Lydiard Park Academy – BTEC POLICY

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1. Rationale

The purpose of this document is to ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies. This document is to be used in conjunction with the Academy's examinations and assessment policy and a range of guidance available at the Edexcel website.

2. Policy Aims

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that the Academy has in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

• qualification approvals are accurate and timely and reflective of a centre delivery
• the centre continues to meet all Qualification Approval criteria for each qualification
• adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

3. BTEC - Registration & Certification Policy

Aims:

- To timely register individual learners to the correct programme within agreed timescales.
- 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, the Academy will:

- register each learner within the awarding body 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 that certificate claims are timely and based solely on internally verified assessment records;
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates'
- 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, in line with Pearson Terms and Conditions.

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

4. BTEC - Assessment Policy

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, the Academy 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's evidence using only the published assessment and grading criteria; (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 plagiarism & 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 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.

Responsibilities:
• Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
• Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
• Internal Verifier: records findings, gives assessor feedback, and oversees remedial action.
• Lead Internal Verifier (BTEC Entry Level-Level 3): by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

Procedures:

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead Internal Verifier.
- Assessment plans are produced and shared with the Lead IV and SV.

Further information can be found on the Pearson website;

- Pearson Qualification Subject pages
- BTEC Quality Assurance
- Assessment & Internal Verification templates

5. BTEC - Internal Verification (IV) 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 Academy will ensure that:
• where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, annually, with Pearson and has completed standardisation with the programme team
- each lead internal verifier oversees effective internal verification systems within each principal 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, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements;
• secure records of all internal verification activity are maintained;
• the outcome of internal verification is used to enhance future assessment practise.

Responsibilities:
• Quality Nominee: ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
• Lead Internal Verifier (BTEC Entry Level – Level 3): ○ Is usually the programme leader in the principal subject area and monitors and coordinates the internal verification process for each principal subject area.
○ Registers details and accesses standardisation exercises to use with the assessment team.
○ Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA2 and confirms registration annually.

• Internal Verifier: verifies assessor decisions and validates assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Procedures:
• All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.
• Verification schedules are agreed annually to cover all Assessors, units and assignments. Schedules are drawn up at the beginning of the programme and monitored through the year.
• Internal Verification of assignments is carried out before use to ensure that assignments are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification are kept.
• The Internal Verifier verifies a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given.
• Internal Verification records are correctly maintained and kept securely for 3 years after certification.
• Standards Verification/External Examination: monitoring and review procedures for standards verification and external examination outcomes is in place and deal with unsuccessful standards verification and external examination samples.

6. BTEC - Plagiarism and 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 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 Academy 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 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 (add link)
- Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation.
- 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 / Principal and all personnel linked to the allegation. It will proceed according to the examinations appeal policy;
- 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, Pearson will determine the sanctions to be imposed

Responsibilities:

- Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures:

- Addressing learner malpractice: o All staff promote positive and honest study practices.
- Learners are required to declare that work is their own; staff check the validity of learner's work.
- Learner induction and handbook is used to inform about malpractice and outcomes.
- Teachers ensure that learners use appropriate citations and referencing for research sources.
- Assessment procedures in place to help reduce and identify malpractice.
- Addressing staff malpractice: o Staff BTEC induction and updating includes BTEC requirements.
- Robust Internal Verification and audited record keeping.

- Audit of learner records, assessment tracking records and certification claims.
- Dealing with malpractice: ○ the individual is informed of the issues and of the possible consequences as well as of the process and appeals rights.
- The individual is provided with the opportunity to respond.
- Any investigation is carried in a fair and equitable manner.
- The awarding body is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of the awarding body for any further action is sought.
- Any penalties are appropriate to the nature of the malpractice under review

Should gross misconduct is identified, it will be dealt with in accordance with learner and staff disciplinary procedures.

7. BTEC - 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, the Academy will:
• inform the learner at induction, of the Examination 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 her/him after the internal appeals process has been exhausted;
• 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;
• keep appeals records for inspection by the awarding body for a minimum of 18 months
• have a staged internal appeals procedure;
• monitor appeals to inform quality improvement.
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/Lead 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 Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

- Procedures:
- The learner induction informs the learner of the appeals procedure.
- The learner appeals procedures are staged procedures to determine whether the assessor: o Used procedures that are consistent with the awarding body's requirements.
- Applied the procedures properly and fairly when arriving at judgements.
- Made a correct judgement about the learner's work.
- Appeals procedure stages: o Stage 1 – Informal: Learner consults with Assessor within a defined period of time 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 Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
- Stage 3 – Appeal hearing: Vice Principal (Curriculum) hears 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 Pearson within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals: each stage will be recorded, dated and show either agreement or disagreement with decisions. Documents will be kept for a minimum of 18 months.
• Monitoring of appeals: undertaken by Vice Principal (Curriculum) to inform development and quality improvement.
Vocational qualifications at the Academy are with Pearson. The exam board's specific policy for appeals for all Pearson Vocational qualifications can be viewed at:
https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf

8. BTEC - Employer Involvement Policy

Aims:
• To ensure that learners undertake meaningful activity involving employers during their study.
• To ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
• To prepare the learner to engage actively and positively with opportunities offered with employer involvement.

In order to do this, the Academy will:
• Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification.
• Produce a clear and accurate meaningful activity plan that covers all learners.
• Establish and agree milestones with employers to develop, execute and review meaningful activities for learners.
• Confirm learner engagement against the defined meaningful activities identified.
• Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
• Prepare the learner to engage actively and positively with opportunities offered with employer involvement.
• Develop robust and accurate recording procedures that minimise the opportunity for malpractice Maintain a robust and rigorous quality assurance procedure.
• Provide evidence for standards verification and quality management review as required by the awarding body.
• Monitor SV and QMR reports and undertake any remedial action required.
• Share good practice between all Technical qualification teams in reference to employer involvement.
• Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.
• Provide resources to ensure effective employer involvement and accurate monitoring and recording.
• Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement
• An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement.
• Secure records of all activities are maintained.

BTEC Special consideration and reasonable adjustments
Aims
1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
2. To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and timely.
3. To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process.
Reasonable adjustments

- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an

- occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis
- Provide evidence of need if requested by Pearson
- Inform the learner where a reasonable adjustment application has been
- submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson.

Special Considerations

- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for a special consideration if the situation meets current JCQ guidance
- Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment
- Make any applications on a case-by-case basis
- Inform the learner where a special consideration application has been submitted to Pearson
- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request
- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the head of centre/ Principal/CEO

9. Roles and responsibilities

The Principal is responsible for monitoring the implementation of this policy.
The Vice Principal (Curriculum) is responsible for the integrity of the administration and completion process of all vocational qualifications at the Academy.
The Examination Manager is responsible for:
• The timely, accurate and valid registration, transfer, withdrawal and certificate claims for students. All learners must be registered by 1st November for programmes starting in September or within one month of enrolment (for other start times).
• Ensuring learner details held by the awarding body are accurate.
• Providing a mechanism for subject areas to check the accuracy of the student registration.
• Informing the awarding body where the Academy is able to apply for reasonable adjustments or special consideration for individual students.
• Arranging for the effective administration of all externally assessed units, in accordance with JCQ and examination board guidelines and policies; evaluating BTEC administration.
• Reporting results to the awarding body.
• Keeping all records safely and securely for three years post certificate.

The BTEC Quality Nominee is responsible for:
• overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
• Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.
• Ensuring that Subject Leaders have followed procedures by ‘Internally verifying’ assignments.
• Sampling assignments to ensure evidence of colleagues responding to IV feedback.
• Ensuring adherence of BTEC programme to exam board’s guidance.
• Sampling & monitoring individual subjects’ documentation.
• Evaluating BTEC structures and processes and identifying development priorities.

• Arranging to attend appropriate training.

The Lead IV is responsible for:
• managing assessment and internal verification of units and qualifications.
• working with teachers and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme.
• ensuring that the assessment and verification plan is fit for purpose and meets regulatory requirements before it is signed off.
• approving a single resubmission to allow a learner to meet the assessment criteria targeted, providing: o the learner submitted the work on time (or had an agreed extension)
o the teacher feels that the learner will be able to provide improved evidence without further guidance
o the learner confirmed the work was their own (by signing and dating the declaration) and
o the assessor has authenticated the evidence.

The Head of Department is responsible for:

- Ensuring that an audit trail of learner assessment and achievement is accessible.
- Coordinating and monitoring the learner details held with Edexcel.
- Liaising with the Examination Manager about: o the completion of all externally assessed units.
- The registration & certification of learners at appropriate level.
- Lead and coordinate the writing of assignments
- Issue Assignment to students after IV adjustments
- Internally verifying assignments.
- Responding to IV feedback.
- Ensuring adherence of BTEC programme to exam board's guidance.

The BTEC subject teacher is responsible for:

- Supporting Subject Leader by writing assignments as required.

• Internally verifying assignments.
• Responding to IV feedback.
• Issuing Assignment to students after IV adjustments.
• Completing OSCA Accreditation (to become a lead IV) in subject area.
• Ensuring adherence of BTEC programme to exam board's guidance.

All students are responsible for:
• Ensuring 100% attendance and punctuality to all lessons.
• Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes. Failure to do so will carry sanctions in accordance with Homework and Sixth Form Policies and BTEC regulations (relevant extracts on appendix 3).

