

Presdales School



Title	BTEC Policies <ul style="list-style-type: none">• LIV Registration confirmation• Registration and Certification Policy• Assessment and IV policy• Malpractice policy• Appeals/Complaints policy
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Presdales School

BTEC Registration & Certification Policy

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, the centre 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 certificate

Jan to June	Recruitment, interview & advice
September/October	Enrolment onto BTEC courses and registrations made via Edexcel Online Registration listings to be sent to course leader for checking
1 st November	Final deadline for registrations
Mid Nov	Teachers check registrations & sign: any 'non-active' registrations to be withdrawn
31 st January	Pearson deadline for removing students entered in previous September/October .
4 th July	Final deadline for course leader to submit award claims via Edexcel Online
August	Release of results to centre
7 th November	Last date for Centre to receive certificates from Summer series

External component Entry (Exams)

Exam Series	Basedata Issued	Entry Deadline	Late fees charged from	High late fees charged from
Feb	05/09/2022 September	18/10/2022 18 th October	19 th October	19 th November

Jun	November	21 st February	22 nd February	23 rd April
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Learner registration – late starts

Late starts must be registered within one month of joining the school. Internal school admissions/DHT Curriculum will notify Exams Officer of learner late starts.

Admissions secretary / Programme leaders to notify Exams Officer of all new mid-year starters. Exams Officer to check if any BTEC registrations are needed. Exams Officer then to check all details with QN and provide registration information to LIVs.

Learner Registration – Withdrawals and Transfers

When a learner withdraws from a programme the Programme Leader should advise the Exams Officer promptly - if this occurs before January a refund of the registration fee can be claimed from Pearson. A deletion of the registration should be requested from Pearson (not a withdrawal).

Learners transferring from another centre can transfer their registration with them in such a case. The teacher should see the exams officer in person, after having collected all necessary data from the learner or from their previous centre. If the teacher is unable to do this, they should contact the EO for support.

- Name
- Centre number
- BTEC registration number
- Programme being followed

The old centre should be contacted to confirm any unit attainment data. The withdrawals and/ or transfer process should be completed within 4 weeks of joining the school.

Claiming awards

Programme Leaders will need to claim for awards via Edexcel Online by The 4th July.

Before submitting the award claim data, the Programme Leader should ensure that the data has been checked for accuracy & integrity by the assessor and the LIV/HOD – who should also countersign the claim form.

This process is important to deny any opportunity for making fraudulent claims.

A sample of claims will be checked by the QN against previous versions of unit grades awarded. See below for policy and procedure. Any irregularities will be passed to the Head of Centre who will notify Pearson.

Preventing Fraudulent claims by centre staff

All centre staff are aware of the staff code of conduct and we believe they will operate with integrity at all times. They are also trained by the QN in all centre and Pearson procedures and rules.

In order to prevent fraudulent claims by centre staff once certification claims are passed to the exams officer they will notify the QN who will make random spot checks on all programmes to ensure grade data was not changed over the course lifespan. If any issues are discovered all learners will be scrutinised by the QN.

On certification request the QN will request the programme data and audit that no data has been changed from resubmission deadline until claim. If the data has changed, this will be investigated by the QN, who will inform the Head of Centre of the discrepancy immediately. In any case, where misconduct is suspected and a fraudulent or incorrect claim is attempted Pearson will be informed by the Head of Centre.

Certificates

Certificates must be checked against Edexcel Online on arrival at centre. Any discrepancies must be reported to Pearson immediately. The check should include verifying qualification grade on certificates as well as unit grades on the notification of performance.

BTEC Assessment and Internal Verification 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 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.

Assessment:

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 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 examinations as required by the awarding organisation
- monitor standards verification reports / external examinations 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.

Internal Verification:

The centre will ensure that:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- 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.

Guidance on activities for IV

Below is a timetable for LIVs to use to guide the stages of Internal Verification. This should be used alongside Pearson's Centre guide to Lead Internal Verification available on their website.

https://pearson.my.salesforce.com/sfc/p/#b0000000e0e2/a/5p00000159Kd/_SIVjiJESiyEpvCbQQ45QL3m9fdhCRCUI6oBFu_PTbA

June and July	Programme review – notes taken to feed into assignment improvements
July	Assignment writing and review by teams
July-September	Assignments IV'd and actions taken following this process led by the LIV. Assessment plan created with all deadlines and IV dates
September	Learner IV schedule drawn up based on risk and coverage following group lists being confirmed Standardisation completed and confirmed on Edexcel online
September - June	IV of assessment decisions in line with IV schedule and Learner IV plan
Jan-June	LIV to ensure required work is sent to SV
June-July	LIV to verify claims and pass to EO in line with policy
January following Certification (At least 12 weeks after issue of certificates)	IV of learner work paper copies can be destroyed. All electronic records including criteria, assignment and component level data to be held for 3 years minimum

Guidelines:

Before starting an assessment, the assessor must ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.

Once the assignment brief has been given out, the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge / notes / textbook to work independently towards the task.

Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must agree any extensions.

For each assignment task the student must submit the following:

- An assignment which consists of evidence towards the targeted assessment criteria
- A signed and dated declaration of authenticity which confirms the evidence has been produced independently
- Appropriate referencing

The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be

handed on for internal verification. This would normally be 4 pieces from each assessment – one pass, one merit, one distinction and one from the most common grade. Each assessment is an opportunity for the internal verifier to check the assessment of different students. Internal verification should be within a maximum of 10 working days of the assessor's decision. The date for this must also be identified within the assessment plan.

The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the student's own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

- The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
- The assessor judges that the student will be able to provide improved evidence without further guidance.
- The original work has been authenticated by both the student and the teacher and the submitted work is accompanied by a signed and dated learner declaration of authenticity.

If any of the above three conditions are not met the Lead IV must not authorise a resubmission

If the Lead IV authorises a resubmission it must be:

- Recorded on the assessment feedback form
- Completed within 15 working days* of the student receiving the results of the assessment
- Undertaken by the student without any further guidance

The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

** 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period.*

A full paper trail of all student work from resubmissions and re takes must be kept by the assessor, as this needs to be made available for standards verification.

The Lead IV for each programme will liaise with their allocated Standards Verifier sending them the assessment plan and sample work as requested within the agreed timescale. The Lead IV will comply with the SV decisions.

BTEC Plagiarism and 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, the centre 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 /Exams Officer / Head of Department and all personnel linked to the allegation. It will proceed through the following stages:
 1. 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
 2. Give the individual the opportunity to respond to the allegations made
 3. Inform the individual of the avenues for appealing against any judgment made
 4. Document all stages of any investigation.

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/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 assessment.

The QN will:

- Interview and 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

Where malpractice is proven, this centre will apply a selection of the following sanctions as appropriate:

- The piece of work will not be graded and resubmission within a 2-week deadline will be requested. This will normally be carried out in after school detentions.
- Parents will be informed.
- The whole unit will be disqualified.
- All the student's assignments and grades in the subject might be disqualified.
- Head of Year and Head of Subject will be informed and consulted on sanctions.
- Any further sanctions from the schools Behaviour policy considered.

Pearson will be contacted if a penalty of disqualification is being considered.

In order to minimise the risk of learner malpractice centre staff are advised to remind students of the guidelines in the learner handbook and the plagiarism factsheet advice before they start each assessment.

LIVs to remind staff regularly in their meetings of their roles and responsibilities so they do not provide improper assistance to their students.

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice.html>

Preventing Fraudulent claims by centre staff

All centre staff are aware of the staff code of conduct and we believe they will operate with integrity at all times. They are also trained by the QN in all centre and Pearson procedures and rules.

In order to prevent fraudulent claims by centre staff once certification claims are passed to the exams officer they will notify the QN who will make random spot checks on all programmes to ensure grade data was not changed over the course lifespan. If any issues are discovered all learners will be scrutinised by the QN.

On certification request the QN will request the programme data and audit that no data has been changed from resubmission deadline until claim. If the data has changed, this will be investigated by the QN, who will inform the Head of Centre of the discrepancy immediately. In any case where misconduct is suspected and a fraudulent or incorrect claim is attempted Pearson will be informed by the Head of Centre.

BTEC Appeals/ Complaints 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
- 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
- keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- have a staged 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.

Appeals procedure:

The appeals procedure is included in each learner handbook and is discussed at learner induction.

Stage 1:	The student disagrees with the Assessors decision and wish to appeal.	The learner records their decision to appeal in the Student Feedback space provided on the assessment sheet. They request the assessor remarks the work. This needs to be completed within 3 days of receiving feedback. The Assessor has 7 days to review their decision and communicate the decision to the learner. If the learner is still unhappy with the decision go to Stage 2.
Stage 2:	Appeal in writing to the Course Lead IV	The learner records their decision to appeal in the Student Feedback space provided on the assessment sheet. They show the Course Lead IV their comment and ask for the work to be remarked. This needs to be completed within 3 days of receiving Stage 1 feedback. The Course Lead IV has 7 days to review their decision and communicate the decision to the learner. If the learner is still unhappy with the decision go to Stage 3.
Stage 3:	Appeal in writing to the BTEC Quality Control	The learner records their decision to appeal in the Student Feedback space provided on their assessment sheet. They show the BTEC Quality Nominee their comment and ask for the work to be remarked. This needs to be completed within 3 days of receiving their Stage 2 feedback. BTEC QN has 7 days to review their decision and communicate the decision to the learner. If the learner is still unhappy with the decision go to Stage 4.
Stage 4:	Appeal in writing to the awarding body	The learner writes to the Awarding body outlining their appeal and the decisions and process followed. This needs to be completed within 3 days of receiving their Stage 3 feedback.

Recording

All information regarding appeals is to be stored by the examinations officer. It is the responsibility of the QN and LIV to ensure all paperwork, records of conversations and emails are forwarded to the exams officer. A record of the outcome should also be kept and available for inspection. The exams officer will store this for 18 months from the date of certification.

All appeals should inform future reviews of courses and information provided. Any appeal should be used as a learning opportunity, though it is understood that appeals can arise even when policy and best practice is followed. Where applicable the head of centre may take action following the conclusion of an appeal where this indicates a training need or misconduct.

This policy should be read alongside the examinations policy. Where conflicts exist this policy takes precedence for internally assessed units only.

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.