



HEADLANDS SCHOOL
SINCE 1965

BTEC Policy

Written by	Headteacher		
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Headlands School

Content:

- BTEC Registration & Certification Policy
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BTEC Registration & Certification Policy

Aims: 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, this centre will:

- register each learner within the awarding body requirements
- register each learner on the appropriate programme code, before any assessment activity is completed
- 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 certification.

This policy will be reviewed every year.

Links:

[Entries & information manual | Pearson qualifications](#)

BTEC Assessment Policy

Assessment is defined as all practices and policies that together enable the school to quality assure the learning process and make effective judgements relating to the success of individual learners.

Aims: 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, this 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 evidence using only the published assessment and grading criteria
- ensure assessment practices meet current BTEC assessment requirements and guidance
- 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 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 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
- maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

This policy will be reviewed every year.

Links:

<https://qualifications.pearson.com/en/subjects.html>
[Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications](#)

BTEC Internal Verification Policy

Aims: 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, the centre will ensure that:

- a lead internal verifier for each principal subject area is registered with Pearson and has undergone the necessary standardisation processes.
- each Lead Internal Verifier oversees effective internal verification 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 teams 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.

This policy will be reviewed every year.

Links:

[BTEC Centre Guide to Internal Verification](#)

[BTEC Centre Guide to Standards Verification](#)

[Quality Assurance templates](#)

Appeals Policy

Aims: 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, this 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 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
- 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.

This policy will be reviewed every year.

Links:

[BTEC qualification specifications](#)

[Enquiries & appeals about Pearson vocational qualifications and end point assessment policy](#)

BTEC Malpractice Policy

- 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 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 student 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 and all personnel linked to the allegation. It will proceed through the following stages:
 1. Examination of evidence [including meeting between learner, their parents, assessor or Lead Internal Verifier, Quality Nominee or SLT representative as appropriate]
 2. Decision reached
 3. Inform those involved of the decision
 - 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 appropriate penalties/sanctions:

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

This policy will be reviewed every 12 months by the Quality Nominee and the Governors

Links:

[Dealing with malpractice and maladministration in vocational qualifications](#)

[Plagiarism factsheet](#)



HEADLANDS SCHOOL
SINCE 1965

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Headteacher: Mrs Sarah Bone

BTEC Student Appeal Form

Name _____

Year Group _____

Tutor Group _____

BTEC Subject _____

BTEC Teacher _____

Type of Appeal (please tick)

Individual Assessment

End of Course Outcome

Personal Circumstances

Stage of Appeal (Please tick)

Please note, appeals must start at stage 1 and only proceed further if it cannot be resolved.

1. BTEC Assessor
2. Head of Dept./Course Leader
3. Internal/Lead Verifier
4. External Verifier

Description of Appeal
