



# PROFESSIONAL DISCUSSION POLICY

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Approved By	Registrar
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## 1.Introduction

B-TIC is highly responsible to maintain and improve the quality of the Qualifications delivery as per the standard and recommend of the Awarding Bodies.

We are fully committed to every compliance of all the agencies who regulate us thus we are highly dedicated in setting Policies with timely revisions to meet the regulatory requirements, assure the standards, guide and support Awarding Bodies and the Learners to achieve a world class learning experience.

## 2. Scope

This document is applicable for the following products:

B-TIC Campus



## 3. Audience

This document is for use by the following:

- a.B-TIC Staff
- b.Learners

Relevant Policies to be used in conjunction with,

- 1.B-TIC Assessment Policy
- 2.B-TIC Appeal and Complaints Policy
- 3.B-TIC Academic Misconduct Policy
- 4.B-TIC Blended Learning Policy
- 5.B-TIC Glossary of Terms
- 6.B-TIC PLAR Policy
- 7.B-TIC Reasonable Adjustment and Special Consideration Policy

## 4. Definition

<b>Professional Discussion</b>	A two way formal discussion in formal or informal settings between an Assessor and a Learner to assess the depth of competency across the understanding, knowledge, skills and behaviours required for a unit pertaining to the level of learning for a Qualification.
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## 5. Policy Statement

### 5.1 General

Professional Discussion can be a face-to-face discussion held at a physical Assessment Centre, at a work place or a work shop or in a virtual platform as appropriate.

Professional Discussion is an Assessment and that must be resubmitted again if the Learner fails to address the Learning Outcomes.

Where a Learner have a specific learning need to change the settings of Professional Discussion, it is regulated by the “Reasonable Adjustment Policy”.

Learners reserve the right of appeal against the Assessment decision as per the “Appeal Policy”.

Assessor may discuss beforehand with the Learner and run a mock discussion without recording it to get the Learner know terms, process and outcomes of the discussion.

Language of Professional Discussion shall be in accordance with B-TIC Assessment Policy.

### 5.2 The Professional Discussion Structure

Learner and the Assessor should arrive in the Assessment Centre 10 minutes prior to the scheduled time. The Professional Discussion may last for 30 to 45 Minutes.

The Professional Discussion will be semi-structured and consists of up to 12 clearly defined open ended questions, which may be followed by probing questions for further clarification.

Learners are given the opportunity to produce documented or physical evidences relevant to the discussion.

The Assessor will perform the following,

- a. Make a personal introduction and invite the Learner to make an introduction.
- b. Address the nature of keeping records of the Professional Discussion to the Learner.
- c. Outline estimated time distribution to each area of the discussion, and take informed consent for the Assessment.
- d. Offer an opportunity to the Learner for questions to be asked to clarify any further matter.
- e. Inform the starting time of the discussion before the commencement, then start the discussion.
- f. Request a Photographic ID to confirm the identity of the Learner.

Learners will be given an opportunity to address an executive summary at the end of the discussion demonstrating understanding, knowledge, skills and behaviours against Pass, Merit and Distinction criteria that has not been covered or has been difficult to cover during the discussion.

The Assessor will keep a track on the time and inform the Learner when the discussion has come to an end.

The Assessor will sign off the discussion.

### 5.3 Virtual Professional Discussion Settings

Learner and Assessor are collectively responsible to arrange the setting appropriately.

<b>Responsibility</b>	<b>Learner</b>	<b>Centre &amp; Assessor</b>
<b>Physical Location</b>	Room without any interruption	Assessment Centre or similar
<b>Computer</b>	Yes	Yes
<b>Browser</b>	Yes	Yes
<b>Internet Connectivity</b>	Yes	Yes
<b>Camera</b>	Yes	Yes
<b>Microphone</b>	Yes	Yes
<b>Sound</b>	Yes	Yes
<b>Virtual Platform</b>	No	Yes
<b>Screen Sharing</b>	Yes	Yes
<b>Recording</b>	No	Yes

