Purpose

The Code of Practice is based upon the recognition that the quality of BCE assessment in the, together with the integrity of candidates' results, is dependent on a partnership between the BCE and Centres.

We have a mandate to "*assure the quality and suitability of processes and standards to assess candidate examinations*".

The responsibilities defined in the Code of Practice are based on the policies and procedures that BCE has approved for assessment and the integrity of those assessments in BCE Programmes.

The Chief Executive is accountable for ensuring that BCE policies and procedures, and the consequential responsibilities of BCE and Centre Candidate assessments and their integrity, are managed fairly, ethically and consistently.

BCE policies and procedures specify the responsibilities that centres, through the Centre Head/Principal, fulfil the requirement of candidate learning in BCE Programmes and assurance of the integrity assessments monitoring/invigilating for which the Centre staff are responsible.

The following principles underpin the Code of Practice:

Shared responsibility

Centres, other education providers, and BCE are partners in managing the procedures for assuring the integrity of BCE assessments.

Ethical standards and accountability

Procedures for assuring the integrity of BCE assessments are fair, ethical, open to scrutiny, and managed and administered with the highest standards.

Comparability

BCE assessments maximise the consistent application of standards to all candidate assessment across all places of learning.

Functionality, manageability and fitness for purpose

Procedures for the integrity of BCE assessments are operationally manageable and are cost effective for centres, other education providers, and BCE.

BCE is ultimately responsible and accountable for the quality and integrity of assessment and reporting of candidate achievements. It recognises that this quality is achieved through adoption of a system of procedures that reflect the competence of our organisation to existing centres, potential customers, and independent regulatory authorities. Thus the system processes in BCE are organised into a four-phase cycle: **planning**, **clarifying**, **confirming**, and **improving**.
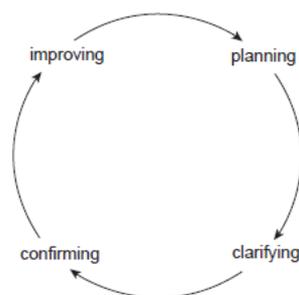
Planning
In the planning phase, teaching, learning, and assessment opportunities are devised to enable candidates to demonstrate their learning against all aspects and levels of the performance standards. Teachers prepare a teaching and learning program and develop a learning and teaching strategy plan.

Clarifying
In the clarifying phase, teachers and assessors gain an understanding of the performance standards and how to apply them consistently to candidate work.

Confirming
In the confirming phase, the performance standards in each subject are applied consistently across BCE Centres. BCE's moderation procedures use samples of candidate examination scripts and coursework to confirm assessors assessment decisions.

Moderation is undertaken to confirm that:
- the standard is consistent with the performance standards for all BCE Candidates.
- levels are consistent with the subject's performance standards and have been applied correctly and consistently across the assessment process.

The consistent application of the performance standards occurs through the marking exam scripts and coursework, and grading determination panel processes.

Improving
In the improving phase, Centres and BCE quality assurance processes are monitored and analysed to develop improvement strategies. BCE advices centres on methods to enable them to monitor and review each phase of their own quality assurance processes. BCE uses the data and feedback from Centres to improve procedures.

Quality Assurance models
Quality assurance processes may vary from one centre to another, depending on the number of tutors of each subject, the number of subjects offered at the centre, and the structures within the centre.

BCE Responsibilities
BCE Assessment Integrity
BCE, through the Chief Executive, fulfils the following responsibilities for BCE assessments and their integrity.

- BCE recognises the importance of candidate learning demonstrated in fair and acceptable environment that are accredited, monitored, and quality assured by regulatory agencies, institutions, local authorities, and other organisations.

- Provides assessments that are commensurate with the nature, scope and complexity of the BCE Programme Level.
- Develops, maintains and continually reviews BCE Programmes in collaboration with industry skill requirements and technology.
- Builds strategic alliances with key organisations to promote entrance into work placements, universities and higher education institutions

BCE Assessment

- Provides the policy framework for learning and assessment design.
- Ensures each subject defines the learning requirements, assessment types and performance standards against which candidates provide evidence of their learning.
- Provides policies and procedures and procedures that assure the fairness, quality and integrity of BCE assessments and that they occur in an ethical manner, including
- the Special Consideration policy, Supervision and Verification of Candidates' Work policies and procedures and the Ethical Conduct.
- Provides support materials that develop tutors' understanding of learning and assessment design.
- Provides professional development programmes in assessment.
- Provides procedures for monitoring centre invigilation process.
- Manages all BCE assessment subjects.
- Reports candidates' results with Distinction, Credit, Pass and Fail in accordance to the actual exam mark for each subject.

BCE Assessment Integrity

Planning

- Prepares, publishes, and provides advice for the preparation of learning and
- assessment plans.
- Provides exemplars of learning and assessment plans and candidate manuals to assist tutors to appreciate both the range of evidence possible and the standard.
- Provides exemplars of assessment tasks.
- Approves the learning and assessment plans for centres as requested by centre head.

