

KAT BTEC Policies

Staff Involved

External

SSV Senior Standards Verifier
SV Standards Verifier

Internal

Head of Centre (HoC)	Mr Lee Butler
Quality Nominee (QN)	Mr Lee Butler
Examinations Officer (EO)	Mrs Sue Townsend
Assessors	
Programme Leader (PL)	
Internal Verifier (IV)	
Lead Internal Verifier (LIV)	

Registration Status

Lead Internal Verifier (LIV) Registrations
Mr David Cook TRAVEL AND TOURISM LEVEL 1/2 NQF
Miss Sarah Jones CHILDREN'S PLAY, LEARNING AND DEVELOPMENT LEVEL
1/2 NQF

BTEC Registration & Certification Policy

Aim:

- **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.**

Procedures:

Each learner will be registered within the awarding body requirements (within 60 days of starting the programme).

We shall provide regular opportunities for programme leaders to check the accuracy of learner registrations. Learner transfers shall be monitored by Admin Staff passed to QN, EO and PL to initiate summary of units achieved (to enable unit accreditation where possible) then information passed to EO within 14 days to inform Edexcel of changes. EO shall inform the awarding body of any withdrawals, transfers or changes to learner details.

Each learner shall be aware of their registration status via registration summaries available with termly reports and on VLE. In BTEC team meetings any concerns regarding prolonged absences of learners shall be recorded, these names shall then be monitored. Updates shared in BTEC team meetings.

All certificate claims shall be made timely and based solely on internally verified assessment records. EO to inform PL and QN of dates for entry also found on Edexcel Online. Entry of marks (Progress to date) for completed units at the end of the 1st year shall be encouraged and can be upgraded prior to full accreditation.

We shall audit certificate claims made to the awarding body. Department databases must be checked by PL prior to sending to EO who then enters the results online.

Certificates received from the awarding body will be audited to ensure accuracy and completeness. EO to verify prior to issue to PL, who must then check against database prior to issue. Any inconsistencies shall be reported to QN, EO and then to the awarding body.

All records shall be kept safely and securely for three years post certification. Records held by departments and those received by EO shall be held on the BTEC archive for 3years.

This policy will be reviewed every 12 months by Mr David Bennett (QN) and Mrs Sue Townsend (EO).

Links

Edexcel Online: This provides detailed information for Exams Officers about registration and certification procedures for all Edexcel programmes.

Definitions/Terminology

Registration: Informs Edexcel about learners at the beginning of a programme of study.

Key Dates & Actions: Deadlines for registration and certification appear in the Centre Handbook:

Certification Claim: The process of informing Edexcel of learner achievement.

Unit Certification: Learners who have not completed sufficient number of units to receive the full award can be certificated for the units that they have achieved.

Responsibilities

Exams Officer: Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Programme Leader: Responsible for ensuring learner details held by Edexcel are accurate and that an audit trail of learner assessment and achievement is accessible.

Quality Nominee: Responsible for coordinating and monitoring the learner details held with Edexcel.

Senior Management: Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

Procedures

Registration: Registration initiates external verifier allocation. Students should be registered within 60 days of when they start the programme. Centre procedures need to facilitate accurate, timely registration.

Progress to Date: At end of 1st year fully achieved units can be reported to Edexcel. Certification is not claimed and improved grades can be reported later to Edexcel.

Transfer: Learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. Procedures need to ensure transfers are accurate and timely. They should also ensure that adequate information about the transferee's position and progress is communicated.

Withdrawal: Centres must advise Edexcel when a learner leaves before completion. A withdrawal will not prevent the registration from being reopened at a later date.

Certification Claims: Full award or unit certification is claimed through Edexcel Online: paper claims can only be made on request. Claims can be made at any time of year. Centre claims procedures should prevent fraudulent or inaccurate claims.

Date of Review: March 2024

Date for Next Review: March 2025

BTEC Assessment Policy

Aim:

- 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.

Our team shall:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. Responsibilities: PL, LIV and Assessors.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable through our Internal Verification procedure.
- Not limit or 'cap' learner achievement if work is submitted late in line with awarding body policy.
- Develop assessment procedures that will minimise the opportunity for malpractice. Staff will be given opportunities to improve their knowledge of assignment briefs to promote the development of new assignments year on year. All Assessors with the support of their PL shall undertake training using the practice material obtained for the compulsory LIV training. Their answers will be compared with the SV comments to improve understanding, help standardisation and establish potential deputies for the LIV should there be a change in circumstances. Assessors will also be made aware of any further training opportunities through the QN and PL.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for external verification, as required by the awarding body. It is advised that departments photocopy a sample of whole units from four learners, up to 8 learners for programmes with approaching 100 registrations. This is to be stored securely within the department and may be requested for NSS.
- Monitor external verifier 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.

This policy will be reviewed every 12 months by PL and QN.

Links

BTEC Programme Specifications:

All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website: www.edexcel.com

Edexcel BTEC Assessment & Grading Policy: This is Edexcel's policy on the application of grading criteria when assessing BTEC programmes: www.edexcel.com/about/policies/centrepolicies/

Centre Guide to Assessment: Planning, Design & Delivery: A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: www.edexcel.com/sfc/feschools/ga/gd0708

Date of Review: March 2024

Date for Next Review: March 2025

BTEC Internal Verification Policy

Aim:

- 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.