Headset with microphone is preferable

## 5.4 Physical Professional Discussion Settings

<b>Responsibility</b>	<b>Learner</b>	<b>Independent Assessor</b>
<b>Physical Location</b>	No	Assessment Centre or similar
<b>Computer</b>	Depends	Yes
<b>Projector</b>	No	Yes
<b>Internet Connectivity</b>	No	Yes
<b>Camera</b>	No	Yes
<b>Microphone</b>	No	Yes
<b>Sound</b>	No	Yes
<b>Recording</b>	No	Yes
<b>Instruments appropriate for practical evidence</b>	Collective responsibility	

Instruments and materials to bring to the discussion

1. Photographic ID
2. A bottle of water
3. Serviette/ napkin
4. Discussion notes
5. Watch/clock
6. Pen and paper
7. Executive summary report

Note: Mobile phones should be switched off

## 5.5 Recording Evidences

The discussion of both Learner and the Assessor should be video recorded to formalise the discussion.

Recording needs to be signed and dated to authenticate and confirm them as to be true where appropriate.

Assessor provides the feedback using the Marking Rubric and provides the provisional grade against the unit and Learning Outcomes/Assessment Criteria that are being assessed.

Decision of the Assessor's marking will be internally verified by an Internal Verifier for Quality Assurance (IVQA) providing feedback and confirming the provisional grade within 10 working days. Then Centre will release the provisional grade in the LMS.

The decision will be Externally Verified by EVQA for final grade.

All recordings need to be robust and saved confidentially because Learner may challenge the grading decision.

Recording may be made available in the library for education purposes with the consent of the Learner.

## 5.6 Preparation for the Professional Discussion

The Learner and the Assessor should prepare for a Professional Discussion in numerous ways. Once they have planned the session, the Assessor/Trainer should then structure what is going to be covered and prepare 'thoughtful' prompts or questions, using the right kind of language based on the Learner's understanding.

Learner,

- a. Must be well prepared to approach the Professional Discussion.
- b. Read the Assignment Brief clearly to display the understanding, knowledge, skills and behaviour to demonstrate.
- c. Learners are assessed for listening skills, presentation skills and language skills, behavioural skills, gestures, body language and attention for engagement along with the Learning Outcomes, thus practice as much as possible.
- d. Practise to talk for five to six minutes continuously providing qualitative detail on specific knowledge, skills and behaviours.



## 5.7 Appropriateness of Professional Discussion

Professional Discussion may assess,

- a. Prior learning and Prior Experiential Learning
- b. Work based learning
- c. Learners who finds it difficult to produce portfolio or written evidence
- d. The authenticity of the Learner's work where there are doubts
- e. The practice that cannot be directly observed or documented
- f. Significant gaps or supplement of Portfolio or other Assessments
- g. Aspects of work practice which occurs rarely or take place in restricted or confidential settings

