



HEADLANDS SCHOOL
SINCE 1965

BTEC Policy

Written by	Headteacher		
Creation date	Spring 2018		
Adopted by Governors	Spring 2018		
Reviewed by	Assistant Headteacher	Date	Summer 2026
Next Review Date	Summer 2027		

Headlands School

Content:

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BTEC Registration & Certification Policy

Aims: To enter individual learners for assessment, where required, by published deadlines.

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, if requested
- inform the awarding body of withdrawals, transfers or changes to learner details
- ensure that certificate claims are timely to meet Pearson published deadlines 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.
- Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates (ECD)'
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- Provide a robust mechanism for programme leads to check the accuracy of individual learner entries

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/moderation as required by the awarding organisation, to meet published deadlines
- 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 Terms and Conditions of Approval
- Have all learner evidence available for review when requested, in line with Pearson Terms and Conditions of Approval.
- Comply with the requirements as set out in the Pearson Centre Guide to Assessment.

This policy will be reviewed every year.

Links: [Pearson Qualification Subject Pages](#)
[BTEC Quality Assurance](#)
[Assessment and Internal Verification templates](#)

BTEC Internal Verification Policy

Aims: To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC entry level - Level 3/Level 4-7)
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 and retained to meet Pearson requirements
- the outcome of internal verification is used to enhance future assessment practice.
- Comply with the requirements as set out in the Pearson Centre Guide to Internal Verification

This policy will be reviewed every year.

Links:

[BTEC Centre Guide to Internal Verification](#)
[Centre Guide BTEC Quality Assurance](#)
[Assessment and Internal Verification Templates](#)
Centre Guide BTEC Lead [Internal](#) Verifier

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.
 - Comply with the requirements as set out in the JCQ Appeals information

This policy will be reviewed every year.

Links:

[Policies for centres, learners and employees](#)
[JCQ appeals](#)

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 report all alleged, suspected and actual incidents of malpractice to Pearson
To protect the integrity of this centre and BTEC qualifications.

In order to do this, the Centre will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- 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
- Advise learners of the rules regarding whether AI tools (e.g ChatGPT) can be used and, if so,
- Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
- Report cases of suspected learner malpractice in external assessments to Pearson immediately.
- Ensure completion of JCQ form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at candidatemalpractice@pearson.com
- Report any suspected cases of learner malpractice in internal assessments to Pearson if the learner has signed the declaration of authentication. The Head of Centre will complete the JCQ Form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at candidatemalpractice@pearson.com
- Follow the internal assessment malpractice policy to resolve any internal assessment malpractice matters where learners have not completed a declaration of authentication
- 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, Headlands will comply with the requirements as set out in the [Centre Guidance: Dealing with Malpractice and maladministration](#) and Pearson 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, including the misuse of AI tools
- 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:

[Centre Guidance: Dealing with Malpractice and Maladministration](#)

[Centre Guide BTEC Quality Assurance](#)



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
