



## **Pearson Edexcel BTEC Policy**

**Review date: June 2021**

**Next review date: June 2022**

**Staff resp. for review: MRE**

*Realising potential, nurturing leaders of the future*

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**BTEC STRUCTURE**

Deputy Head Responsible for vocational learning and curriculum <b>Mrs M Collins</b>
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Quality Nominee  <b>Matthew Reiss</b>
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Careers Officer  <b>Melissa Angileh</b>
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Examinations Officer  <b>Karen Townsend</b>
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<b><u>BTEC Programmes</u></b>			
<b>Health &amp; Social Care</b>  Programme Leader Lead IV L1/2 and L3 <b>Rachel Lang</b>  Assessor/IV <b>Matthew Reiss</b>	<b>Forensic Investigation</b>  Programme Leader Lead IV L3 <b>Natalie Joyce</b>  Assessor/IV <b>Joachim Koomson</b>	<b>Applied Science</b>  Programme Leader Lead IV L3 <b>Jacopo Bernadoni</b>  Assessors/IV <b>Joachim Koomson</b> <b>Tavan Watson</b>	<b>Applied Law</b>  Programme Leader Lead IV L3 (Proposed) <b>Trevor Dale</b>  Assessor/IV <b>Shilpa Patel</b>
<b>Sport - First Award</b>  Programme Leader Lead IV L1/2 <b>Melissa Angileh</b>  Assessor/IV <b>Clare Chapman</b>			

## **ROLES AND RESPONSIBILITIES**

### **ROLE OF THE STUDENT/LEARNER**

Students will be expected to take an active role in their learning. Planning, monitoring and evaluating are active processes within BTEC. Effective management of students' time is vital if the best use is to be made of teaching time and resources.

At the beginning of the course, students must:

- Organise their personal commitments and leisure around study
- Organise their personal study time and study areas
- Organise study materials, files, pens

During the course, students must (for externally assessed units):

- Actively participate in their own research and study plans
- Make themselves aware of the rules about BTEC internal assessment
- Monitor their own progress and seek assistance when required
- Keep others informed of their progress (assessor and form tutor) and keep to agreed targets
- Ensure that assessed work is not shared or produced by any other learner and is kept secure from others
- Prepare work for assessment by their teacher and keep to deadlines

### **ROLE OF THE QUALITY NOMINEE**

It is the responsibility of the Quality Nominee to:

- Ensure effective liaison between Edexcel and the college
- Ensure that internal verification processes are in place and each subject has an accredited lead internal verifier
- Ensure that external standards verification processes are in place
- Oversee the quality aspects of all BTEC courses within the school
- Meet with team leaders to discuss reports from the centre quality reviewer and standards verifier
- Produce action plans with the BTEC Team Leader arising from recommendations in the Standards Verifier report
- Review processes and procedures for all BTEC courses
- Ensure the centre's documentation meets standards set by Edexcel
- Act as the guardian of the standards set by Edexcel and complete the annual Centre Quality Review

### **ROLE OF THE EXAMS OFFICER**

It is the responsibility of the Examinations Officer to ensure that:

- All team leaders follow the correct specification given by Edexcel
- All information from Edexcel regarding BTEC courses is dealt with promptly and effectively
- All assessors and team leaders complete appropriate paperwork for student registration and certification

- The centre's documentation meets the standard required by Edexcel
- All students' records meet the requirements of Edexcel
- All registration, assessment and certification details for all learners are kept for a minimum of three years
- S/he acts as guardian of the standards set out above

### **ROLE OF THE BTEC PROGRAMME/TEAM LEADER**

The Team Leader is the manager of BTEC course design and delivery in one vocational area which may be at more than one level. The person allocated this role plays a significant part in teaching and assessing students on the course. The team leader is responsible for:

- Students' selection onto their courses and in conjunction with the exams officer for ensuring that correct registration and certification procedures are followed
- Course and assessment planning, curriculum development and design of students' assignments
- Managing and allocating detailed teaching responsibilities and overall use of course time
- Ensuring that correct Edexcel/Pearson procedures are followed with regard to assessment, internal verification and external verification
- Monitoring and troubleshooting day-to-day issues including any that arise with relation to safe learner access to the course e.g. behaviour; health and safety and investigating possible malpractice
- Arranging course team meetings
- Course review in light of internal and external standards moderation

A team approach is essential for vocational BTEC courses.

The 'team' will include:

- All staff teaching the particular course
- All support staff for the particular course
- Internal verifiers for the particular course

### **ROLE OF THE LEAD INTERNAL VERIFIER**

This person may usually be the programme leader for each vocational area. It is the responsibility of the Lead Internal Verifier to:

- Register and undertake compulsory centre induction training
- Successfully complete relevant online accreditation to achieve Accredited Internal Verifier (AIV) status
- Ensure all assessors follow the specification given by Edexcel
- Ensure all assessors interpret the assessment standards consistently
- Ensure all assessors receive annual OSCA standardisation training
- Ensure the assessor receives prompt, accurate and constructive feedback in the internal verification process
- Ensure the centre's documentation and achievement records meet the standard required by Edexcel

### **ROLE OF THE ASSESSOR/VERIFIER**

The assessor is usually the teacher who delivers and issues the assignment brief for the relevant unit. It is the responsibility of the assessor to ensure that:

- For externally assessed units, that appropriate preparation is given and practise assessments conducted in good time before the exam
- For internally assessed units, an assessment plan is agreed with learners including deadlines, and that the learner is fully briefed on the assessment process
- S/he follows the specifications and guidance given by Edexcel
- The student receives prompt and accurate constructive feedback
- When a student has demonstrated competence by meeting the 'Assessment Evidence' all relevant documentation is completed
- If a student has failed to meet the assessment criteria with their evidence that advice is sought from the LIV as to if/how an alternative assessment plan can be mutually agreed
- Students' work is internally verified within the vocational area and that s/he participates with the IV process as appropriate
- Student work is graded accurately and results processed by the Team Leader to claim certification through Edexcel

### **BTEC REGISTRATION AND CERTIFICATION POLICY**

NOTE: This policy should be read in conjunction with the centre Examinations Policy which covers the conduct of external examinations including BTEC examinations. Further information can be found in the Pearson annual Information Manual:

[Entries & information manual](#)

Aims:

- To register individual learners to the correct programme within agreed time scales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible data stream 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 student within the awarding body requirements; the Examinations Officer will send a memo to each Head of Programme requesting BTEC Course details, Programme Number and QAN
- Provide a mechanism for programme teams to check the accuracy of the student registration; at least two weeks prior to the registration date of 1<sup>st</sup> November each year, the Examinations Officer to send programme leaders set lists for checking with Programme Number and QAN; programme leaders to return with any amendments; paper records of this to be then cross checked between the Examinations Officer and programme leaders

- The Examinations Officer (EO) will register students with Edexcelonline by the 1<sup>st</sup> of November; confirmation will be printed and distributed to programme leaders who will make each student aware of their registration status
- The EO will inform the awarding body of withdrawals, transfers or changes to student details acting on information from programme leaders
- The EO will inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students on advice from colleagues
- Ensure that certificate claims are timely and based solely on internally verified assessment tracking records; this is to be ensured by the EO in conjunction with programme leaders by jointly entering and making certificate claims to the awarding body on EdexcelOnline
- Audit certificate claims made to the awarding body; audit the certificates received from the awarding body to ensure accuracy and completeness

## **RECORDS**

Teachers and Assessors must also be aware that:

- All student records, assessment tracking documentation and internal verification records MUST be kept for three years post-certification
- Students' work must be kept secure for 3 months until it is released following certification
- All student assessment, IV and certification records are kept by the Examinations Officer/Quality Nominee for a minimum of three years post-certification

## **TRANSFERRING STUDENTS TO AND FROM CENTRES**

From time to time we receive students from other centres who are part-way through their BTEC courses. This can also happen the other way round; students may leave us and enrol with another college.

To enable an effective transfer process, please follow the steps below.

Contact the exams officer or quality nominee to process transfer via EdexcelOnline. Provide the following information:

1. Learner name and date of birth
2. Learner registration number
3. Centre name and number
4. Programme number and title

## **WITHDRAWALS**

Programme leaders must ensure that the EO is informed as soon as possible if a learner leaves before completion, so that withdrawals can be made via

EdexcelOnline. A withdrawn learner may be reinstated at a later date only with consent of the Headteacher.

