

# BTEC

# Policies

# And

# Procedures

## 2019/2020

The following policies are reviewed annually to ensure compliance with current BTEC guidance and regulations.

Approved/reviewed by

Mr J Nicholls (Head of Centre)  
Miss N Hladky (Quality Nominee)

Date of next review September 2020

## Key staff involved in the conduct of internal and external BTEC assessments

Role	Name(s)
<b>Head of centre</b>	Mr J Nicholls
<b>Quality Nominee</b>	Miss N Hladky
<b>Deputy Head- Head of Curriculum</b>	Mr D Butt
<b>SLT member(s)</b>	Mrs A Baxendale, Mr D Butt, Mrs J Buck, Mrs A Flatman, Mr M Johnson, Mrs E Kirkham, Mr M Stock, Ms O Tattum, Mr D Westmoreland
<b>Lead IVs</b>	<p>Applied Science: Ms R Dunn</p> <p>Business Studies: Mr A Murray</p> <p>Creative Digital Media Production: Mr D Sinnott</p> <p>Engineering: Ms R Dunn</p> <p>Health and Social Care: Miss N Hladky</p> <p>ICT: Mr S Pringle</p> <p>Performing Arts: Mr T Wells</p> <p>Sport: Mr J Shaw</p>
<b>SENCo</b>	Mrs S Brooks
<b>Exams officer</b>	Mrs C Taylor

## **BTEC Provision at Trinity Church of England High School**

The following policies affect the delivery of all BTEC qualifications.

At present Trinity C of E High School delivers the following BTEC subjects:

### **Level 2**

BTEC Tech Award in Creative Media Production

BTEC Tech Award in Engineering

BTEC Tech Award in Health and Social Care

BTEC Tech Award in Performing Arts

BTEC First Award in Sport

### **Level 3**

BTEC National Certificate/ Diploma in Applied Science

BTEC National Certificate/ Diploma in Business Studies

BTEC National Diploma in Engineering

BTEC National Diploma in Health and Social Care

BTEC National Certificate in ICT

BTEC National Certificate in Performing Arts

BTEC National Certificate in Sport

## **Centre Roles and Responsibilities**

### **Head of Centre**

Responsible for ensuring that the centre's BTEC policies are current and fit for purpose.

Responsible for the conduct of BTEC qualification delivery by appropriately appointing qualified staff

Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's 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 judging whether assessment decisions are valid, fair and unbiased.

Responsible for malpractice checks when internally verifying work.

### **Quality Nominee**

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

Liaising on a regular basis with the BTEC Quality assurance team and completing the required training.

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.

Oversees and informs Pearson of any acts of malpractice.

### **Exams Officer**

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

Signposts the annually updated publications

Carries out tasks where these may be applicable to the role in supporting the administration/management of BTEC qualifications

Oversees the delivery of BTEC On-screen Testing and Examinations.

### **Lead Internal Verifier**

The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.

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.

Ensures students are registered on the appropriate qualification

A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area.

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

Responsible for malpractice checks when internally verifying 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.

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

### **Assessor**

Ensures the exams officer is provided with relevant entry codes for subjects and correct registration information at the start of the BTEC program.

Ensures that candidates are registered for the BTEC qualification at the commencement of the course.

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

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.



# **BTEC Registration and Certification Policy and Procedures**

## **2019/20**

This policy is reviewed annually to ensure compliance with current regulations

## **Aim:**

To register individual learners to the correct programme within agreed timescales

To claim valid learning certificates within agreed timescales

To construct a secure, accurate and accessible audit trail to ensure that the individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

## **In order to achieve this, Trinity C of E High School will:**

### **Registering of BTEC Students**

#### **Subject Teacher**

- ▶ Liaises with the exams officer regarding the need to register students to the BTEC course
- ▶ Provides the examinations officer the class codes detailing students to be Registered.
- ▶ Makes the candidate aware of their registration status

#### **Exams Officer**

- ▶ Registers each learner within the award body requirements
- ▶ Provides a registration register to the subject teacher to verify students to be registered.
- ▶ Makes an appointment with the subject teacher to complete registration information.
- ▶ Provides a confirmation report to the subject teacher and quality assurer to confirm the registration of candidates
- ▶ Informs the awarding body of withdrawals, transfers or changes to learner details



## **Certification of BTEC Students**

### **Assessors**

- ▶ Provides the Exams Officer with the internally verified marks for the qualification.
- ▶ Supports in assuring inputting candidate marks are correct.

### **Exams officer**

- ▶ Ensures that prior achievement of learners is recognised and certificated according to the regulatory requirements.
- ▶ Ensures that certificate claims are timely and based solely on internally verified assessment records.
- ▶ Audits certificate claims made to the awarding body.
- ▶ Audits certificates received from the awarding body to ensure accuracy and completeness.
- ▶ Keeps records safely and securely for three years post certification.

## **Procedure for learners collecting certificates**

Learners will receive individual results on results days, either in person at the school or by post to their home addresses (learners must provide a self-addressed envelope).

Arrangements for the school to be open on results days are made by the Head. The provision of examinations related staff on results days is the responsibility of the Exams Officer.

Learners must produce a form of identification on receipt of their results

Re-marks may be requested by school staff or learners if there are reasonable grounds for believing there has been an error by the examination board. The learner's consent is required before any re-mark is requested.

If a result is queried by the school, the Exams Officer, teaching staff and Head will request a re-mark at the school's expense.

When the school does not support a learner's or parent's request for a re-mark, a learner may apply to have an enquiry carried out.

If a learner requires this against the advice of the school, they will be charged the cost of the appeal. Re-marks cannot be applied for once a script has been returned.

Certificates are presented to successful learners at the annual 'Presentation Evening' held in November/ December.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. The school retains certificates for six years.



# **BTEC**

# **Malpractice Policy**

# **2019/20**

This policy is reviewed annually to ensure compliance with current regulations

## **Aims:**

To identify and minimise the risk of malpractice by staff or learners.

To respond to any incident of alleged malpractice promptly and objectively.

To standardize 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 of the vocational qualifications.

## **In order to achieve this, Trinity C of E High School will:**

- ▶ Seek to avoid potential malpractice by using the induction period 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 acknowledge sources used.
- ▶ Conduct an investigation in a form proportionate with the nature of the malpractice allegation. Such an investigation will be supported by the Quality Nominee, the Head of Centre and all personnel linked to the allegation.
- ▶ 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.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

- 1) Resubmission of all work within the assignment and where necessary the use of a modified assignment brief
- 2) Removal from the qualification

## **Definition of Malpractice by Learners**

The following are examples of malpractice by the students. 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.
- ▶ Cheating to gain an unfair advantage
- ▶ Copying (including the use of ICT to aid copying).
- ▶ Deliberate destruction of another's work.
- ▶ Fabrication of results or evidence.
- ▶ The alteration of any results document, including certificates
- ▶ 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.

It is recommended that the Harvard Referencing System is used. e.g. Bell, H (1996)  
name of book, publisher, city.

## **Definition of Malpractice by Centre Staff**

The following are examples of malpractice by centre staff. This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- ▶ Failing to keep any Pearson's mark schemes secure
- ▶ Alteration of any Pearson's mark schemes
- ▶ Alteration of Pearson's assessment and grading criteria
- ▶ 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
- ▶ Failing to keep learner computer files secure
- ▶ 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
- ▶ Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test



# **BTEC**

# **Assessment Policy**

## **2019/20**

This policy is reviewed annually to ensure compliance with current regulations

## **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, Trinity C of E High School will:**

- ▶ Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- ▶ 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 summative 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 as required by the awarding organisation
- ▶ Monitor standards verification reports and undertake any remedial action required
- ▶ Share good assessment practice between all BTEC programme teams



## **Procedure**

Before starting an assessment, the assessor will ensure that each learner fully understands the assessment requirements or nature of the evidence that they need to produce.

Learners must understand the importance of time management and meeting deadlines

Assignment briefs will be uploaded on to Show My Homework with clear deadlines

Once learners are working on summative assignment they will work independently to produce and prepare evidence for assessment.

The assessor will not provide specific assessment feedback on the evidence produced by the learner before it is submitted.

The student must submit a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor will only formally record one assessment result and will confirm the achievement of specific assessment criteria each learner must submit: an assignment for assessment which consists of evidence towards the targeted assessment criteria

The assessor will use MyBTEC to formally record and confirm the achievement of specific assessment criteria complete a confirmation that the evidence they have assessed.

The assessor will not provide any specific feedback or guidance on how to improve the evidence to achieve higher grades.

Learners may apply for an extended deadline due to extenuating circumstance this appeal must be made in writing to the Lead Internal Verifier

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:

- a) The learner has met initial deadlines set in the assignment, or has met an previously agreed deadline extension
  
- b) The tutor judges that the learner will be able to provide improved evidence without further guidance
  
- c) 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:

- a) Recorded on the assessment form. The learner will be given a deadline for resubmission within 15 working days\* of the learner receiving the results of the assessment \* the 15 working days will be within term time, in the same academic year as the original submission.
  
