



# HENLEY-IN-ARDEN SCHOOL

*Achieving Excellence Together*

|                           |                                       |              |
|---------------------------|---------------------------------------|--------------|
| <b>Name of Policy</b>     | <b>BTEC Policy</b>                    |              |
| <b>Lead</b>               | Miss. S Blyth, Director of Curriculum |              |
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**Some subjects in school are examined under the remit of BTEC rather than GCSE. These qualifications require that there is policy and practice designed to oversee work and ensure consistency and fairness. The school has an accredited BTEC Quality Nominee (Sarah Blyth, Director of Curriculum) who is responsible for this policy.**

## **BTEC Registration, entry and certification policy**

### **Aims**

1. To register individual learners for the correct programme within agreed timescales for Pearson Set Assignments (PSA's) and external assessment.
2. To enter individual learners for assessment where required, by published deadlines.
3. To claim valid learner certificates within agreed timescales.
4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

### **To do this, Henley in Arden School will**

- Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment
- Register each learner to meet Pearson requirements
- Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity
- 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 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 mechanism for programme leads to check the accuracy of individual learner entries
- Ensure that certificate claims are timely to meet Pearson published deadlines
- Audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep and maintain accurate learner records safely and securely for three years post certification, in line with Pearson Terms and Conditions

# **BTEC Assessment Policy**

## **Aims**

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards.
3. To ensure that there is accurate and detailed recording of assessment decisions.

## **To do this, Henley in Arden School 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 using the key dates provided by Pearson
- 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
- Conduct the Pearson Set Assignments (PSA's) within the set timeframe.
- 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 plagiarism and assessment 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 Pearson to meet published deadlines
- Monitor standards verification/external examination/moderation 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 assessors 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 of Approval
- Have all learner evidence available for review when requested, in line with Pearson Terms of Approval

# **BTEC Internal Verification Policy**

## **Aims**

1. To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity.
2. To ensure that Internal Verification procedure is open, fair and free from bias
3. To ensure that there is accurate and detailed record of Internal Verification decisions.

## **To do this, Henley in Arden School, will ensure**

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and complete standardization annually within the programme team
- 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
- There is internal standardisation of the assessment team using Exemplar Standardisation Materials available on the qualification's webpage
- Assessment decisions are internally standardised to ensure all Assessor's marking is consistent before submitting marks for moderation
- The process for moderating work, submitting marks and uploading samples to the Learner Work Transfer is clear to all staff involved
- Effective internal verification roles are defined, maintained and supported and that 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 structure sample of assessment from all programmes, unites, sites, cohorts and assessors is internally verified
- 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

## **Appeals By Candidates**

Henley in Arden School should provide fair and objective assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes:

- A formal system of recording appeals
- Prompt responses within clearly stated times
- Stages that give all parties the opportunity to put their case
- Clear outcomes at each stage
- Constructive feedback to you, the candidate and parents/carers

## **The Appeals Procedure has three stages:**

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

If you disagree with an assessment, you must discuss your reasons with the assessor concerned as soon as possible (this is usually the class teacher). Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

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

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

If you agree with the assessor's response, then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to Stage 2.

### **Stage 2                    Internal Verifier                    5 working days**

If you are 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 you the reconsidered decision in writing within 5 working days of receiving the appeal.

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

### **Stage 3                    Senior Management                    5 working days**

If you are still dissatisfied with the decision after Stage 2 you have the right to appeal to the BTEC Coordinator

The Internal Verifier who acted at Stage 2 will pass the following details to the BTEC coordinator 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

You will be asked if you wish to speak to the BTEC coordinator, or you may be represented or accompanied by a parent, guardian or friend or make a written submission. The assessor who made the original decision will be asked to meet the BTEC Coordinator to answer any questions.

The matter will be discussed in private at this level and the decision will be given to you 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 Edexcel if necessary. Edexcel is not part of the Appeals procedure this is an internal issue for a centre.

**The decision made at Stage 3 is FINAL.**

# BTEC Assessment Malpractice policy

**Plagiarism is: 'The failure to acknowledge sources properly and/or the submission of another person's work as if it were the student's own' (as defined by the Joint Council for Qualifications) and relates to unsupervised assessed work.**

Please refer to the JCQ (Joint Council for Qualifications) publications

1. Plagiarism in Examinations (Guidance for Teachers/Assessors)
2. Notice to Candidates

All students participating in the BTEC courses are issued with JCQ Notice to Candidates information sheet at the start of Years 10 and 11.

