

BTEC Policy

For Centres 22157 and 22199

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Please note

In addition to this document the following Pearson BTEC Centre guide to quality assurance handbook should be read and understood:

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/2019_20_BTEC_Centre_Guide%20to_Quality_Assurance_v1.2_final.pdf

- 1. Equality and diversity**
 - Cottenham Village College and The Centre School follow Astrea centralised policies with regards to Equality and Diversity. This is available on the Cottenham Village College staff drive
- 2. Safeguarding**
 - Cottenham Village College and The Centre School follow Astrea centralised policies with regards to Safeguarding of students and staff. This is available on the Cottenham Village College staff drive
- 3. Staffing and Induction**
 - The school acknowledges its duty to maintain an effective BTEC delivery team.
 - It will ensure that the team is adequately trained and has sufficient time to carry out its duties.
 - It will recruit staff as needed to maintain the effectiveness of the team.



- All new staff undergo a programme of general induction. BTEC staff will receive further induction from the QN and delegated representatives to allow the execution of duties to BTEC national standards.

4. **Resourcing**

- The school acknowledges its duty to maintain effective, up to date and appropriate teaching and learning resources, including teaching areas. It will do its utmost to do so within reasonable financial limits.
- It will ensure that the delivery team is adequately resourced and provided with appropriate teaching areas.
- It will replace and augment resources as needed to maintain the effectiveness of the team.

5. **Health and safety**

The school acknowledges its duty to protect the health and safety of all individuals who carry out BTEC activities. As such the Astrea Health and safety policy applies and is adhered to. This is available on the Cottenham Village College staff drive

6. **Special consideration and reasonable adjustment**

The school acknowledges its duty to provide support and resources that will allow students with special needs fair access to the learning and assessment instrument used in the BTEC programmes. As such it adheres to the school inclusion and examinations policies and liaises with the SENCO and EO to ensure full awareness of these students. (See SEN policy, Equality policy, Disability policy and Examinations policy)

If the school becomes aware of any circumstances where a student or group has been disadvantaged due to illness, personal / family or any other circumstances not named, the school will apply online for special consideration for the student/s

7. **Recognition of Prior Learning (RPL)**

What is RPL?

- RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification.
- An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.
- If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. The evidence must be: valid, current, reliable, authentic and sufficient.
- RPL is not normally used to provide evidence against achievement for an entire qualification.
- This cannot be used for external assessment, set exams or set assignments

Staff must be familiar with Pearson's Recognition of Prior Learning Policy and Process

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf?fbclid=IwAR13ah8Td68op64QVPQrrmTX2FMU0Yd4wnrTRWOKC9gxE5_Xd8jcnWV1bp8

8. **BTEC Registration and Certification Policy**

Aims:



- To register Learners to the correct programme within the timescale defined by the examination board and agreed by the College.
- To transfer candidates internally onto a different qualification in accordance with guidelines
- To 'top up' students if required to a different level of the same qualification
- To claim units and certificates in accordance with Btec guidelines and within good time
- To create and maintain a secure and accessible system that provides Learners with the correct certification.

We will:

- Register each Learner with the examination board in good time.
- Programme Leaders to check the accuracy of Learner registration and keep appropriate records of these
- Programme leaders to let EO know of any withdrawals / tops ups/ transfers as soon as possible
- Make each Learner aware of their registration status.
- Inform the examination board of changes to Learner details.
- Ensure that certification claims are timely and based solely on fully verified assessment records.
- Make certification claims to Examination Board.
- Audit certificates received from Examination Board for accuracy and completeness.
- Ensure all learner work is retained for 12 weeks after certificates are issued
- Keep all records securely for three years post certification.

Responsibilities:

- **Exams officer:** Responsible for timely, accurate and valid registration, transfer, top ups, withdrawal and certification claims for learners under the guidance of course leaders.
- **Course Leader:** Responsible for ensuring learner details held by college and the Examination Board are accurate and that an audit trail of Learner assessment and achievement is accessible.
- **Quality Nominee:** Responsible for monitoring and coordinating the Learner details held by college and Examination Board. Responsible for overseeing Learner registration, assignment and assessment verification, transfer, withdrawal and certification claims
- **Lead IV:** Will complete OSCA registration and standardisation training to team and confirm on OSCA. They will share information, sign off assessment and internal verification plans, sample these plans and assessments, ensure these are available to SV when requested and sign Lead IV declaration forms. Follow up to date guidance found on the Pearson website and in the link
- <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/lead-internal-verifiers-2015-16.pdf>

9. BTEC Assessment Policy

Aims:

- To ensure that assessment is valid, robust and provides equal opportunities for all learners.
- To ensure that assessment is transparent, unbiased and carried out to national standards for BTEC.
- To ensure that assessment decisions are recorded accurately and in sufficient detail.

We will:

- Provide assignments that are fit for purpose and that enable learners to produce appropriate evidence for assessment.



- Assess learner's evidence using published assessment and grading criteria only.
- Assess with impartiality, reliability and accuracy.
- Allow a reasonable timescale for submission of learner evidence.
- Maintain a robust and rigorous internal verification procedure.
- Monitor NSS and Standards Verifier reports and undertake any remedial action needed.
- Share good assessment practice between all programme teams.
- Ensure that BTEC assessment methodology and the key role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be carried out accurately and as appropriate.

10. Internal Verification Policy

Aims:

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is unbiased and transparent.
- To ensure that there is accurate and detailed recording of internal verification decisions

We will:

- Ensure that all assignments are verified as fit for purpose before use.
- Verify an appropriate sample of assessor work from all subjects to ensure conformity to national standards and standards verification requirements.
- **This sample will be 10% of the groups' assignments and a minimum 4 pieces. This will increase to 20% or 8 pieces in the case of new teachers, courses, units or assignments. This will also be the case in light of prior assessment issues.**
- For standard verification the sample size is as below:

Number of learners registered	Number of learner samples (Completed units of learner work)		Extra learners required for second sample	
	Award	Certificate / Extended Certificate	Award	Certificate / Extended Certificate
1-249 learners	Up to 15	Up to 20	Up to 15	Up to 20
250+ learners	Up to 30	Up to 30	Up to 30	Up to 30

- Plan an annual internal verification schedule, linked to assignment plans.
- Define and support effective internal verification roles amongst BTEC staff.
- Ensure that identified staff maintain secure records of all internal verification activity.
- Brief and provide training for staff on the requirements for current internal verification procedures.
- Promote internal verification in staff development.
- Provide standardised internal verification documentation.
- Use the outcomes of internal verification to enhance future assessment practice.
- Ensure that all relevant principle subject areas have a qualified Lead Internal Verifier
- Ensure that Lead Internal Verifiers are provided with support and resources sufficient to allow their continued accreditation.

11. Plagiarism and Assessment Malpractice

Responsibilities:



Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

Assessor: Responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.

Internal Verifier: Responsible for malpractice checks when internally verifying work.

Quality Nominee: Apply sanctions where appropriate. Inform Pearson immediately of any reportable acts of malpractice.

Principal and their nominees: responsible for overseeing investigations; policy to be reviewed annually by QN.

Definition of malpractice by students

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

- Plagiarism.
- Working with other learners to produce work that is submitted as individual work.
- Copying others work (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity of an individual's work.
- Impersonation by pretending to be someone else in order to produce the work of another or arranging for another person to take your place in assessments/tests/examinations

To prevent student malpractice, the:

Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

Assessor:

- Will be responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.
- Use the induction period to inform students of the Centres policy on malpractice and the penalties for attempted and actual malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources and ensure that learners have acknowledged any resources used.
- Ask learners to sign a declaration that the work is solely their own

Internal Verifier:

- Responsible for malpractice checks when internally verifying work.
- Conduct an investigation if appropriate, supported by the Head of centre and SLT in accordance with JCQ regulations for suspected malpractice in Examinations and assessments.
- Make individuals aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences

Quality Nominee:

- Apply sanctions where appropriate and inform Pearson of any acts of malpractice by staff or students.
- Give the individual the opportunity to respond to the allegations, following JCQ malpractice guidelines
- Document all stages of an investigation

Definition of malpractice by Centre staff

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



- Improper assistance to candidates in the production of work for assessment, where the support has the potential to influence the outcomes of the assessment.
- Inventing or changing marks for internally assessed work where there is not enough evidence of the candidate's achievements to justify the marks given.
- Failure to keep candidate coursework/ portfolios of evidence secure.
- Fraudulent claims for certificates.
- Allowing evidence that is known by the staff member not to be the learner's own work, to be included in a learner's portfolio / coursework.
- Facilitating and allowing impersonation.
- Misusing a candidate's Access arrangements where it may affect the outcome of the learner's work.
- Falsifying records/ certificates for example by alteration, substitution or by fraud.
- Fraudulent certificate claims, claiming for a certificate prior to the learner completing all the requirements of the assessment.

If Malpractice is suspected

The centre will apply the following actions and sanctions in accordance with the JCQ regulations

- Investigation by programme leader and QN. Student is allowed time to respond to allegations. Appropriate sanction decision made.
- Sanctions applied after the Learner is allowed time to appeal and may include
- HOC informed immediately
- Parents informed.
- Assessment re submitted / cancelled.
- Assessment awarding body notified.
- Possible exclusion
- All stages documented by QN and a report sent to HOC and Pearson.

12. 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 appeals 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.
- To allow a student sufficient time to be given their grade, ask for a mark scheme and check that it has been applied correctly.
- To appeal their mark within the given timeframe
- A senior team leader will then check that the mark scheme has been correctly applied and report these findings to the HOC and the student within a given time frame

WHAT WE DO

We Ensure that:

- Internal assessments are conducted by members of teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment methodology is fair, reliable and does not disadvantage any group of learners or individuals under the Disability Act 2010.
- Assessment procedure is open, fair and free from bias and to national standards. All assessment decisions are accurately recorded.



- Learners are provided with fit for purpose assignments.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the awarding body (Edexcel) for the subject concerned.
- The consistency of internal assessment will be maintained by internal verification and standardisation.
- Not limit or 'cap' learner achievement if work is submitted late.
- Minimise the opportunities for malpractice.
- Provide samples for external verification as requested.
- All appeals are monitored to inform quality improvement

To do this, the centre will:

Responsibilities:

Centre: Will seek to promote a positive culture that encourages learners to take individual responsibility for learning and respect for the work of others.

- **Assessor:** Responsible for designing assignments that limit the opportunities for malpractice also responsible for checking the validity and provenance of learners' work.
- **Internal Verifier:** Responsible for malpractice checks when internally verifying work.
- **Quality Nominee:** Apply sanctions where appropriate. Inform Edexcel of any acts of malpractice.
- **Principal and their nominees:** responsible for overseeing investigations.

Appendix A: Internal Appeal Record Forms

Form 1

**BTEC
Qualification:**

Unit Number:



Policy Document

Student:

Assessor:

Internal Verifier:

Senior Manager:

Stage One (Unit Assessor)	Response within 5 working days
Reason for appeal (please give full details):	Outcome:
Date:	Date: Assessor signature: IV signature: Senior Mgr. signature:

I agree/disagree with the outcome of Stage One of the appeal.

Student signature:

Internal Appeal Record Form 2

Stage Two (Internal Verifier)	Response within 5 working days
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Policy Document

<p>Please enter here the reason for disagreement with outcome of first stage of appeal:</p>	<p>Outcome:</p>
<p>Date:</p>	<p>Date:</p> <p>Assessor signature:</p> <p>IV signature:</p> <p>Senior manager signature</p>

I agree/disagree with the outcome of Stage Two of the Appeal:

Student signature:



Policy Document

Internal Appeal Record Form 3

Stage Three (Senior Manager)	Response within 5 working days
<p>Please enter here the reason for disagreement with outcome of second stage of appeal:</p>	<p>Outcome:</p>
<p>Date:</p>	<p>Date:</p> <p>Student signature:</p> <p>Assessor signature:</p> <p>IV signature:</p> <p>Senior Mgr. signature:</p>

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Signature of Head of Centre:

Date:

