



BTEC Policies and Procedures (Exams)

Calthorpe Park School

May 2025

No substantial changes made to previous version

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| Centre name | Calthorpe Park School |
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This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Calthorpe Park School are awarded and managed in accordance with current requirements and regulations.

References in this policy to AA and ICE refer to the JCQ publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

1. Roles and Responsibilities

Senior Managers

The Headteacher is formally responsible for ensuring that the school acts in accordance with Pearson's terms and conditions of approval.

Quality Nominee (QN)

Every school must identify a member of staff as the Quality Nominee for vocational provision. This person is the main point of contact for information related to quality assurance.

Responsibilities

The Quality Nominee should ensure the effective management of all BTEC programmes and actively encourage and promote good practice within the centre.

The Quality Nominee will liaise with the school and Pearson staff to ensure that:

- all programmes are approved and registrations are accurate and up-to-date
- approval conditions and policy requirements are being implemented consistently and effectively
- all staff are aware of all support and guidance available and understand requirements
- assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes
- there is a registered Lead Internal Verifier in place for each Principal Subject Area, where required
- where required, Standards Verification is completed successfully
- ensure that there is an assessment and verification plan for the school's programmes which is fit for purpose and meets requirements
- sign off the plan and check that it is being followed at suitable points
- where possible, undertake some internal verification and/or assessment for individual units within at least one of the programmes
- ensure that assessment plans, records of assessment and samples of students work are retained for Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades

Examinations Officer

This is the person designated by a school to take responsibility for the correct administration of students.

The Examinations Officer normally acts as the administrator for Edexcel Online, which provides direct access for student administration.

Responsibilities

- liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- register students by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- register students onto the correct programmes checking that these are the specific titles and versions that students are following
- check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required
- give Edexcel Online access to the Quality Nominee
- for relevant programmes, give Edexcel Online access to Lead Internal Verifiers so that they can register onto the OSCA system and access standardisation materials
- give Edexcel Online basic access to all other BTEC staff, as necessary
- for programmes that include externally assessed units, ensure that all exam entries are made according to Pearson requirements

Lead Internal Verifier

A Lead Internal Verifier is a person designated by the school to act as a point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area.

The Lead Internal Verifier must register through OSCA to access standardisation materials and work through these with the programme team.

The Lead Internal Verifier should be:

- a subject specialist. It is important that they have an understanding of the subject they are responsible for
- someone with the authority to oversee assessment. This may be the programme leader, as this would normally be a key part of their role
- directly involved in the assessment and delivery of a programme, so that they understand the units
- able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

Programme Leader

A programme leader or programme manager is a person designated by the school to take overall responsibility for the effective delivery and assessment of BTEC qualifications. The programme leader may also act as the Lead Internal Verifier, if appropriate.

Responsibilities

- liaise with the Quality Nominee to be aware of information updates and quality assurance requirements
- liaise effectively with the Examinations Officer to ensure accuracy of registration and certification of learners
- liaise with programme team to confirm assessment and internal verification schedules
- ensure that there are sufficient resources to deliver the programmes and units
- ensure that programme staff have the necessary expertise and, where relevant, qualifications
- review reports arising from quality assurance and ensure that appropriate actions are taken
- liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- make arrangements for handover to a colleague if unable to carry out the role

Internal Verifiers

Internal verification is the quality assurance system used to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme
- assessment instruments are fit for purpose
- assessment decisions accurately match learner work to assessment & grading criteria
- standardisation of assessors takes place

Responsibilities

- agree an assessment and verification plan for each programme
- check the quality of assessment instruments to ensure they are fit for purpose
- ensure an effective system of recording learner achievement is in place
- keep accurate and up-to-date records of the internal verification process
- advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency
- use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable
- ensure your own assessment decisions are sampled when teaching on the programme
- ensure that appropriate corrective action is taken, where necessary

- take part in the formal stages of any appeal

Assessors

An assessor is anyone responsible for the assessment of students.

Responsibilities

- ensure that you have read and understood the programme specifications and the requirements of all units being assessed
- agree an assessment and verification plan for each programme ensuring full coverage of the required units
- teach students the knowledge and skills required to achieve the qualification
- design assessment activities which guide students to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content
- provide summative assessment of the completed work submitted by students, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content
- accurately record all summative assessment decisions
- follow up any advice from your internal verifier

2. Registration and Certification

Aims:

- to register individual students for the correct programmes by an agreed deadline
- to ensure students are entered for externally assessed units, where necessary
- to claim valid student certificates by an agreed deadline
- to ensure that individual student registration and certificate claims are accurate and secure

Actions:

- students will be registered within the awarding body requirements
- procedures put into place so programme teams can confirm the accuracy of learner registrations
- ensure each student is aware of their registration status.
- inform the awarding body of any withdrawals, transfers or changes to student details
- where the programme requires, students will be entered for the necessary externally assessed units in accordance with Pearson requirements.