## **BTEC INTERNAL ASSESSMENT POLICY (OVERVIEW)**

Further information can be found in the documents below using the Pearson links:  
Pearson Qualification Subject pages

[Pearson qualifications | Edexcel, BTEC, LCCI and EDI](#)

BTEC Centre Guide to Internal Assessment [BTEC Centre Guide to - Internal Assessment Entry – Level 3 2019/20](#)

Assessment and verification templates

[BTEC assessment and verification tools](#)

## **PROCESS**

There are three key elements under the BTEC framework:

1. the learner must provide the internal assessor with evidence of achievement,
  2. BTEC assessment is about assessing performance backed up by underpinning evidence that meets the relevant criteria, and
  3. when a learner meets a certain standard she is entitled to be accredited.
- Coursework is the main evidence that a student has fulfilled the requirements of the internally assessed BTEC units
  - Work must be submitted by a deadline agreed in advance and with a 'front sheet' declaration that the work is the learner's own work
  - The work should be assessed against the criteria listed in the 'assessment evidence' grid for each unit
  - At levels 1, 2 and 3, the assessor is deciding whether to award the relevant pass, merit or distinction criteria
  - The assessor must ensure that the work is valid and authentic and follow the malpractice policy if there is any doubt about this
  - The assessment process must follow the rules laid down by Edexcel/Pearson which are summarised in the assessment and verification policy
  - It is the responsibility of the lead internal verifier to ensure that both assessors and learners are aware of and comply with these rules
  - Each team leader must produce an assessment and verification plan at the start of each academic year
  - Work will be internally verified according to the plan in line with standards laid down by Edexcel/Pearson and may also be externally verified (standards verification)
  - Internal verification will be overseen by the accredited lead internal verifier for each course
  - Standards verification for the current L3 NQF and Level 1/2 Tech courses will occur each year and will be conducted by the LIV and SV
  - The Quality Nominee will ensure that the LIV for each programme is following appropriate standards

## **BTEC INTERNAL VERIFICATION POLICY**

## **POLICY AND PROCEDURE**

### **FOR REGISTRATIONS AT L3 NQF, L1/2 TECH AWARD**

**Further information can be found in the following documents at these Pearson sites:**

- BTEC Centre Guide to Internal Verification
- BTEC Centre Guide to Standards Verification
- Assessment & verification tools/ templates
- BTEC Centre Guide for Lead Internal Verifiers

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Lead-Internal-Verifier-final-v1.2.pdf>

Assessment is used by teachers to judge learner's attainment. For learners, assessment indicates successful learning and the need for further study or further evidence. The following is based on and in line with Edexcel/Pearson standards.

Before starting an assessment the assessor must ensure that each student understands the assessment requirements – this includes having access to the specification content of what is required for the assessment and also the importance of time management and submission deadlines. Students do not have to include all the content that has been taught. The students must be made aware of the restrictions in how the assessor can provide support once the assessment has been started.

Students may work in class or independently on their assignments. They can work on assignments during school holidays.

**However, the re-submission period of 15 'school' days should fall during term time and not cut across holidays.**

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 existing knowledge, notes and research to work independently towards the task.

### **Deadlines**

An agreed deadline for each assignment must be clearly stated which is in line with the assessment plan as laid out by the Lead IV.

Deadlines for assignments for a group of learners can be re-arranged in agreement with the lead IV according to the circumstances and needs of the group.

An assessor can agree an extension for an individual learner according to circumstance or special consideration such as illness, family difficulty, technical breakdown or loss of work. The Lead IV should be informed of the extension.

### **First submission**

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 be informed of any agreed extensions

For each assignment task the student must submit the following.

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

### **Assessment, IV and Re-submission**

The feedback from the assessor must be completed on the Norbury High School assessment feedback form which is based on the Pearson standard and within the specified time allocated within the assessment plan set by the LIV.

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 (or one from level 1 in the case of Level 1/2) 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.

If the internal verifier questions the award of grades the assessor must act on the guidance before the work is given back to the student.

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:

### **Resubmission**

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

1. the original work has been authenticated by the student, and
2. the re-submission must be completed within 15 working days of the student receiving the results of the assessment.

**However, the re-submission period of 15 days should fall during term time and not fall in holidays.**

## **Retakes**

### **Conditions for re-taking an assignment task**

If the student has not achieved the targeted pass criteria following re-submission of the assignment the Lead IV may authorise one retake opportunity based on a new assignment to meet the pass criteria only. This should only be authorised in exceptional circumstances.