The team shall:

- Ensure that all centre assessment assignments are verified as fit for purpose as evidenced in Internal Verification log (PL files).
- Plan an annual internal verification schedule, linked to assignment plans.
- Verify an appropriately structured sample of assessor work from all programmes to ensure centre programmes conform to the BTEC standards and external verification requirements. (As evidenced by Programme Internal Verification Schedule and the corresponding standardised IV sheets in PL files.)
- Be aware of their internal verification roles as shown in IV schedule. Internal Verifiers shall be supported with allocated department time to fulfil their duties and with training using the Practice material and SSV commentary provided by Edexcel.
- Ensure that identified staff (PL) will maintain secure records of all internal verification activity.
- Be briefed on the requirements for current internal verification procedures. Responsibility QN, training disseminated during allocated department time.
- Promote internal verification as a developmental process between staff. All staff are to follow the Internal Verification steps regarding feedback and remedial action.
- Use the outcome of Internal Verification to enhance future assessment practice.

This policy will be reviewed every 12 months by PL and QN.

Summary

Staff Briefing: All assessors and IVs require periodic briefing on BTEC processes.

Verification schedules: Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year.

Internal verification of assignments: Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned.

Links

BTEC Programme Specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website: www.edexcel.com

Edexcel BTEC Assessment & Grading Policy

Centre Guide to Assessment: Planning, Design & Delivery

Date of Review: March 2024

Date for Next Review: March 2025

BTEC Appeals Policy

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

The centre shall:

- Inform the learner of the Appeals Policy and procedure via the pupil handbook at induction.
- Follow a staged appeals procedure as shown below to determine whether the assessor:
 - used procedures that are consistent with Edexcel's requirements
 - applied the procedures properly and fairly when arriving at judgements
 - made a correct judgement about the learner's work
- Record, track and validate any appeal. Appeals recorded shall be passed from Assessor to PL / LIV. Once the internal appeals process has been exhausted (Stage 4), QN shall forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months (QN, EO, PL). Each stage should be recorded, dated and show either agreement or disagreement with decisions.
- 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 (PL, QN).

Appeals procedure stages:

- **Stage 1 – INFORMAL:** Learner consults with assessor within a defined period of time (14 days) following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
- **Stage 2 – REVIEW:** Review of assessment decisions by LIV or PL. Learner notified of findings and agrees or disagrees, in writing, with outcome (PL). If unresolved, move to stage 3.
- **Stage 3 – APPEAL HEARING:** Senior management (QN) hear the appeal: last stage by the centre. If unresolved, move to stage 4
- **Stage 4 – EXTERNAL APPEAL:** The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 3: a fee is levied.

This policy will be reviewed every 12 months by PL, QN

Responsibilities

Learner: Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

Assessor: Responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learner's appeal within the agreed time.

Internal Verifier/Senior Management: Responsible for judging whether assessment decisions are valid, fair and unbiased.

Head of Centre: Responsible for submitting an appeal in writing, to Edexcel if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Date of Review: March 2024

Date for Next Review: March 2025

BTEC Assessment Malpractice Policy

Aim: 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.

The centre shall:

- Aim to avoid potential malpractice through the use of the student exam guidance 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.
- Ensure learners declare that their work is their own.
- Ensure learners provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used. Learners should use appropriate citations and referencing for research sources.
- 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.

Minor Acts of Learner Malpractice shall be handled by the Assessor. The following sanctions may be applied at the Assessor's discretion:

- *Refusal to mark the work in question, work must be resubmitted within 7 days, malpractice recorded on malpractice document. A 3rd Malpractice event counts as a major Act of Learner Malpractice. Learners may be required to undertake further tasks to ensure their knowledge and understanding.
- * detention in the first instance 20mins
- * detention in the second
- * Major act of malpractice – 2hrs afterschool and further evidence required prior to remarking.

A Major Act of Learner Malpractice will proceed through the following stages:

1. Documentation of allegation on appropriate form
2. Discussion with Learner to inform them of the issues and possible consequences by Assessor or Leader of Principle Subject Area.
3. Learner is to be made aware of the process to appeal and provided with an opportunity to respond in writing within 7 days.

4. Investigation made by LIV for the Principal Subject Area and documented.
5. Penalties should be appropriate to the nature of the malpractice and a proven Major Act of Learner Malpractice shall lead to a 2hr afterschool detention at the minimum. Learners may be required to undertake further tasks to demonstrate their knowledge and understanding in addition to the resubmitted assignments. Further guarantees may be sort to ensure learner's work is their own including supervised work afterschool.
6. Should a Learner obtain more than one Major Act of Learner Malpractice they may be removed from the course following a joint decision between LIV, QN and HoC taking into account the severity of the malpractice.

Any Assessor who believes that malpractice has taken place will

- 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.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered:

- 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:

- 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 LIV, Assessors, and QN.

Date of Review: March 2024

Date for Next Review: March 2025

Recognition of Prior Learning within another school

Qualifications in scope

This policy applies to all Edexcel and/or BTEC qualifications, including those on the National Qualification Framework (NQF), the Qualifications and Credit Framework (QCF) and other national frameworks in Wales, Scotland and Northern Ireland and self-regulated qualifications.

Our centre shall only recognise prior learning in the following instance:

A learner transfers to our school with partial or complete units for an existing BTEC programme that we deliver

Procedure

It is our responsibility to ensure appropriate evidence has been collated to meet the grading criteria awarded. The assignment briefs used in the other centre will have to be internally verified by the PL (at our centre) and the Learner work reassessed using IV assessment decisions form. Only then can the assessment be entered onto our databases and used towards the BTEC qualification. Please notify the QN and ensure it is clear on your database which criteria were achieved at another centre. Ensure the IV documents used are held in the Programme Leader file. Should we disagree with the criteria awarded it is up to the learner to produce supplementary evidence to fulfil the criteria.

The principles behind this policy are taken from the Edexcel Recognition of Prior Learning Policy (formerly APL)

Principle 4

The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

Principle 5

Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. Centres must have personnel with appropriate expertise and knowledge to facilitate this.

Date of Review: March 2024

Date for Next Review: March 2025

Signed