



# BTEC Policies

Policy/Procedure creator: Mrs Charlotte Turner  
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Centre name	Ormiston Bushfield Academy
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Current plan approved by	Rebecca Rhodes
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## Key staff involved in the plan

Role	Name(s)
Head of centre	Dennis Kirwan
Exams officer line manager (Senior Leader)	Rebecca Rhodes
Exams officer	Charlotte Turner
BTEC Lead Quality Assurer	Christina Birch-Bedford
SENCo	Leigh Drew
Approved/Review by	Rebecca Rhodes
Date of review	October 2023

This policy is reviewed annually to ensure compliance with the current regulations

## Purpose of the Policy

This purpose of this document is to:

- Ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies.
- Identify staff responsibilities and procedures in planning and managing BTEC Qualifications

The policy should be read in conjunction with the Key Links on the Pearson Website:

**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.

They are published on the website: [www.btec.co.uk](http://www.btec.co.uk)

**Pearson BTEC Assessment & Grading Policy:** this is the policy on the application of grading criteria when assessing BTEC programmes: [www.edexcel.com/policies](http://www.edexcel.com/policies)

**BTEC Centre Guides to Assessment:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

**BTEC Centre Guide to Internal Verification:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes:  
[www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## **Staff Responsibilities**

### Head of Centre

- Responsible for monitoring the implementation of this policy

### Exams Officer

- Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners. All learners must be registered by November 1<sup>st</sup> for programmes starting in September.
- Ensuring learner details held by the awarding body are accurate
- Providing a mechanism for subject areas to check the accuracy of the student registration
- Informing the awarding body where the Academy is able to apply for reasonable adjustments or special consideration for individual students
- Arranging for the effective administration of all externally assessed units, in accordance with JCQ and exam board guidelines and policies
- Reporting results to the awarding body
- Keeping all records safely and securely for three years post certificate

### Quality Nominee

- Overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met
- Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation
- Ensuring that subject leaders have followed procedures by internally verifying assignments
- Sampling assignments to ensure evidence of colleagues responding to IV feedback
- Ensuring adherence of BTEC programme to exam board's guidance
- Sampling and monitoring individual subjects' documentation
- Evaluating BTEC structures and processes and identifying development priorities
- Arranging to attend appropriate training

### Lead Internal Verifier

- Managing assessment and internal verification of units and qualifications
- Working with teachers and internal verifiers to agree an assessment and verification plan for all cohorts from the start of the programme
- Ensuring that the assessment and verification plan is fit for purpose and meets regulatory requirements before it is signed off
- Approving a single resubmission to allow a learner to meet the assessment criteria targeted providing
  - The learner submitted the work on time (or had an agreed extension)
  - The teacher feels that the learner will be able to provide improved evidence without further guidance
  - The learner confirmed the work was their own (by signing and dating the declaration)

- The assessor has authenticated the evidence

#### Head of Department

- Ensuring that an audit trail of learner assessment and achievement is accessible
- Coordinating and monitoring the learner details held with Edexcel
- Liaising with the Exams Officer about
  - The completion of all externally assessed units
  - The registration & certification of learners at appropriate levels
- Lead and coordinate the writing of assignments
- Issue assignments to students after IV adjustments
- Internally verifying assignments
- Responding to IV feedback
- Ensuring adherence of BTEC programme to exam board's guidance

#### Subject Teacher

- Supporting HoD by writing assignments as required
- Internally verifying assignments
- Responding to IV feedback
- Issuing assignments to students after IV adjustments
- Completing OSCA Accreditation (to become a lead IV) in subject area
- Ensuring adherence of BTEC programme to exam board's guidance

#### All students:

- Completing 100% attendance and punctuality to all lessons
- Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes. Failure to do so will carry sanctions in accordance with Homework and Sixth Form Policies and BTEC regulations

## Registration and Certification

### Aim

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Ormiston Bushfield Academy will:

- Register each learner within the awarding body requirements
- Register each learner on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

### Links

Pearson publish an information manual each year which provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes:

<https://qualifications.pearson.com/content/dam/pdf/Support/Information-manual/11-UK-BTEC.pdf>

### Registration Procedure

1. All BTEC entries to Exams Officer by the end of September
2. Exams Officer to produce a spreadsheet with all entries and share with BTEC Coordinator and HoDs. HoDs are to check that all BTEC students have been entered for the right course.
3. HoDs to confirm accuracy of entries, identify errors and omissions which the Exams Officer will address.
4. Exams Officer to produce a revised spreadsheet of all entries and send copies to HoD, BTEC Coordinator, Head of Sixth Form and SLT Exams Lead.

### **Unit Certification Procedure**

1. Before the academic year starts, the HoD to produce a clear timeline for the completion of units.
2. Within two weeks of completing the unit, the HoD will record and share evidence of standardisation which is to be shared with SLT line manager and Lead IV.
3. No later than a week later, the HoD to address possible issues.
4. Verified assessment outcomes updated to departmental tracking sheet within 3 weeks of completing the unit of work

### **Certification Procedure**

1. Template generated by the Exams Officer which will collect the name of the unit and the grade achieved by each student. This will be shared with those concerned. This will be returned to the Exams Officer.
2. The Exams Officer will produce a spreadsheet of results which HoDs will check for accuracy.
3. HoD to confirm accuracy of results, and identify errors and omissions. Exams Officer to address any issues.
4. As certificates come into the office, the Exams Officer will check them and file them. If any issues, they'll be followed up with immediately.
5. By the end of June, a final spreadsheet will be produced of all results which will be sent to the BTEC Coordinator, HoDs and the SLT Exam Lead.

### **Withdrawal Procedure**

1. Exams Officer receives off-roll list of students weekly from attendance and admissions team.
2. Exams Officer to double check with Subject Teacher that the student is to be withdrawn from the BTEC course.
3. Exams Officer withdraws candidate via Edexcel Online

## Assessment

### 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

In order to do this, the Academy will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment requirements and guidance
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

### 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. They're published on the website:

[www.btec.co.uk](http://www.btec.co.uk)

**BTEC Centre Guides to Assessment:** A valuable resource for centres in planning, quality assuring and delivery BTEC programmes:

<https://qualifications.pearson.com/en/support/support-for-you/quality-nominees/btec-entry-level-3.html>

## **Internal Verification Policy**

### **Aim**

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- 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

In order to do this, the Academy will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective internal verification 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



## 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 and the Office of the Independent Adjudicator (BTEC Level 4 – Level 7) where appropriate
- To protect the interests of all learners and the integrity of the qualification

In order to do this, the Academy will:

- Inform the learner at induction of the Appeals policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Pearson when a learner considers that a decision continues to disadvantage the, after the internal appeals process has been exhausted
- Keep appeals records for inspection by Pearson for a minimum of 18 months
- Have a staged appeals procedure
- 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

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[www.btec.co.uk](http://www.btec.co.uk)

**Enquiries and appeals about vocational qualifications and end point assessment policy:** This is Pearson's policy on learner appeals:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/student>

## Assessment Malpractice Policy

### Aim

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the Academy will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- 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 any judgement made
  - Document all stages of any investigation

Where malpractice is proven, this centre will apply the appropriate penalties and/or sanctions.

### 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 IT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation; by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### Definition of Malpractice by Centre Staff

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

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example, where learners are permitted support such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of the assessment

### Links

**Pearson Centre Guide on dealing with malpractice:** This is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes: <https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Centre-Guidance-malpractice-maladministration.pdf>

**Plagiarism Factsheet:**

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Plagiarism-Factsheet.pdf>