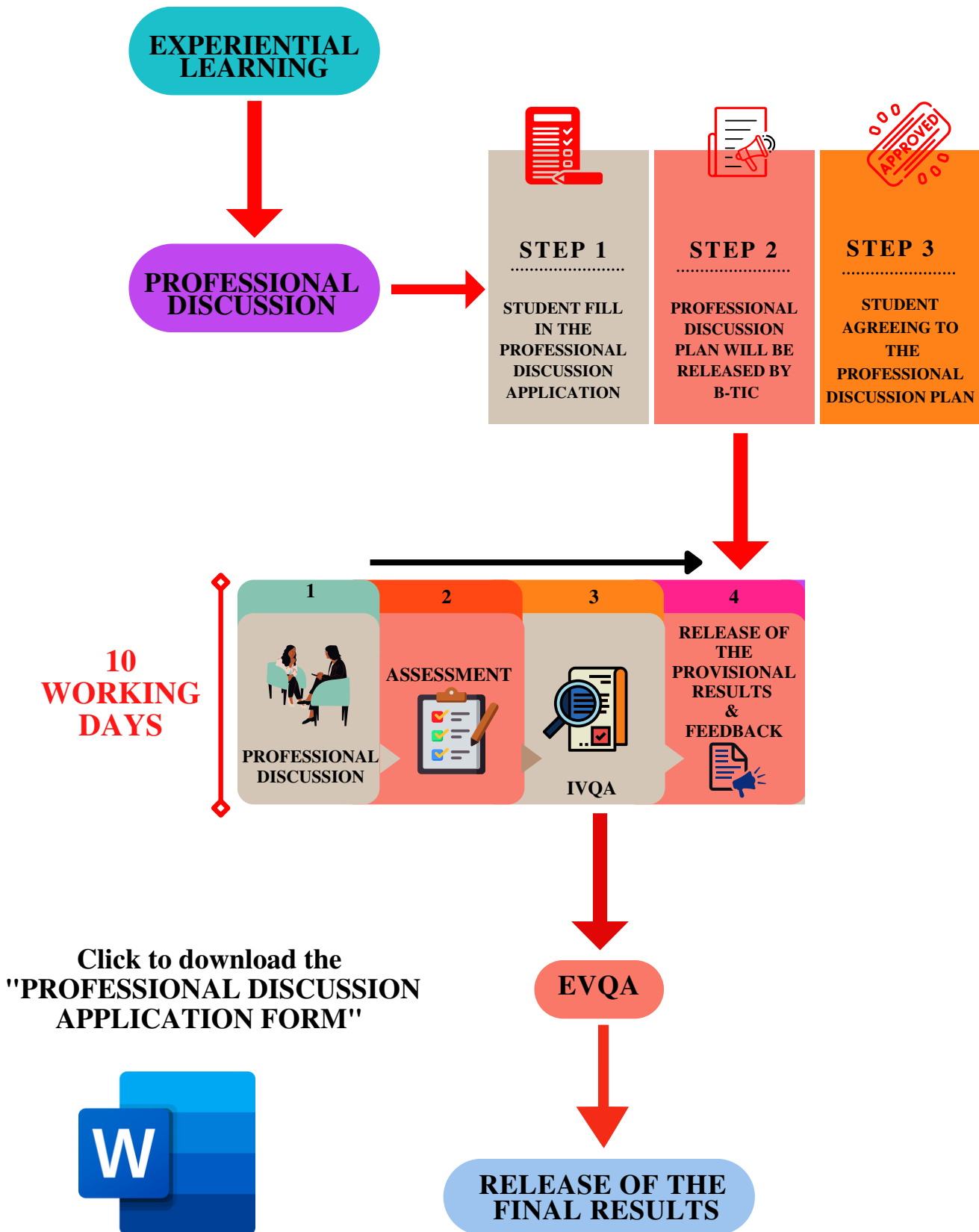
## 5.8 Booking the Professional Discussion

The Professional Discussion should be pre-booked.

B-TIC will schedule a time convenient for Assessor and the Learner subject to Assessment Centre availability.

The Assessor and Learner will be confirmed by an email from the Assessment Centre at least 10 working days before the Professional Discussion schedule is due with the discussion plan.

## 6. Process



*End of Policy*

## Appendix

During the discussion, where Learners stray from the Learning Outcomes/Assessment Criteria or other areas being discussed or assessed, the Assessor can refer to the structure and bring the discussion back on track by using prompts such as:

1. OK so going back to where we were looking at AC3.1, what would you do if?
2. Great. Thinking more now about the area of xxx, tell me?
3. Tell me more about ...? or Explain a bit more around?
4. Focussing on AC2.3, tell me what happened when?
5. Describe what you did when ...?
6. Explain why you think this happened?
7. Thinking about ....., can you evaluate what went wrong/well and what you learned from it?
8. You've outlined ....., now explain what you think you could have done differently?
9. When you performed this activity, explain to me how you planned for it and what you did?

B-TIC has taken all effort to ensure that the Policy and information contained in this version of publication are true and accurate to the best of knowledge when published.

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