- exam information will be distributed to students and staff by the Exams Officer prior to the examination date
- ensure that certificate claims are made by the deadlines set
- keep all certificates secure for at least one year post certification

3. Assessment

Aims:

- to ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students or individuals
- to ensure that the assessment procedure and is fair and unbiased and to national standards
- to ensure that there is accurate and detailed recording of assessment decisions

Actions:

- to ensure that students are provided with assignments that is fit for purpose, to enable them to produce appropriate evidence for assessment
- to assess students' evidence using only the published assessment and grading criteria
- to ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' student achievement if work is submitted late
- to develop assessment procedures that will minimise the opportunity for malpractice
- to maintain accurate and detailed records of assessment decisions
- to maintain a strong and rigorous internal verification procedure
- to monitor standards verification reports and undertake any action required
- to provide samples for Standards Verification as required by the awarding body
- to share good assessment practice between all BTEC programme teams
- to ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- to provide resources to ensure that assessment can be performed accurately and appropriately

1. THE INTERNAL VERIFIER

For each BTEC Programme at least one Internal Verifier should be identified. This will usually include the Course Tutor. Where the Internal Verifier is also an Assessor, another member of staff will be required to internally verify his/her assessment decisions.

2. PROCEDURES

At the start of the year the Internal Verifier should request copies of all assignment briefs from Assessors.

Each assessment should be checked to ensure that it is of the appropriate quality and that the tasks will provide students with the opportunity to meet different grading criteria.

Specifically, Internal Verifiers should check that for the unit/programme:

- all grading criteria are covered
- assignments are vocationally relevant
- assignments are presented in a standard format
- an appropriate range of assessment methods are used
- there is a balance of assessment across the course and students are not being over-assessed
- grading criteria are available to students
- meetings take place for moderation in order to ensure that all BTEC teachers are using same grade criteria and are agreeable on marks. In the event of weakness of assessment, staff development and IV training will take place

Internal Verifier Plan

Also at the start of the year, the Course Coordinator/Internal Verifier should draw up a schedule for internal verification for their programme ensuring that:

- all modules and their Assessors are indicated
- all students taking each unit/module are listed
- the range of assessment methods are covered
- internal verification is ongoing during each term

3. SELECTION OF WORK

Internal Verifiers should aim to cover:

- the range of work produced by students - e.g. presentations, written assignments, practical work, artefacts, etc.
- as many grades as possible: e.g. Refer, Pass, Merit, Distinction.
- in the case of new Assessors, the sample of work for verification may need to be increased. This should be agreed with the Head of Faculty

4. INTERNAL VERIFICATION OF ASSESSMENT DECISION

Since the aim of internal verification is to review students work to check that assessment is accurate and consistent, verifiers will need to re-mark the student's work, checking to see that they agree with the assessment decision.

Two processes could be followed when verifying:

- look at the work submitted as a whole, then check against assessment and grading criteria
- look at assessment/grading criteria and identify within the work submitted where the evidence is found

The Internal Verifier may choose whether to look at the Assessor's comments before or after carrying out the Internal Verification (blind marking). **BTEC Policies & Procedures 8**

NB: Internal verification should take place as soon after assessment as is possible.

5. FEEDBACK AND FOLLOW-UP

The Record of Internal Verification (assessment decisions) should be completed and decisions should be clearly stated and explained.

Copies of the Internal Verification record should be passed to the Assessor and Course Team.

6. SAMPLE SIZE

For each unit/module, a minimum of 4 assessment decisions should be internally verified to correspond with Pearson guidelines for External Verification.

In the case of new assessors the sample of work may need to be increased and this should be agreed with the Course Tutor/Head of Faculty.

7. ALLOCATION OF TIME FOR INTERNAL VERIFIERS

This will be allocated within the school's workload agreement.

8. INTERPRETATION OF NATIONAL STANDARDS

Where there is a query over the interpretation of National Standards, the Internal Verifier should contact the Head of Faculty and/or Head of KS4 (Curriculum) who, if required, will liaise with Pearson for clarification.

4. Internal Verification

Internal Verification will be undertaken on all BTEC Programmes, in line with the requirements of Pearson and regulatory bodies.

Internal Verification should cover:

- all Assessors
- all units/modules
- all grades
- all assessment methods
- all student groups

Internal Verification should result in:

- the review of assessment plans and assignments
- the review of students' assessed work to ensure that Assessors are assessing accurately and consistently to national standards

The Lead IV in each subject area will make the decision of who will be assessing which unit.

There should be a written record of every Internal Verification undertaken. Copies should be sent to the Assessor and Course Tutor.

Copies of all Internal Verifier documents should be retained by Verifiers/Course Tutors in course files and be available for inspection, when required, by External Verifiers.

The following procedures are designed to ensure that internal moderation is carried out to meet the requirements of Pearson and the regulatory bodies.

5. Assessment Malpractice

This policy refers to all and any BTEC programme delivered across KS4.