Clarifying

- Collects and publishes good practice in assessment tasks, learning and
- assessment plans, and sampling of assessed candidate work.
- Prepares and publishes procedures for the integrity assessments.
- Provides strategies for standards clarification.

Confirming

- Manages the moderation of sampled examination scripts and coursework.
- Manages the standardisation to ensure performance standards are applied consistently
- across centres.
- Monitors the authenticity of candidates' material submitted for assessment in appropriately intervening where necessary.
- Analyses the statistical relationship between Centre marked statistics and different assessor group assessment components to identify where unexpected or anomalous data can be explained or resolved to ensure the integrity of each component.

- Manages candidate or other sources that may launch a grievance over a centre's management of the procedures of assuring the integrity of BCE assessments.
- Manages any appeal a candidate may have about BCE assessment results and confirms that grievances are handled according to BCE's policies and procedures.

Improving
- Facilitates communication between BCE and the centres about BCE assessment and quality assurance.
- Prepares and distributes to each centre assessment results and exam report feedback that enables the centre to analyse and interpret their candidates' results and to use the data and feedback to strengthen the use of performance standards in their teaching.
- Uses the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of BCE assessments and to apply these improvements to the next cycle.

BCE Centre Responsibilities
The centre, through the Centre Head/Principal, fulfils the following responsibilities for centre teaching and learning strategies; internal assessments and their integrity.
- Makes students aware of the availability of BCE Programmes according to their learning needs and pathways.
- Ensures that the BCE Programmes the centres makes available to students are consistent with the policies and procedures of BCE.
- Ensures that students' exam scripts and coursework are verifiable and conveyed to the BCE in an accurate and timely manner.

Centre Teaching and Learning Strategies
- Puts in place management systems to ensure that centre internal processes and strategies occur in accordance with the learning requirements, student progress and performance standards of the subject outline and according to BCE policies and procedures.
- Puts in place the centre management systems to ensure the fairness, quality and integrity of centre teaching and learning strategies, and to ensure that it occurs in an ethical manner, with particular reference to the:
  o Students with special requirements policy,
  o Supervision and verification of students' work policy
  o Ethical Code of Conduct.
- Develops centre internal assessment policy to assess the quality of the student's learning.
- Uses same grades and marking guidelines as BCE to assess the quality of the student's learning and record these in an accurate and timely manner.
- Puts in place management systems so that the BCE assessments that takes place at the centre operates in accordance with BCE's policies and procedures.

Centre Integrity
Planning
- Develops learning and teaching strategies for each subject taught at the centre according to the subject outline.
- Implements feedback on learning and teaching strategies.
- Provides an addendum (as appropriate) to the learning and teaching strategies as students' learning needs emerge during the teaching of a subject.

- Develops centre procedures to maintain a consistent approach to assessing students' evidence of learning through the use of performance standards.
- Develops centre procedures to assure the fairness, quality and integrity in internal assessments and to ensure they occur in an ethical manner, e.g. for ensuring authenticity of student homework material, or for granting students special consideration to students in distress.
- Supports relevant tutors' participation in standards clarifying activities.
- Develops centre procedures that strengthen the consistent understanding and application of performance standards.

Confirming
- Ensures the quality of internal assessment practices within the centre.
- Ensures student material submitted are subject scrutiny based and centre has procedures for verifying the authenticity of student work.
- Supports tutors' participation in moderation and internal assessment activities.
- Submits authorised candidate exam requests list on time.
- Ensures relevant required information is conveyed accurately to BCE including student registers and end of topic questions.
- Ensures regular monitoring to tutors and staff including performance reviews are incorporated in centre accountability framework.
- In the first instance addresses any student or parent grievances with the processes and practices associated with assuring the integrity of centre's operations.

Improving
- Analyses the results of the centre's students to identify where assistance and support may be provided in the centre's learning and teaching strategy.
- Uses the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of both centre internal and BCE assessments.

Code of Practice in action
Both BCE and Centres should demonstrate their commitment to the Code of Practice in the following ways:

BCE Candidate enrolments
The Centre Head/Principal's registration of students/subject enrolments at the start of each intake and BCE's acceptance of these enrolments are taken to signify each organisation's commitment to the Code of Practice.

Centre submission of exam candidate assessment details
The Centre Head/Principal's submission of candidate exam number request sheets to BCE in preparation of each exam period should be accompanied with an invoice from BCE affirming the to total number of candidates expected to sit for examinations in accordance with the BCE's invoicing and pricing policies and procedures. Once BCE receives candidate examination fees should make a commitment to serve them in accordance with policies and standards.

Grievance Protocols

The BCE Chief Executive and the Centre Head/Principal act according to the protocols for dealing with grievances students may raise about the conducts of services or assessment as they apply to their respective organisations.

Appeal Protocols

The BCE Chief Executive and Centre Head/Principal act according to the protocols for dealing with appeals that students may make against the decision about a grievance.

Investigation Protocols

The BCE Chief Executive and the Centre Head/Principal act according to the protocols whereby each investigates any significant departure from their policies and procedures for assuring integrity.