The following conditions apply:

1. The retake must be a new task targeted at only the pass criteria; *a merit or distinction cannot be achieved.*
2. An agreed deadline must be agreed and recorded between the assessor and the student.

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

## **BTEC APPEALS PROCEDURE**

Further information can be found in the following documents/links:

- Pearson Qualification Subject pages
- BTEC Centre Guide to Internal Assessment
- Assessment and verification templates

## **Subjects**

### **Policies for centres, learners and employees**

A candidate who has achieved competence cannot have it taken away from them. However, should a candidate disagree with the assessment given then they follow the procedure outlined below.

#### **Stage One**

The candidate should appeal in writing to the assessor **within one week** of the assessment decision. The assessor must inform the LIV for the programme that an appeal has been made and pass the written record to the LIV. A written reply must be given by the assessor explaining their decision within one week of receiving the appeal from the candidate. If the candidate is not satisfied with the response from the assessor:

#### **Stage Two**

The candidate should contact the Lead Internal Verifier of the programme **within one week** of the assessor's response. The Lead Internal Verifier will review the assessor's decision and the assessment evidence. The Lead Internal Verifier will

give a written response to the candidate within one week of receiving the request from the candidate.

If the candidate is not satisfied with a response from the Lead IV:

### **Stage Three**

The candidate must contact Ms Collins, deputy head with responsibility for vocational education. An appeal panel will meet **within three weeks** and review the evidence and give a verbal and written decision. The decision of this panel is **final**.

The **membership of the appeal panel** will be:

- An assessor from a different course team (or department)
- The Lead Internal Verifier from Stage Two
- The original assessor
- Head of Year (as an observer)
- Deputy Head or other member of the leadership group.

The candidate would be invited to attend. They would have the opportunity to be accompanied by a friend.

All the evidence and responses from the above stages must be available at the panel meeting. The Lead Internal Verifier should keep a record of these responses in their file to make available to the External Standards Verifier.

### **Stage Four**

If the candidate is not satisfied, he or she may appeal to the Regional Quality Manager at Edexcel. This should be in writing. The address for communication will be issued upon request.

## **BTEC Plagiarism and Malpractice Policy**

Aims:

- To identify and minimise the risk of malpractice by 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 where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of the centre and BTEC qualifications

### **Avoiding plagiarism**

Assessors **MUST** ask students to declare that their work is their own and check its validity and authenticity. In order to help with this the assessor must be familiar with the policy on malpractice and during the learner induction period go through all relevant information from the relevant BTEC learner handbook which is given out at the start of the course.

Teachers must make sure that the work that learners produce is their own. The use of the work of any other person, source or organisation needs to be accredited.

This can be done by:

- A reference footnote

- A sources statement
- A bibliography

Teachers should remind students that:

- Their work should not be copied from other students.
- If they work as part of a team, make sure their part in the activity is clear.
- If they take a BTEC exam they must follow the school exam procedures.
- They do not give their computer password or USB stick to anyone else – this stops other students from accessing their work.
- They should always follow the rules and advice of the assessor, supervisor or invigilator for assessment in examinations.

Students must complete a submission declaration sheet confirming that:

- The work is their own
- It is authentic (not fake or copied from any other person/source)
- It follows the assessment specification

Stress to students that if they falsely sign the declaration we are duty bound to report any deliberate or proved malpractice to the examination board Edexcel/Pearson who may well impose sanctions or penalties on any student who does not follow the policy. This could include **dis-qualification** from the course.

### **Malpractice policy**

Teachers should therefore make sure students follow the rules. We follow the rules as given by JCQ/Pearson which are as follows:

*“If you discover any irregularity in the internally assessed components of examinations before a candidate has signed the declaration of authentication, you don't need to report this to us. Instead, you may decline to accept the work for assessment purposes.*

*If you discover an irregularity after a candidate has signed the declaration of authentication, or you suspect any malpractice by a candidate during an examination, you must submit full details of the case to us at the earliest opportunity by emailing a JCQ Form M1 with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) “*

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

Teachers must report malpractice in the first case to the programme leader who should then investigate the case with the Quality Nominee and/or deputy head responsible for Vocational Learning.

