



## ST PETER'S SCHOOL BTEC POLICY

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Date of next review: November 2025

Reviewer: Quality Nominee (Tom Dineen)

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Document Control		
Edition	Issued	Changes from previous
1	15/12/20	New policy
2	Jan 2022	Changes to the language used to be in line with our terminology e.g HoF Section on Assessment plans Addition of point 7 to the Learner Evidence and Assessment Records re evidence of employer involvement
3	Nov 2023	Inclusion of section on non academic appeals Minor changes to reflect all assignments/briefs and dates are now centrally set by BTEC
4	October 2024	Updated to reflect new procedures and dangers around artificial intelligence
Policies/Documents referred to in this policy		Post holders/Persons named in this policy
This policy links to other school policies on: Remote Learning policy		

### Contents

- Registration and Certification
- Assessment and Internal Verification
- Plagiarism and assessment malpractice
- Appeals and complaints
- Distance and or Blended learning

### Purpose of the BTEC policy

St Peter's school is committed to ensuring that the administration, teaching and all aspects involved in all BTEC courses are completed to the highest possible standard and adhering to the procedures and processes Pearson requires.

### Registration and Certification

Aim:

- Ensure Pearson Edexcel programme approval is completed in advance of a course commencing at the beginning of an academic year.
- To register all Individual learners to the correct programme by the published exam board deadlines.
- To claim all valid learner certificates by the published Pearson Edexcel deadlines.
- To have an accurate verifiable audit trail to ensure that individual learner registration and certificate claims can be tracked to the certificate which is issued to the learner.

In order to complete the above aims, St Peter's school will:

- Register each learner adhering to Pearson's requirements.
- Provide a checking method for each Head of Department, Lead of Subject and/or Head of Faculty to check the accuracy of learner registrations.
- Make each learner aware of the programme they have been registered on.
- Inform Pearson of any learner withdrawals, transfers, or changes to learner details
- Ensure certificate claims are made at the appropriate time and only when all verifications are complete and approved.
- Keep a trail of all certificate claims made on behalf of a learner.
- Complete a thorough check of all certificates received from Pearson, checking all units listed on the certificates are the correct units and the correct level has been claimed for. This will include the overall award claimed if applicable.
- Keep all records securely for three years from certification.

### **Procedures to complete Registration and Certification**

The Exams Officer will contact all Head of Department, Lead of Subject and/or Head of Faculty before the end of the summer term to request information on any new BTEC courses being offered for the next academic year.

If there are any new courses an application will be made to Pearson for approval to teach the course before the end of the summer term. All paperwork will be completed as required, signed off by the head of centre and sent to Pearson.

Once approval is granted a copy of the approval is printed and kept on file in the exam's office and the Head of Department, Lead of Subject and/or Head of Faculty is informed in readiness for the new academic year.

To make all necessary learner registrations in September base data is obtained from Edexcel online for all approved courses for this centre. A registration sheet for each class and Head of Department, Lead of Subject and/or Head of Faculty is prepared including all learners associated to that class.

- The Head of Department, Lead of Subject and/or Head of Faculty then co-ordinates with all teachers of that course to check that everybody in the class is registered.
- The sheet(s) are then passed back to the Exams officer to make the registrations through the MIS system (Bromcom).
- Once that is completed a final checklist is prepared and passed back to the Head of Department, Lead of Subject and/or Head of Faculty with a copy of their initial registrations provided in order for them to cross check that everybody has been included in the class.
- Final checks are signed and dated by the Head of Department, Lead of Subject and/or Head of Faculty and returned to exam's office
- A registration submission file is then prepared by the exams officer and sent via A2C to Pearson by the deadline for registrations. The deadline information is obtained from the Pearson Information manual within the key dates section. Internal deadline is before October half term **for January entries and is before February half term for May entries.**

Learners in each class are then informed that they are registered for the course.

As a new starter joins the school (part way through the academic year) in year 10 or 11 the exams officer is informed and can check which classes they are allocated and whether a late registration is necessary for that learner. **For Drama, it should be noted that the external nature of the PSAs now means that learners may not be able to fully complete the course if they are registered in Year 11.**

All heads of department are informed of the external deadlines by which work needs to be uploaded to the 'Learner Portal' for work transfer on Edexcel Online. Entering the work will then trigger a moderation sample to be uploaded to Edexcel Online.

At this point a record of all learners' units and grades achieved is kept by the exams officer for checking against certificates as they arrive. Edexcel online is also used to double check all unit information submitted to see any possible errors.

The record of certificates is signed and dated upon receipt after checking and kept for three years from certification.

If a learner needs to transfer between courses once registered, the data manager informs the exams officer that they have changed courses and the exams officer will complete the transfer through edexcel online. A copy of the request is printed and kept on file with all other registration information.

If a learner leaves the school before completion of the course the exams officer is informed by reception when the learner has started at their new school. Completed units are claimed for through edexcel online as a "fallback" learner. This ensures that the learner receives any certificates for completed units. If the learner is going to continue with the same course at their new school, the new school can contact the exams officer and ask for their registration to be transferred to them. A record is kept of this process.

## Assessment

Aim:

- To ensure that assessment is valid, reliable and does not advantage or disadvantage any learner(s)
- To ensure that the assessment procedure used is transparent, fair, free from bias and to national standards as per specification from Pearson
- To ensure there is accurate and detailed recording of assessment decisions

In order to complete the above aims St Peter's school will:

- Provide students with the Pearson-set centralised assessment, as per the new BTEC Tech Award for 2022
- Produce a clear and accurate assessment plan at the start of the programme / academic year
- Provide clear, published dates for handouts of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that work is submitted by the centrally set deadlines
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or "cap" learner achievement if work is submitted late and meets the requirements of Pearson's timeline.
- Opportunities for extensions to be granted if in line with Pearson requirements
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation

- Monitor standards verification/ external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC Drama teachers
- 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

### **Procedures for assessment,**

Staff follow the assessment procedure as laid down by BTEC. Lead Internal Verifier (LIV) to take Online Support for Centre Assessors (OSCA) training and share with their team to ensure standardisation.

LIV working with their subject team complete and up-date assessment plans. These are sent to the Quality Nominee (QN) for checking. Changes to the assessment plan are also confirmed with the QN.

### **Assessment plans**

Assessment plans are now set by BTEC with the external deadlines set by them. However, the LIV should set internal deadlines to ensure that students complete their work before the external deadline and that there are opportunities for planned resubmission where required.

Submission dates shared with learners when assignments are handed out.

Assignments submitted by submission date with dated declaration of authenticity. Learners who do not meet the deadline, especially due to current extenuating circumstances can apply for a submission or an extension will be agreed in advance. Work handed in by the agreed extension date to be marked and grade awarded.

### **Assignment design / assignment brief**

As per new regulations, all assignment briefs will be those that are set by BTEC externally.

### **Assessment recording/ tracking for learners**

All work will now be submitted via the Learner Work Transfer and marks recorded there for assessment purposes.

Internal records will be kept of assessments and marks tracked on Go4Schools.

### **Staff roles and responsibilities for each process, as appropriate**

#### **Quality Nominee:**

- Be the main point of contact for Pearson/quality assurance
- Initial point of contact for the Standards Verifier
- Work with centre staff to ensure that Standards Verification can take place.
- Monitor and support the programme teams
- Liaise with exams officer and head of centre

#### **Lead Internal Verifiers**

- Responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
- Register through the online standardisation system, OSCA, each year.
- Ensure staff complete standardisation exercises
- Attend half termly meeting with QN to discuss progress of learners, concerns and confirm procedures are being followed.

- Provide evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).
- Ensure that all assessment and verification records are available for scrutiny by Pearson with learner work,
- Ensure they can confirm learner work is authentic and valid.
- Responsible for authorising resubmissions fairly and consistently.

#### **Internal verifiers**

- Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- If requested attend the Quality Management Review meeting to provide evidence on how centre procedures are implemented
- Ensure documentation is up-to-date and available for QN

#### **Assessors:**

- Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.
- Provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards

#### **Key dates and actions**

LIVs to be aware of when the following key dates are, QN to inform LIVs at the start of each academic year

- First sample to the Standards Verifier (SV) by the date published
- First sample report to have been submitted by the SV by the date published
- Second sample to the SV (if required)
- Second sample report to have been submitted by the SV by the date published
- Deadline for claims for summer certification as per published date

#### **Internal verification**

Aim:

- To ensure there is an accredited Lead Internal verifier in each principal subject area (BTEC entry level- Level 3)
- 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 complete the above aims, St Peter's school will:

- Where required by the qualification, a lead internal verifier will be appointed for each subject area, they will be registered with Pearson and will complete all 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
- Standardise Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose

- An annual Internal verification documentation 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

#### **IV schedules** – see attached assessment plans

Assessment plans checked by QN and dates added to the faculty and school assessment calendar and communicated to learners

All assessment plans to contain the following:

- Who is assessing each unit/component and when assessment is expected to be completed
- Who is internally verifying the assessment decisions and when internal verification is expected to be completed
- Planned resubmission opportunities and internal verification dates for resubmission

#### **LIV (Lead Internal Verifier) registration**

- LIV registration to be completed by deadline date
- QN to check registration has taken place

#### **OSCA (Online Standardisation of Centre Assessors) accreditation/ standardisation activities**

- Staff to undertake standardisation activities
- LIV to provide evidence to QN that standardisation activities have taken place

#### **Staff briefing/ annual updating**

- Programme teams have dedicated time at the beginning of the academic year to discuss and update assessment plans and assignments being used
- Programme teams have regular calendared meetings to discuss progress of students especially in light of current Covid situation. If students have been unable to engage in on-line learning extensions to deadlines are discussed
- QN and LIV have regular calendared meetings.

#### **IV of assessment decisions**

- IV of assessment decisions as per assessment plans
- IV records to be kept by LIV for each subject area.
- IV records to be available for QN or SV if requested

#### **Standards of verification (entry to level 3)/ Monitoring and review**

- QN to liaise with SV and pass on relevant information to the LIV different programmes
- QN to ensure LIV's are aware of key dates
- QN to ensure LIV's are aware of the units and learners to be sampled and when work should be submitted by
- QN to ensure staff have support to submit work electronically if required.
- LIV to ensure the sample requested includes the following:

##### **Learner Evidence and Assessment Records**

1. Completed unit/component of learner work
2. assessment decisions for the learner work and related assessment record showing Assessor feedback

3. signed and dated declaration of authenticity by the learner (this is accepted in an electronic format)
4. confirmation from the Assessor that the evidence is authentic and is the learner's own work
1. learner consent form
2. internal verification documentation relating to the assessment decisions where this activity has taken place for the learner
3. the Lead Internal Verifier declaration
4. evidence of Employer Involvement in line with any approved adaptation requirements, where applicable

**Where a resubmission opportunity has been approved for a learner:**

1. signed and dated authorisation from the Lead Internal Verifier, showing the resubmission deadline and any conditions that were put in place e.g. to prevent collusion
2. initial assessment record
3. original and resubmitted learner evidence with a signed and dated declaration of authenticity from the learner
4. assessment records for the resubmission
5. confirmation from the Assessor that the resubmitted evidence is authentic and the learner's own work

**Staff roles and responsibilities for each process, as appropriate:** see roles outlined in the Assessment section above for a description of key roles and responsibilities

## Appeals

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, St Peter's 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 them 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

### **Learner induction, informing them about the appeals procedure**

Subject areas complete and induction process with learners. Learners all have access to the centre BTEC handbook either as a hard copy or electronically. Handbook details structure of courses, assessment requirements.

Handbook contents:

- Grading – what are pass, merit and distinction worth

- Centre programmes available
- How courses are taught at KS4 and KS5
- Learner expectations
- Assignment briefs explained
- Key roles explained
- How the programme is assessed
- How to achieve the best grade – specific to KS4 and KS5
- Key word glossary
- Types of evidence which can be used
- IV process
- What is plagiarism and malpractice
- BTEC appeals process

### **Stages of learner appeals procedure (both internal and external)**

#### **Appeals process for BTEC courses**

#### **VOCATIONAL COURSES APPEALS PROCEDURE**

During induction students receive full information on the following:-

- a) Course expectations with attendance requirements, work experience expectations, (private study arrangements, level 2 and level 3) and assignment deadlines.
- b) Course structure, time-tabling and unit specifications with guidelines on Assessment and Grading.
- c) Access to the Appeals Procedure and Policy on Special Needs (see school website).

#### **ACADEMIC APPEALS**

- a) If a student is dissatisfied with the assessment of a piece of work or the grade awarded, he/she should in the first instance appeal verbally to the assessor concerned, within two weeks of the assessment.
- b) Where the student fails to have the assessment or grade modified by the assessor, he/she may appeal to the Internal Verifier who will record the appeal and attempt to find a solution, which satisfies the candidate and the assessor. This may involve another assessment or re-consideration of the evidence, and should not take longer than a further two weeks to complete.
- c) Where the appeal to the Internal Verifier fails to find a satisfactory solution, the matter should be referred to the Quality Assurance Lead for the school. Their decision, which should be made within two weeks of referral, will be final.

#### **NON-ACADEMIC APPEALS**

Where a student contests a decision by a tutor which does not derive from course work, (i.e. pastoral matters such as attendance, behaviour, admission, etc.) appeals can in turn be made to:-

- a) Head of Department
- b) Head of Year
- c) Assistant Head Teacher/Deputy Head Teacher with the responsibility for that subject area

Such matters need an early resolution and each stage should be dealt with within one week. The decision made will be final.



**VOCATIONAL COURSES APPEALS FORM** – used in the first instance to register the appeal. The schools Appeals Policy will then be implemented

Name of the Student: .....

Assessor: .....

Unit: .....

Details of the Appeal

Signed –

Student:.....

Assessor: ..... Date: .....

Result of the Appeal

Signed –

Student:.....

Assessor: .....

IV: .....

QN/AHT: .....

(Where applicable)

### **External appeals procedure**

With all external examinations there is an appeals process. The details of which are provided by the exams officer to each department. This information includes dates of appeal, access to scripts and costs involved for this.

All learners who would like to appeal their mark awarded by the awarding organisation is able to have a detailed conversation with their teacher to decide whether their marks are at a point near to the next grade boundary and whether it is worth appealing.

At the point a learner would like to appeal the external mark they complete a form including all details of the candidate and what they are appealing and return this to the exams officer. No appeal will be made until the completed form is received from the learner, this is to ensure they fully understand that their grade could go up or down or stay the same and they would not be able to change their mind after the appeal is placed with the awarding body.

A log is kept on the form of when the appeal is made through the awarding body website and any further information is also recorded as it happens. A printout of the appeal made is attached to the form for reference. Once the outcome is received the learner is informed.

### **Recording and monitoring each stage of the appeals procedure**

- Records of appeals to be kept by Exams Officer
- On receipt, all complaints/appeals are assigned a reference number and logged.
- Outcome and outcome date is also recorded.
- The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request.

## **Assessment Malpractice**

- 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 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, St Peter's school

- 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 the work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the head of centre and all personnel linked to the allegation. It will proceed through the following stages:
  - 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 every opportunity to respond to the allegations made
  - Inform the individual of the avenues for appealing against any judgement made
  - Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties/ sanctions which will be decided by the awarding body:

Learners given a copy of JCQ Information for candidates which identifies the following sanctions:

- The piece of work will be awarded zero marks;
- You will be disqualified from that component for the examination series in question;
- You will be disqualified from the whole subject for that examination series;
- You will be disqualified from all subjects and barred from entering again for a period of time.

## **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 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 a writer, 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
- Using artificial intelligence to mark students work

### How you minimise risk of learner malpractice

- Learners made aware of what constitute plagiarism/malpractice during induction process
- Explanation of plagiarism/malpractice clearly outlined in Student Handbook
- All learners are given copies of JCQ Information to Candidates – coursework assessment
- Warning students about the misuse of AI and explaining the process of checking for AI misuse

### How you minimise risk of staff malpractice

- Existing and new staff to have annual refresher on what constitutes malpractice
- LIV to monitor new staff to ensure they are aware of the requirements for coursework and as a result do not commit malpractice.
- Give staff new guidance on Artificial intelligence by JCQ

### How you deal with malpractice

1. Assessor/IV suspect malpractice
2. Contact LIV
3. LIV to contact QN
4. If malpractice is suspected then QN to contact Deputy Head responsible for exams and Head Teacher (Head of Centre)
5. Head of Centre to allocate investigating officer to investigate suspected malpractice – this must be completed with 10 days
6. If malpractice is confirmed then the student/member of staff has 5 days to appeal.
7. Malpractice not proven – records of the investigation to be kept by Examinations Officer)
8. Malpractice proven – Head of Centre to contact Pearson

## **Employer Involvement**

We do not currently teach any BTEC qualifications that require Employer Involvement. Should this change in the future the centre will include a policy with the required information to support the qualification.

## **Blended learning**

At St Peter's School this includes in-class, face-to-face, live on-line lessons or recorded lessons.

Aims:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this St Peter's school will:

- Ensure that teaching / delivery/ assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face- to- face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson centre Agreement

**Please see attached Remote Learning Policy**