



# BTEC Policies

Including

Registration & Certification Policy

Assessment Policy

Internal Verification (IV) Policy

Plagiarism & Assessment Malpractice Policy

Appeals Policy

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<b>Date of next review:</b>	2021	<b>Written by:</b>	Lotte Tvede
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<b>Signature:</b>			

## **Rationale**

The 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. This document is to be used in conjunction with the Wyre Forest School examinations and assessment policies and a range of guidance available at the Edexcel website.

## **Policy Aims**

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that the Wyre Forest School has in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

- qualification approvals are accurate and timely and reflective of a centre delivery;
- the centre continues to meet all Qualification Approval criteria for each qualification;
- adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

# BTEC – Registration & Certification Policy

## Aims:

- To timely 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, Wyre Forest School will:

- register each learner within the awarding body requirements;
- 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.

## 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, by sharing this information with the Exams Officer. And that an audit trail of learner assessment and achievement is accessible.
- **Quality Nominee:** responsible for coordinating and monitoring the learner details held with Pearson.

- **Senior Management:** responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

# BTEC – Assessment Policy

## **Aims:**

- 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, Wyre Forest School 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's evidence using only the published assessment and grading criteria;
- 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;
- monitor standards verification/external examination reports and undertake any remedial action required;
- 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.

### **Responsibilities:**

- **Programme Leader:** responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- **Assessor:** provides feedback to learners; assures the authenticity of learner work; records and tracks achievement and shares this with the Internal Verifier.
- **Internal Verifier:** records findings, gives assessor feedback, and oversees remedial action.
- **Lead Internal Verifier** (BTEC Entry Level-Level 3): 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.

### **Procedures:**

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals.
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead Internal Verifier.

# BTEC – Internal Verification (IV) Policy

## **Aims:**

- 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, Wyre Forest School will ensure that:**

- a lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise;
- each lead internal verifier oversees effective internal verification systems within each principal 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, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements;
- secure records of all internal verification activity are maintained;
- the outcome of internal verification is used to enhance future assessment practice.

## **Responsibilities:**

- **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.
- **Lead Internal Verifier** (BTEC Entry Level – Level 3):
  - Is usually the programme leader in the principal subject area and monitors and coordinates the internal verification process for each principal subject area.
  - Registers details and accesses standardisation exercises to use with the assessment team.
  - Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA2 and confirms registration annually.
- **Internal Verifier:** verifies assessor decisions and validates assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

#### **Procedures:**

- All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.
- Verification schedules are agreed annually to cover all Assessors, units and assignments. Schedules are drawn up at the beginning of the programme and monitored through the year.
- Internal Verification of assignments is carried out before use to ensure that assignments are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification are kept.
- The Internal Verifier verifies a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given.
- Internal Verification records are correctly maintained and kept securely for 3 years after certification.



# BTEC – Plagiarism & Assessment 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 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, Wyre Forest school will:**

- seek to avoid potential malpractice by using the induction period and the student 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 according to the examinations appeal policy;
- 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 judgment made;
- document all stages of any investigation.

## **Responsibilities:**

- **Centre:** seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- **Assessor:** responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- **Internal Verifier/Lead Internal Verifier:** responsible for malpractice checks when internally verifying work.
- **Quality Nominee:** required to inform Pearson of any acts of malpractice.
- **Heads of Centre** or their nominees: responsible for any investigation into allegations of malpractice.

### Procedures:

- Addressing learner malpractice:
  - All staff promote positive and honest study practices.
  - Learners are required to declare that work is their own; staff check the validity of learner's work.
  - Learner induction and handbook is used to inform about malpractice and outcomes. Teachers ensure that learners use appropriate citations and referencing for research sources.
  - Assessment procedures in place to help reduce and identify malpractice.
- Addressing staff malpractice:
  - Staff BTEC induction and updating includes BTEC requirements.
  - Robust Internal Verification and audited record keeping.
  - Audit of learner records, assessment tracking records and certification claims.
- Dealing with malpractice:
  - The individual is informed of the issues and of the possible consequences as well as of the process and appeals rights.
  - The individual is provided with the opportunity to respond.
  - Any investigation is carried in a fair and equitable manner.
  - The awarding body is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of the awarding body for any further action is sought.
  - Any penalties are appropriate to the nature of the malpractice under review.
  - Should gross misconduct be identified, it will be dealt with in accordance with learner and staff disciplinary procedures.
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# BTEC – Appeals Policy

## Aims:

- 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, Wyre Forest School will:

- inform the learner at induction, of the Examination Appeals Policy and procedure;
- record, track and validate any appeal;
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted;
- 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;
- keep appeals records for inspection by the awarding body for a minimum of 18 months;
- have a staged appeals procedure;
- monitor appeals to inform quality improvement.

## Responsibilities:

- **Learner:** responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.
- **Assessor:** 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.

- **Internal Verifier/Lead Internal Verifier/Senior Management:** responsible for
- **Head of Centre:** responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

**Procedures:**

- The learner induction informs the learner of the appeals procedure. The learner appeals procedures are staged procedures to determine whether the assessor:
  - used procedures that are consistent with the awarding body's requirements;
  - applied the procedures properly and fairly when arriving at judgements;
  - made a correct judgement about the learner's work.
- **Stage 2 – Review:** Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.

## Appeals Procedure Flowchart

**Stage 1) Learner:** Responsible for initiating the appeals procedure by formally writing a letter to the assessor, lead IV, quality nominee or programme leader.



**Stage 2) Assessor:** Responsible for discussing learner's concerns and appeal. Feedback must be given, and documented, in order to resolve the issue where possible, and a new deadline date agreed for learner to complete work.



**Stage 3) Lead IV:** Responsible for carrying out verification on assessed work in question, and to give feedback to assessor in order for an amicable solution to be made. All decisions and feedback must be documented on verification document.



**Stage 4) Quality Nominee:** Responsible for verifying any work that the learner feels has been assessed wrongly, and to give feedback to assessor/lead IV/learner in order for an amicable solution to be made. All decisions and feedback must be documented on verification document.



**Stage 5) Senior management:** Responsible for scrutinising any questionable work that has been involved in any appeal, and to give feedback to assessor/lead IV/learner in order for an amicable solution to be made. All decisions and feedback must be documented on verification document.



**Stage 6) Head of Centre:** Responsible for sending a written appeal to the awarding body if the learner is dissatisfied with centre outcomes.

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The centre can enquire about or appeal against a Pearson decision affecting the centre or its learners by submitting an email to [vocationalqualitystandards@pearson.com](mailto:vocationalqualitystandards@pearson.com) within 14 calendar days of receipt of Pearson's original decision.

If an individual learner wants to enquire about or appeal against the centres decision which they feel has disadvantaged them, then they too should send an email to [vocationalqualitystandards@pearson.com](mailto:vocationalqualitystandards@pearson.com) within 14 calendar days of being notified of the outcome of the centre's internal appeals process. A learner MUST go through the centres appeals process before contacting Pearson.

- **Recording appeals:** each stage will be recorded, dated and show either agreement or disagreement with decisions. Documents will be kept for a minimum of 18 months.

- **Monitoring of appeals:** undertaken by Deputy Head (Curriculum) to inform development and quality improvement.

The exam board's specific policy for appeals for all Pearson Vocational qualifications can be viewed at:

[https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries\\_and\\_Appeals\\_on\\_Pearson\\_Vocational\\_Qualifications.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf)