



BTEC POLICIES

2023/2024

Approved/Reviewed By:	
Mr J Clayton	
Date of Next Review:	Autumn 2024

Responsibilities

Exams Officer

Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Programme Leader

Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible.

Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Quality Nominee

Responsible for coordinating and monitoring the learner details held with Pearson.

The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.

Required to inform Pearson of any acts of malpractice.

Senior Management

Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

Responsible for judging whether assessment decisions are valid, fair and unbiased.

Assessor

Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

Responsible for providing clear achievement feedback to learners.

If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.

Responsible for designing assessment opportunities, which limit the opportunity for malpractice and for checking the validity of the learner's work.

Internal verifier

A member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Responsible for judging whether assessment decisions are valid, fair and unbiased.
Responsible for malpractice checks when internally verifying work.

Lead Internal Verifier

By registering with Pearson, has access to standardisation materials, which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.

Responsible for judging whether assessment decisions are valid, fair and unbiased.
Responsible for malpractice checks when internally verifying work.

Learner

Responsible for initiating the appeals procedure, in the required format, within a defined period, when s/he has reason to question an assessment decision

Head of Centre

Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centres internal appeals procedures.

Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.

Responsible for any investigation into allegations of malpractice.

Registration and Certification Policy

Aim:

- To ensure that individual students are registered on the correct programme within agreed timescales.
- To enter individual learners for assessment, where required, by published deadlines.
- To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- To construct a secure, accurate, and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate, which is issued for each student.

Redhill School will:

- Register each student within the awarding body requirements and before any assessment activity is completed. The Examinations Officer will send an email to the Head of Department requesting BTEC Course details, Programme Number and QAN. **(EO, LIV, HoD, QN)**
- Examinations Officer will register students on Edexcel Online by the 1st November. Confirmation will be printed and distributed to Head of Departments.
- Provide a mechanism for programme teams to check the accuracy of the student registration. At the start of term, Examinations Officer to send Head of Department set lists for checking with Programme Number and QAN. Head of Department to return with any amendments. Meeting held between Examinations Officer and Head of Department regarding checking of entries. **(EO, QN HoD)**
- Make each student aware of their registration status. **(Subject Teacher)**
- Inform the awarding body of withdrawals, transfers, or changes to student's details. **(EO acting on information from Subject Teacher, DH, HoD)**
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates' **(EO)**
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines. All entries to be sent to the Programme Leader to check the accuracy of individual learner entries **(EO)**
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students. **(EO, LIV)**
- Ensure that certificate claims are timely and based solely on internally verified assessment records. **(QN, EO, LIV)**
- Audit certificate claims made to the awarding body. **(EO and QN)**
- Audit the certificates received from the awarding body to ensure accuracy and completeness. **(EO)**
- Keep all records safely and securely for three years post certificate in line with Pearson Terms and Conditions. **(EO, QN, HOL/LIV)**
- Ensure timely registration and entry for PSAs/external assessments **(EO, HOL/LIV)**

- Ensure certification is claimed timely and in the terminal assessment series (**EO, HOL/LIV**)

Definitions of Key processes in more Depth

- **Registration:** registration initiates our Quality Assurance processes. Learners following a standard academic year are registered by 1st November.
- **Transfer:** learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. Procedures need to ensure transfers are accurate and timely. They should also ensure that adequate information about the transferee's position and progress is communicated.
- **Withdrawal:** HoD/DH/Teacher must let EO know when a learner leaves before completion, so that Withdrawals can be made via Edexcel Online and a withdrawn learner may be reinstated at a later date.
- **Certification Claims:** full qualification certification or credit certification is claimed via Edexcel Online or by EDI. Claims can be made at any time of year, but claims for August certification should be received by the awarding organisation by 5th July. As part of the internal verification process, claims will be sampled to prevent fraudulent or inaccurate claims.

Abbreviations: EO – Exams Officer; HoD – Head of Department; DH – Deputy Head teacher; QN – Quality Nominee; LIV – Lead Internal Verifier

Links

Information Manual: this is published by Pearson each year and provides detailed information for Exams Officer about registration and certification procedures for all Pearson programmes

Assessment Policy

Aim:

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

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for hand-out of assignments and deadlines for assessment
- assess learner 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 plagiarism and assessment malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification/external examination/moderation as required by Pearson
- monitor standards verification/external examination/moderation reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- before starting an assessment, the tutor will ensure that each learner understands the:
 - assessment requirements
 - nature of the evidence they need to produce
 - importance of time management and meeting deadlines
- once the learner begins work for the assessment, the tutor will not:
 - provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
 - confirm achievement of specific assessment criteria until the assessment stage
- only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria

- each learner must submit:
 - an assignment for assessment, which consists of evidence towards the targeted assessment criteria on a signed-and-dated declaration of authenticity with each assignment, which confirms they have produced the evidence themselves.
 - formally record and confirm the achievement of specific assessment criteria
 - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work
- the assessor will not:
 - provide feedback or guidance on how to improve the evidence to achieve higher grades
- it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.
- the Lead Internal Verifier will only authorise a resubmission if all of the following conditions are met:
 - the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
 - the tutor judges that the learner will be able to provide improved evidence without further guidance
 - the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and-dated declaration of authenticity by the learner
- if a learner has not met the conditions listed above, the Lead Internal Verifier will not authorise a resubmission
- if the Lead Internal Verifier does authorise a resubmission, it must be:
 - recorded on the assessment form
 - given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment [* the 10 working days will be within term time, in the same academic year as the original submission.]
 - undertaken by the learner without further guidance
- retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- provide resources to ensure that assessment can be performed accurately and appropriately
- maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement
- PSAs will be given to candidates in the set window and marks will be submitted in the corresponding series. Head of Department will share assessments plans with the Exams Officer, to ensure entries are planned in advance and submitted by deadlines.
- PSA marks will be uploaded to Edexcel online in a timely manner and by the awarding body deadline.

Links

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification.

Quality Assurance Templates: templates, forms and guides can be found here to ensure BTEC assessment and verification processes are fulfilled.

BTEC Centre Guide to Internal Assessment: A valuable resource for centres in planning, quality assuring and delivering BTEC programmes.

Internal Verification Policy

Aim:

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

In order to do this, the centre will ensure that:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, who is registered annually with Pearson and has completed standardisation with the programme team.
- 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 standardisation is undertaken within the assessment team using Exemplar Standardisation materials available on the qualification webpage
- internal standardisation of assessment decisions is undertaken to ensure all Assessor's marking is consistent before submitting marks for moderation
- The Head of Department submits marks to the Exams Officer by the deadline given and ensures all work is available for external moderation

Links

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification.

BTEC Centre Guide to Internal Assessment : This is our policy on the application of grading criteria when assessing BTEC programmes

BTEC Centre Guide to Internal Verification : A valuable resource for centres in planning, quality assuring and delivering BTEC programmes

Assessment and Verification Templates

Lead Internal Verification

Quality Assurance

Appeals Policy

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- inform the learner at induction, of the Appeals Policy and procedure
- accurately record, track and validate any appeal
- forward the appeal to the Awarding Body when a learner considers that an assessment decision continues to disadvantage them 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 internal 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

Links

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification.

Enquiries and appeals about Pearson vocational qualifications and End Point Assessment:

This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

BTEC Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To report all alleged, suspected and actual incidents of malpractice to Pearson
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- seek to avoid malpractice by informing learners of the centres' 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
- advise learners of the centre's rules regarding whether AI tools (e.g. ChatGPT) can be used and if so,
 - require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
 - report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 - make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - give the individual the opportunity to respond to the allegations made
 - inform the individual of the avenues for appealing against any judgement made
 - document all stages of the investigation
- Where malpractice is proven, Pearson will determine the sanctions to be imposed.

Procedures

- Addressing learner malpractice:
 - Promote positive and honest study practices

- Learners should declare that work is their own: check the validity of their work
- Inform learners about malpractice and potential outcomes
- Ensure learners use appropriate citations and referencing for research sources
- Assessment procedures should help reduce and identify malpractice
- Addressing staff malpractice:
 - Staff BTEC induction and updating should include BTEC requirements
 - Use robust Internal Verification and audited record keeping
 - Audit learner records, assessment tracking records and certification claims
- Dealing with malpractice:
 - Inform the individual of the issues and of the possible consequences
 - Inform the individual of the process and appeals rights
 - Give the individual the opportunity to respond
 - Investigate in a fair and equitable manner
 - Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures.

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/exam/test.

Definition of Malpractice by Centre Staff

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

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates

- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- 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.

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.

Plagiarism Factsheet

Centre guide for dealing with malpractice and maladministration. This is Pearson's guidance on dealing with assessment malpractice and maladministration.

BTEC Quality Assurance guidance for BTEC Level 2 and 3, which includes guidance on understanding and managing plagiarism.

Complaints Procedure

Aim:

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process
- To protect the interests of all learners
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate

In order to do this, the centre will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners
- have a staged complaints procedure
- record, track and respond to all complaints in line with the complaints procedure
- take appropriate action to try and resolve learner concerns
- monitor complaints to inform quality improvement
- forward the complaint to the Pearson, should it not be resolved within 28 days of receipt
- keep complaints records for the appropriate document retention period

Procedure:

Please refer to the Complaints and appeals procedure (Exams)

Distance/Blended Learning Policy

Aim:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- 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 the Pearson Centre Agreement

Procedure:

The School's platform for sharing online resources and setting work will be Google Classroom. Pupils will also be able to return/submit and receive feedback on completed tasks through this platform.

The main features of the Redhill blended learning are:

- Resources and activities delivered online, e.g. through Google Classroom;
- Recorded lessons/video instruction teaching(VIT)
- Other online resources and providers will support the syllabus and be carefully planned against each department's curriculum maps.
- Students will be asked to complete hand in tasks (HIT) this will provide teachers with an opportunity to provide individual feedback.
- Setting HIT's in the form of Google Classroom Assignments will allow teachers and leaders to monitor and track the amount of time a student is spending on each HIT. (GC Analytics Tracking tool)
- Assignments set in Google Classroom will be Quality Assurance in line with our assessment procedures. Blended learning will follow the roles and responsibilities outlined in other policies.
- Blended learning will match a student's normal school timetable with both frequency and amount of learning provided

Links

[Pearson Guidance for Distance Learning and Blended Learning](#)

Special Consideration and Reasonable Adjustments

Aim:

- to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment
- to ensure any special consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment is submitted appropriately and timely.
- To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process

In order to do this, the centre will:

Reasonable Adjustments

- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis
- Provide evidence of need if requested by Pearson
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson

Special Considerations

- Apply for any special considerations at the time of the assessment in line with deadlines published by Pearson
- Only apply for a special consideration if the situation meets current JCQ guidance
- Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment
- Make any applications on a case-by-case basis
- Inform the learner where a special consideration application has been submitted to Pearson

- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request
- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the head of centre/ Principal/CEO

Links

[JCQ forms for Access Arrangements, Reasonable Adjustments and Special Consideration](#)

[Special Considerations](#)

[Reasonable Adjustments for BTEC qualifications](#)

[Access Arrangements for Pearson qualifications](#)

[Pearson Support portal](#)

[Supplementary guidance for Reasonable Adjustments for Special Consideration \(pearson.com\)](#)