- b) The resubmission is undertaken by the learner without further guidance

### **Procedure for late submissions**

- 1) Tutors must log late submissions on Show My Homework, student will then be given an extended deadline of 5 days.  
Lead IV must be made aware of and record the extended deadline (Extenuating circumstances/ Late Submission Form)
  
- 2) If the student fails to meet the extended deadline a C3 will be issued by the assessor  
Parents will be contacted and informed
  
- 3) If the student continues to refuse to complete the assessment the student will be required to have a meeting with the lead IV and the Head of Key Stage 4 or 5.  
Parents will be contacted and informed



# BTEC

# Internal Verification

# Policy

2019/20

This policy is reviewed annually to ensure compliance with current regulations

## **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, Trinity C of E High School 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 assessments 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
- ▶ Internal Verifiers use MyBTEC to record their documentation, therefore ensuring that records are secure

# **BTEC**

# **Appeals Policy and Procedure**

# **2019/20**

This policy is reviewed annually to ensure compliance with current regulations

## **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, Trinity C of E High School 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**

### **Stage 1 Assessor and Candidate (5 working days)**

If a learner disagrees with an assessment they must discuss their reasons with the assessor concerned as soon as possible. Normally this will be immediately after the learner has received the assessment decision. If this is not convenient, they should arrange an appointment with the assessor.

The assessor will consider the learners reasons and look again at what the learner did for the assessment. He or she must then give the learner an immediate response, which must be:

- a) A clear explanation backed up in writing of the assessment decision
- b) A new decision or confirmation of the original decision

If the learner agrees with the assessor's response then the appeal stops at that point.

The learner must tell the assessor if they are still unhappy with the decision, and the appeal will go to Stage 2.

### **Stage 2: Lead Internal Verifier (5 working days)**

If the learner is still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

- a) The original assessment record and candidate's evidence where appropriate
- b) The written explanation and confirmation of the assessment decision

The Internal Verifier will reconsider the assessment decision taking into account the following:

- a) The candidate's reason for appeal
- b) The candidate's evidence and associated records
- c) The assessor's reason for the decision
- d) The opinion of another assessor from the centre

The Internal Verifier will then give the learner the reconsidered decision in writing within 5 working days of receiving the appeal.

The learner must tell the Internal Verifier if they are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

### **Stage 3 Quality Nominee (5 working days)**

If the learner is still dissatisfied with the decision after Stage 2 they have the right to appeal to the BTEC Quality Nominee.

The Internal Verifier who acted at Stage 2 will pass the following details to the BTEC Quality Nominee within 24 hours of reaching Stage 3:

- a) The written explanation and confirmation of the assessment decision
- b) Assessment record sheet(s)
- c) Any written comments of the Internal Verifier

The learner will be asked if they wish to speak to the BTEC Quality Nominee, or they may be represented or accompanied by a parent/guardian or make a written submission.

The assessor who made the original decision will be asked to meet the BTEC Quality Nominee to answer any questions.

The Quality Nominee will then discuss the matter in confidence with the Deputy Head (Curriculum). The decision will be given to the learner in writing within 5 working days of the meeting.

At the same time the decision will also be given to the assessor, recorded and kept with all documents relating to the appeal.

These records should be retained and made available to Pearson if necessary.

The decision made at Stage 3 is FINAL.





# BTEC

# Complaints Policy and Procedure

## 2019/20

This policy is reviewed annually to ensure compliance with current regulations

## **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, Trinity C of E High School 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:**

### **Stage 1**

Most complaints will lead to an investigation by the relevant member of middle management. In most cases, this will lead to a satisfactory resolution of the problem.

### **Stage 2**

Where a person expresses dissatisfaction and wishes to take a complaint further, then they will be invited to write a letter to the Head. The complaint will be investigated by the Head who will meet with and subsequently provide a written response to the complainant.

### **Stage 3**

If the complainant is still not satisfied with the outcome then they will be invited to write a letter to the Chair of Governors. The Chair of Governors will investigate the complaint and provide a written response to the complainant.

### **Stage 4**

If the complainant is still not satisfied, then he or she will be invited to write to the Governors' Complaints Committee, which will be comprised of at least three people unconnected with the matter. They will meet with the aggrieved party and a representative/friend and seek a satisfactory conclusion to the matter.

The findings of the Committee will be given, in writing, to the complainant, and a copy retained on the school premises by the Head. A written record will be kept of all complaints and whether they are resolved at the preliminary stage or proceed to a Committee hearing.

The decision of the Complaints Committee will be final.