Blended Learning Policy
• To ensure that distance and / or blended learning delivery meets the guidelines set by the awarding organisation.
• To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:
• Ensure that teaching/delivery/assessment staff are timetabled to support distance / 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 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 Centre Agreement

Appendix 1: Centre approval criteria

The declaration made by the Head of Centre when making a centre approval contains the following criteria:
• my organisation will co-operate fully with Edexcel;
• my organisation will not undertake any activity or advertising that could bring the name of Edexcel into disrepute;
• I have authorised the person named above to act as contact for this application;
• no material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation;
• my centre will operate any required external tests in full accordance with Edexcel and OFQUAL/ACCAC/CCEA procedures;
• I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn;
• I understand that approval of a qualification by Edexcel does not imply or guarantee that it will be supported by public funding bodies;
• I confirm that we will regularly monitor, review and evaluate our operations;
• I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate;
• I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures;
• I confirm that the assessment procedure will be open, fair and free from bias;
• I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded;

• I confirm that we will make available to Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification;
• my centre will not extend its boundaries overseas;
• learners will be informed of their registration status;
• my organisation has not had approval declined or withdrawn by another awarding body;
• the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
• I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria;
• my organisation will keep a complete copy of this approval application for the lifetime of the qualification;
• my organisation will retain a copy of the learners' assessment and internal verification records for a period of three years following certification of the learner.

For further details: https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Approval-centre-agreement.

Appendix 2: Qualification approval criteria

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

• there are procedures in place for the systematic monitoring, review and evaluation of this qualification;
• the centre's policy on equality of opportunity is operational;
• routes of progression are identified and made clear to all learners;
• there are appropriate teaching and learning opportunities planned;
• there will be opportunities for learners to be involved in and be given responsibility for their own learning;
• all learning opportunities will have relevance to employment within the sector;
• the assessment procedure will be open, fair and free from bias;
• assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals;
• policies and procedures for the internal verification of assessment are in place;
• the physical resources for each qualification, as described within the specification are available and sufficient for all learners;
• although centres will be given approval to offer all units within the relevant specification, the Academy must confirm that will only deliver units where there is appropriately qualified staff and sufficient resources to support the delivery;
• staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications;
• a system is in place to ensure on-going staff development and updating in relation to the vocational areas covered by this application.

For further details: https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Approval-centre-agreement.pdf

Appendix 3: Meeting deadlines

All student work is regularly monitored to ensure that students maintain appropriate pace, remain focused and do not fall behind with their work. When concerns arise, these are initially discussed with the student concerned. Should the concerns continue, the relevant Head of Department and the Head of Year/Sixth Form are informed. Students are spoken to and where appropriate placed on overtime /detention; parental meetings may also occur.

a) Missed deadlines

• Missed BTEC deadlines should be treated as missed homework deadlines and carry the same sanctions according to Key Stage, i.e. C3 detention for KS4 students, Catch up time for Sixth Form students. Head of Department and Head of Year/Sixth Form are also informed.
• Repeatedly missing deadlines – Head of Sixth Form/ KS4 RSL/ HOY meets with student and parents and implements an action/support plan to ensure that time is managed effectively and no further deadlines are missed.
• Should the student continue to miss deadlines, further disciplinary action is considered.
• The Lead IV is kept informed at all stages.

b) Re-submissions

• Students have **one** chance and 10 days to improve a failed assignment and re-submit.
• Re-submissions must be signed off on the Assessment Record Sheet by the Lead IV in the subject area.
• A re-submission attempt can only be authorised if BTEC criteria has been met originally.

c) Deadline extensions

• If a student has an authorised illness absence, the assessor and Lead IV may authorise a deadline extension.
• Extensions are decided by the Lead IV and new deadlines are clearly recorded on the student's copy of the assignment and the assessor's tracking sheet.

d) Retakes

• If the student has not achieved the Pass criteria in a given assignment, a new assignment needs to be issued which allows the student to achieve the pass criteria only

Appendix 4: Conducting tests

Tests are an assessment of the learner's knowledge and understanding. The test papers and test items are Pearson copyright and should not be reproduced or published without prior written consent from us. Any reproduction of test questions in revision documentation or student notes will be viewed as an infringement of copyright and will be viewed as malpractice to which sanctions including the revocation of centre approval may apply.

Roles and responsibilities

The Exams Manager and an Invigilator administer the tests. These two roles are performed by separate people. Neither is the trainer who delivered the training to the learners undertaking the test.

Test Manager (Centre Manager or the nominated person)

This person holds responsibility for test security and must ensure that the testing procedure is followed. Their responsibilities are:

• downloading and printing tests from the secure website
• ensuring that any re-sit learners have been given a different test paper
• creating a seating plan
• completing test logs and ensuring the storage of test records
• photocopying/scanning of the test answer sheets prior to returning the originals
• ensuring safe storage and dispatch of test papers
• preparing the invigilator to undertake their role in line with the testing procedure (this may also include confirming the identity of learners and checking eligibility for exemption from a test or training).

Invigilator

The Invigilator has the following responsibilities:

• ensuring the test room meets the requirements specified in the procedure
• ensuring no reference material which might be helpful to candidates is displayed in the test room
• distributing and collecting test papers and answer sheets to the learners on the test day
• recording evidence of learners' identities
• recording any changes to the seating plan
• ensuring the test is conducted under examination conditions
• ensuring learners do not commit malpractice (e.g. cheat), copy or in any other way gain an unfair advantage when taking the test
• reporting any issues of learner malpractice or misbehaviour during the test to the centre manager
• they do not need any knowledge of the syllabus or be a qualified trainer.

Appendix 5: 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:

Staff Malpractice

- 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 assessment.

Action	Who	When	What next?
All BTEC entries to Exams Manager, using appropriate template.	Curriculum leaders or postholder	End of September.	Exams Manager will process these entries (for the full course students are studying).
Produce a spreadsheet with all entries and share with BTEC Coordinator and CLs.	Examinations manager	Mid October.	CLs to check that all BTEC students have been entered for the right course.
Confirm accuracy of entries, identify errors and omissions.	BTEC Lead IV, CLs or postholders	End of October.	Exams Manager will address any issues.
Produce a revised spreadsheet of all entries.	Examinations manager	1st of November.	Copies to all CLs, BTEC Coordinator, Head of Sixth Form, Vice Principal.

ON LINE ASSESSMENT/EXAMINATIONS

All entries to Exams Manager – at time appropriate to the assessment window.	BTEC Lead IV, CLs or postholders	In time for the appropriate assessment window.	Exams Manager to process all entries
Produce a spreadsheet of all entries.	Examinations manager	As soon as the entries are completed.	Copies to all CLs, BTEC Coordinator, Head of Sixth Form, Vice Principal – CLs to check for accuracy.
Arrangements for external assessment, in accordance with guidelines and policies (Edexcel, JCQ)	Examinations manager	All in place at least month before the exam is due.	Examination timetables to candidates, Exams Manager.
Students taking the (online) exams.	External examinations policy followed.		

SUBMITTING BTEC RESULTS – Course Completion

Action	**Who**	**When**	**What next?**
Template generated for collecting results – this will require the exact name of each unit completed and the grade achieved in this unit by each student as well as the overall grade for each student.	Examinations manager	According to the Academy's calendar	Share template with all staff concerned.
Templates showing the results for **all** BTECs returned to Exams Manager.	CLs or postholder	No later than a week after the published BTEC completion date (Academy's calendar).	All results processed.
Produce a spreadsheet of results.	Examinations manager	Within two weeks of collecting all results from CLs/postholders.	CLs check for accuracy.
Confirm accuracy of results, identify errors and omissions.	BTEC Coordinator,	End of May.	Exams Manager to address any issues.

	CLs or postholders		
Check all certificates for accuracy and file them.	Examinations manager	As soon as they arrive.	Follow up any issues, liaise with CLs, BTEC Coordinator, Vice Principal if needed
Produce a final spreadsheet of all results.	Examinations manager	By end of June.	Copies to BTEC Coordinator, Vice Principal, CLs.
BTEC – Unit completion, Verification & Standardisation			
Action	**Who**	**When**	**What next?**
Clear timeline in place for completion of units. SOW support quality learning within guided learning hours.	CLs or postholder	Before the academic year starts.	Teachers are clear of which units to teach, how and timescale for the completion of each unit.
Every unit completed is standardised across the department according to the Assessment Plan for the Course/Subject area.	CLs, BTEC Coordinator	Within 2 weeks of completing the unit.	Evidence of standardisation recorded and shared with SLT line manager and Lead IV. Outcomes recorded, follow up actions in accordance with BTEC Policy.
Address possible issues from standardisation.	CLs or postholder	No later than a week after the standardisation/verification process.	Checked by SLT line manager and Lead IV.
Appropriate and timely arrangements for IV are in place and adhered to. Verification is effective.	BTEC Lead IV	According to departmental schedule approved by the BTEC Lead IV.	Potential issues addressed within a week.
Verified assessment outcomes updated to departmental tracking sheet.	CLs or postholder	Within 3 weeks of completing the unit of work.	Checked by SLT line manager and BTEC Coordinator.
Half termly- BTEC teacher meetings to ensure consistent approach and address potential issues/queries.	BTEC Lead IV	Every half term	CLs to follow up any matters arising, BTEC Coordinator to monitor.