The role and purpose of this policy is to:

- define malpractice in the context of assessment and certification for BTEC qualifications
- set out the rights and responsibilities with regard to malpractice of the student, centre and Pearson

According to BTEC guidance:

'Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. Pearson does not tolerate actions (or attempted actions), of malpractice by:

- Students
- Centres

In connection with BTEC qualifications, Pearson may impose penalties and/or sanctions on learners or centre staff where incidents (or attempted incidents) of malpractice have been proven'

Student malpractice includes:

- plagiarism by copying and passing off as the learners own work the whole or part(s) of another person's work including artwork, images, words, computer generated work (including internet sources), thoughts, inventions and/or discoveries whether published or not, without appropriately acknowledging the source
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes etc. are an essential part of team work and this must be made clear to the students
- 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
- misuse of assessment/examination material
- behaving in a certain way as to undermine the integrity of the assessment/examination/test
- the alteration of any results documents including certificates
- cheating to gain an unfair advantage

Assessors must verify that the students work is their own, for instance, checking the validity of the students work to ensure worked submitted has not been plagiarised.

In order to prevent the occurrence of plagiarism, assessors should ensure that student malpractice is addressed in the following ways:

- through initial induction
- providing correct guidance on study skills and how to cite and reference secondary sources
- provide supervised opportunities for learners to complete their work

Assessor Malpractice includes:

- assisting students in the production of work for assessment, where the support has the potential to influence the outcome of assessment

- producing falsified witness statements allowing evidence which is known by the staff member not to be the student own to be included in a student assignment /coursework
- misusing the conditions for special student requirements
- fraudulent certificate claims

Malpractice Procedures

Pearson procedures for dealing with Malpractice:

- Pearson will deal with alleged malpractice with the Headteacher and may require full access to a school for investigation purposes. During the investigation Pearson may fuse learner registration/enrolment or withhold the release of student results/certificate
- if malpractice is suspected this must be reported at the first instance to the QN who will make the individual fully aware in writing of the nature of the alleged malpractice
- the individual involved with an act of alleged malpractice will be provided with the opportunity to respond to the allegations made; and will be informed of the right to appeal should a judgement be made against them

In the event of malpractice Pearson has the right to:

- access any documents held by the school in relation to alleged malpractice
- make a report to the regulatory bodies to include details of actions taken by the QN and the Headteacher, Governing body or responsible employer
- notify other awarding bodies and in some cases the police
- refuse to accept assessment/examination entries from a school if malpractice established
- withdraw programme approval
- refuse to issue or withdraw certificates

Appeals

Pearson has established procedures for the consideration of appeals against penalties and sanctions arising from malpractice.

6. Appeals

This policy applies to enquiries or appeals made where:

- the school disagrees with the outcome(s) from Pearson's external quality assurance activities (e.g. Standards Verifier report)

- the school disagrees with a qualification decision made by Pearson (eg rejection of a late certification or registration request)
- a student considers that a school decision continues to disadvantage her/him even after the outcome of the school's internal appeals procedure (e.g. a decision concerning assessment outcomes or reasonable adjustments)

An enquiry or appeal concerning an individual student must be made through the learner's school and submitted by the Head of Curriculum to Pearson

Pearson expects most enquiries or appeals from individual students to be resolved within the school, and will only consider an individual student's enquiry or appeal after the school's internal enquiries or appeals procedures have been fully utilised.

The role and purpose of this policy is to:

- enable the student to enquire, question or appeal against an assessment decision, to attempt to reach agreement between the student and the assessor at the earliest opportunity
- standardise and record any appeal to ensure openness and fairness
- facilitate a student's ultimate right of appeal to the awarding body where appropriate

In order to do this the school will:

- inform the student at induction of the appeals policy and procedures
- record, track and validate any such appeal
- forward the appeal to the awarding body when a student considers that a decision continues to disadvantage her/him after the appeals process has been exhausted
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- take appropriate action to protect the interests of other students and the integrity of the qualification when the outcomes of an appeal questions the validity of other results
- monitor appeals to inform quality improvement

Appeals Procedure

As part of BTEC quality assurance procedure and the equality of opportunity of each student, students have the right to appeal against the grade awarded for submitted BTEC coursework. However, before an appeal is made the student should raise this informally with the assessor (the teacher who marked the work) for consideration.

If an agreement between the student and assessor cannot be made, the student has the right to a Formal Appeal. All appeals must be made in writing to Quality Nominee stating clearly the:

- course title
- unit name and number
- name of assessor
- type of work submitted
- reason for the appeal

The student will receive a written response inviting him/her to a meeting to put his/her case to the Appeals Panel. The student will be entitled to bring a representative, such as a parent/guardian or friend.

The Appeals Panel will consist of at least 4 people:

- Quality Nominee
- HOD
- The Assessor
- The Internal Verifier

The student will receive the Panel's final decision in writing, within 5 working days of the meeting.

Before embarking on a formal appeal it is essential that the student is clear about why he/she disagrees with the mark/grade awarded. This is not the forum to express disappointment with the mark/grade. An appeal can only be made against the marks/grades awarded to the work submitted by the student, and not for other miscellaneous issues. It is in the student's best interest that Appeals are made within one month of receiving feedback from the assessor, to ensure any amendments can be made prior to submission of marks/grades to the awarding body.

May 2025 (EJS first produced using Exams Office Guidance)