If students have not signed the declaration sheet then the programme leader may advise the teacher to reject the work. The student may then be allowed to re-attempt the work under controlled conditions and with a different assignment and scenario within a specified timeframe. If the student is found a second time to have plagiarised work, the student will have to attend a meeting with the BTEC review board to explain their actions. The teacher/assessor should also attend the review board.

The review board, in consultation with the teacher, will then decide one of two options for the student:

- Refer the student directly to the exam board or
- They may be asked to re-do the assignment in controlled conditions for a third and final time. In this circumstance the work will be capped at a Pass, or the lowest grade achievable, with no opportunity to improve upon that grade

If the work then produced does not satisfy the review board, it will then be referred to the examination board who will decide on an appropriate course of action. This may include:

- The work will be given a U grade with no opportunity to improve this grade. The student may be removed from the course.

In order to report to the Examination Board, all copies of the previous stages paperwork must be recorded accurately and stored safely.

The deputy headteacher in charge of vocational curriculum is expected to supervise investigation into an incident or a suspected incident of malpractice. Programme leaders/LIV are required to inform learners or centre staff suspected of malpractice of their rights and responsibilities.

Edexcel can withhold issuing certificates/results while an investigation into malpractice is in progress. Depending on the outcome, certificates/results can be released or withheld.

### **Centre/Teacher Malpractice**

Malpractice by BTEC teachers at Norbury High School is unacceptable and any instance will be investigated by the Headteacher or Deputy Headteacher who is expected to supervise an investigation into an incident or a suspected incident of malpractice. The line manager is required to inform centre staff suspected of malpractice of their rights and responsibilities (full details of the college procedures can be obtained from the Headteacher's Personal Assistant).

EDEXCEL can withhold issuing certificates/results while an investigation into malpractice is in progress. Depending on the outcome, certificates/results of students on their course can be released or withheld.

In order to ensure that the centre does not find itself in this situation, here are some examples of assessor (teacher) malpractice (not exhaustive):

- Where centre produces work for the learner
- Producing falsified witness statements for evidence the learner has not completed
- Allowing evidence, which is known by the assessor not to be the student's own, to be included in a student's assignment
- Failing to keep student work secure
- Falsifying records/certificates
- Fraudulent certificate claims, that is, claiming for a certificate prior to completion of work by student

- Obtaining unauthorised access to examination material prior to examination/ test
- Alteration of Edexcel's assessment and grading criteria

If you have any further queries or concerns about malpractice then please do not hesitate to ask the **Quality Nominee** or **Deputy Headteacher** responsible for vocational learning.

## **Documents relating to malpractice and assessment policies**

Dear Parent/Guardian

RE: Plagiarism of BTEC Coursework

As you know, your daughter must complete written coursework for their BTEC coursework folder. In accordance with national and exam board standards, when the student submits work they must sign a declaration that the work is their own. A sample of coursework is sent to be moderated by an external BTEC standards verifier.

If for any reason, your daughter's teacher believes that she/he has attempted to submit work that is not her/his own, for example, using work directly from the internet, a study guide or from an older sibling, the teacher cannot verify the coursework as the work of the student. In accordance with national and exam board standards, we are then duty bound to inform the exam board that this has taken place and we will conduct an investigation. In some cases the student will be disqualified from the course.

Only if the student can demonstrate that they were not deliberately breaking the rules may this result in the student being allowed to repeat or re-submit the work.

Obviously, this scenario must be avoided at all costs. Unfortunately, your daughter has had a piece of work returned due to suspected plagiarism. The essay must be completely redone until the teacher is satisfied that it is solely the work of your daughter/son. Your daughter has until \_\_\_\_\_ to complete this work.

Should you have any concerns, please contact me at the above number.

Yours faithfully

Head of Department

**Reporting of Malpractice to Edexcel/Pearson**

**Centre Name and Centre No:** \_\_\_\_\_

**Candidate Name:** \_\_\_\_\_ **Candidate D.O.B:** \_\_\_\_\_

**Registration No:** \_\_\_\_\_

**Programme and Unit Details**

**Title:** \_\_\_\_\_ **Unit No:** \_\_\_\_\_

**Details of Malpractice:** (Please indicate if it involves a member of staff)

**List of evidence to be included:**

**Details of person making the report**

**Name:** \_\_\_\_\_ **Designation:** \_\_\_\_\_ **Date:** \_\_\_\_\_