## Aims

1. To identify and minimise the risk of malpractice by staff or learners.
2. To respond to any incident of alleged malpractice promptly and objectively.
3. To standardize and record any investigation of malpractice to ensure openness and fairness.
4. To report all alleged, suspected, and actual incidents of malpractice to Pearson.
5. To protect the integrity of this centre and BTEC qualifications.

## To do this, Henley in Arden School will

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seek to prevent malpractice by using the learner handbook to inform learners of the Centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require 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 Centre's 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 to Pearson all alleged, suspected and actual incidents of malpractice in accordance with [JCQ Suspected Malpractice Policies and Procedures](#)
  - If Henley in Arden School discover or suspect a learner or member of staff of having committed malpractice, the individual will be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
  - Cases of suspected learner malpractice in external assessments will be reported to Pearson immediately. The Head of Centre will complete JCQ Form M1 and submit this along with all supporting documentation



to Pearson's Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com)

- Cases of suspected learner malpractice in internal assessments will be reported 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](mailto:candidatemalpractice@pearson.com)
- For internal assessment, where learners have not completed a declaration of authentication, Henley in Arden School will follow the internal assessment malpractice/academic misconduct policy in resolving the matter as this does not need to be reported to Pearson
- Henley in Arden School takes plagiarism very seriously and, as such, all internal assessments are uploaded to [Turn It In](#) which analyses learner work for authenticity
- Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation
- Comply with the requirements as set out in the Pearson policy

Where malpractice is proven, Pearson will determine the sanctions to be imposed.

### **Learner Malpractice**

This list is not exhaustive:

- 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 to produce the work for another or arranging for another to take one's place in an assessment/examination/test

### **Staff Malpractice**

This list is not exhaustive:

- Improper assistance to learners
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learner coursework/portfolios of evidence secure
- 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
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- Falsifying records/certificates, for example, by alteration, substitution, or fabrication
- Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of an assessment

**Links to other policies** Assessment for Learning, Exams, Behaviour for learning policy

**Head of Centre** JRO

**Monitoring & Evaluation by** SLT

**School Group Responsible** SLT

### **Discipline Policy**

Please note that we follow the discipline policy of the school. The same interventions should apply. We follow the BFL (Behaviour for learning) code.

### **Learner Support Policy**

As a school we follow the guidance laid down in the DfES Special Educational Needs – Code of Practice – Nov 2001 – DfES 581/2001.

All students who undertake the BTEC course are part of the whole school SEN system. IEP's are available for consideration in the Shared intranet area.

## **BTEC Distance and blended learning policy**

### **Aims**

1. To ensure that distance and/or blended learning delivery meets the guidelines set out by Pearson.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

### **To do, Henley in Arden 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 for blended learning 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 Terms of Approval

## **BTEC Collaborative arrangements policy**

### **Aims**

1. To ensure that all collaborative arrangements are approved and meet requirements.
2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson.
3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements.

### **To do this, Henley in Arden School will**

- Have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment and the start of teaching of the qualification(s)
- Make sure that all providers have qualification approvals before applying for approval under a collaborative arrangement
- Identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- Ensure a Lead Internal Verifier (LIV) is appointed annually for each qualification within the collaborative arrangement
- Ensure the LIV completed standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification
- Make accurate learner registrations and claims under the appropriate consortium programme code and/or subsite
- Have appropriate policies and procedures for registration and certification of learners in place
- Ensure Pearson and all centres in the arrangement have access to all quality assurance documentation linked to registered learners
- Ensure all centres in the arrangement have access to all learner progress and achievement records
- Ensure that all centres in the arrangement are included and participate fully in the regular evaluation and review of all qualifications delivered in the collaborative arrangement
- Retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- Participate in Pearson quality assurance monitoring through the Holistic Review and Standards Verification (SV)/External Examiner (EE) sampling
- Apply the outcomes of Standards Verification and support any essential actions required
- Ensure we/or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications