



Business and Technology Education Council (BTEC) Policies



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Rationale

This document covers both Chase High School (CHS) (National Centre Number (NCN) 16612) and St. Martin's School (SMS) (NCN 16126).

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 the Joint Council for Qualifications (JCQ) assessment policies.

This document is to be used in conjunction with the Trust's and the Centres' existing policies and the examinations and assessment policies, in addition to the range of guidance available via the [Pearson](#) website.

Policy Aims

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that the Centres have administrative systems and policies and procedures in place 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's delivery;
- the Centres continue to meet all Qualification Approval criteria for each qualification;
- adequate records are maintained to meet Pearson requirements, and are made available to Pearson representatives, as required.

Registration, Entry and Certification Policy

Aim

1. To register individual learners to the correct programme within agreed timescales.
 2. To claim valid learner certificates within agreed timescales.
 3. 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.
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In order to do this, the Centres (16126 and 16612):

- Ensure that 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. At the start of the Autumn term, the Examinations Officer sends each Head of Department/Lead Internal Verifier set lists to check against. The Head of Department/Lead Internal Verifier must return the lists with any amendments clearly annotated. The Quality Nominee makes a final check with the Examinations Officer, cross-referencing with SIMS.
 - Make each learner aware of their registration status. The Examinations Officer registers learners on Edexcel Online by the required deadline. Confirmations are distributed to Heads of Department and Lead Internal Verifiers.
 - Inform the Awarding Body of withdrawals, transfers or changes to learner details.
 - Ensure that registration data on Edexcel Online is accurate and up-to-date, including learner 'estimated completion dates (ECD)'.
 - Ensure that 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's requirements.
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Definitions and explanations of key processes in more depth

Registration: Registration initiates the Centre's Quality Assurance processes. Learners following a standard academic year are registered by the required deadline.

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

Withdrawal: Head of Department/Lead Internal Verifier/Deputy Head of Year must let the Quality Nominee and Examinations Officer know when a learner leaves before completion, so that withdrawals can be made via Edexcel Online.

Certification Claims: Full qualification certification or credit certification is claimed via Edexcel Online. As part of the internal verification process, claims are sampled to prevent fraudulent or inaccurate claims.

Links

[Information Manual](#): this is published by Pearson each year and provides detailed information for Examinations Officers about registration, entry and certification procedures for all Pearson programmes on its website.

Assessment Policy

Aim

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.
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In order to do this, the Centres (16126 and 16612):

- Ensure that learners are provided with assignments that are fit-for-purpose, to enable them to produce appropriate evidence for assessment. Lead Internal Verifiers use the Assignment Checking Service to guarantee assignment quality assurance if assignment briefs have been altered in any way.
 - Produce a clear and accurate assessment plan at the start of the programme/academic year. Lead Internal Verifiers ensure that these are updated, as necessary, over the course of the academic year.
 - Provide clear, published dates for handout assignments, and deadlines for assessment.
 - Assess learners' evidence using only the published assessment and grading criteria.
 - Ensure that assessment practices meet current BTEC assessment requirements and guidance.
 - Ensure that assessment decisions are impartial, valid and reliable.
 - Do not limit or 'cap' learner achievement if work is submitted late.
 - Develop assessment procedures that 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 undertakes any remedial action required.
 - Share good assessment practice between all BTEC programme teams.
 - Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
 - Provide resources to ensure that assessment can be performed accurately and appropriately.
 - Maintain and securely store all assessment and internal verification records in accordance with Pearson Terms of Approval.
 - Ensure that all learner evidence is available for review when requested, in line with Pearson Terms of Approval.
 - Comply with the requirements as set out in the Pearson Centre Guide to Assessment.
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Definitions and explanations of key processes in more depth

Programme Leader/Lead Internal Verifier: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units.

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: has access to Centre Standardisation Materials (CSMs), which are used to help train/standardise assessors to ensure that the national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification.

The Assessment Plan should include:

- names of all assessors and internal verifiers;
- scheduling for assignment hand out and submission;
- deadlines for assessments;
- scheduling for internal verification;
- scheduling of the opportunity for resubmission;
- scheduling of external assessments in order that a full programme plan is shown.

The Assessment Plan is a working document and, as such, may need to be changed during the year. The use of version numbers creates a clear audit trail if this happens. Robust Assessment Plans are verified by the Lead Internal Verifier.

In designing the Assessment Plan, the splitting of Learning Aims/Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria must be avoided. Tasks must be written to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim.

Planning Internal Verification:

- dates for both first submission and resubmission must be detailed on the Assessment Plan before the programme commences;
- the Lead Internal Verifier ensures quality assurance for their subject, using a risk-based approach to planning internal verification, ensuring that a full range of assessment decisions are included in the sample, and the sample size reflects the group size as well as the experience of the assessor;
- internal verification must take place shortly after the assessment decisions have been made, and before learners receive confirmation of their achievement and feedback. If any inaccuracies are identified by the Lead Internal Verifier, these must be corrected by the assessor before achievement and feedback is issued to the learners;
- all assignment briefs must be internally verified by the Lead Internal Verifier before being issued to learners.

The Lead Internal Verifier should check that the assignment brief:

- has accurate unit/component and programme details;
- has clear deadlines and an appropriate timeframe for assessment;
- has a suitable vocational scenario or context;

- shows all relevant assessment criteria for the unit/component(s) covered in the assignment;
- indicates relevant assessment criteria targeted by the assignment;
- clearly states what evidence the learner needs to provide;
- is likely to generate evidence, which is appropriate and sufficient;
- if re-using an assignment from the previous academic year, ensures that the assessment dates are updated, and that the assignment is appropriate for the new cohort of learners.

Once learners are working on assignments, which will be submitted for assessment, they work independently to produce and prepare evidence for assessment. Before starting an assessment, the teacher ensures that each learner understands the:

- assessment requirements and the nature of the evidence that they need to produce;
- importance of time management and meeting deadlines.

Once the learner begins work for the assessment, the teacher/assessor does:

- not provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment;
- not confirm achievement of specific assessment criteria until the assessment stage;
- ensure that only one submission is allowed for each assignment. The Assessor formally records the assessment result and confirms the achievement of specific assessment criteria.

Each learner must:

- submit an assignment for assessment, which consists of evidence towards the targeted assessment criteria;
- formally record and confirm the achievement of specific assessment criteria;
- complete a signed confirmation that the evidence that they have submitted is authentic and is the learner's own work, that they have produced themselves.

The assessor does not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades;
- It may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

Submission and meeting deadlines:

- Only one submission is allowed for each assignment.
- Setting and meeting deadlines for assessment is essential. Learners should not be advantaged by having additional time to complete assignments.
- Learners need to formally apply for an extension if they have genuine reasons for not meeting a deadline, such as illness, via email or letter. This needs to be approved by the Lead Internal Verifier and the Quality Nominee.
- If an extension is granted, the new deadline should be adhered to and recorded. Learners are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance.
- If a learner is unable to use an extension opportunity, it may be appropriate to request special considerations.

On receipt of the learners' work, the assessor should:

- Mark the work against the requirements of the unit specification.
- Formally record and confirm the achievement of specific assessment criteria on an assessment record.
- Complete a confirmation statement that, to the best of their knowledge, the evidence that they have assessed is authentic and is the learner's own work.
- Ensure that the BTEC assessment record template, which staff use, captures the learner authentication, assessor feedback and authentication.
- Permit electronic signatures on all assessment documentation if there is an audit trail to support its authenticity ('signed: assessor or learner name').

It is necessary for all assessors and Lead Internal Verifiers to track and record learner achievement throughout the BTEC programme. Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures that:

- the assessment evidence is clearly measured against national standards;
- learner progress is accurately tracked;
- the assessment process can be reliably verified;
- there is evidence for the safety of certification;
- there is full coverage of the units;
- assessments that are outstanding are clearly identified;
- internal verification is enabled;
- standards verification and other external audits can be made available, as required.

The Lead Internal Verifier only authorises a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension;
- the teacher judges that the learner is able to provide improved evidence without further guidance;
- the Assessor has authenticated the evidence submitted for assessment, and the evidence is accompanied by a signed and dated declaration of authenticity by the learner on the assessment record;

If a learner has not met the conditions listed above, the Lead Internal Verifier does not authorise a resubmission.

If the Lead Internal Verifier does authorise a resubmission, it must be:

- recorded on the assessment form;
- given a deadline for resubmission within 15 working days* of the learner receiving the results of the assessment (* the 15 working days is within term time, in the same academic year as the original submission);
- undertaken by the learner without further guidance.

If a learner has met all of the conditions listed above in the opportunity for resubmission section, but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the

required pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. If a retake opportunity is given the following must be in place:

- Evidence of a signed and dated Lead Internal Verifier authorisation, with the retake deadline clearly stated.
- The original learner work accompanied by a signed and dated declaration of authenticity by the learner on the assessment record sheet
- The first submission assessment record is signed and dated declaration of authenticity by the assessor.
- The resubmitted learner evidence is accompanied by a signed and dated declaration of authenticity by the learner on the assessment record sheet.
- The resubmission assessment record, detailing the additional learner evidence submitted, showing any related changes to the assessment decisions and accompanied by a signed and dated declaration of authenticity by the learner.
- The new assignment for the retake and the associated internal verification document.
- The retake learner work accompanied by a signed and dated declaration of authenticity by the learner.
- The retake submission assessment record is signed and dated declaration of authenticity by the assessor.
- Documentation of the internal verification of the retake assessment decisions, if applicable.

Conditions for a retake:

- The retake must be a new task or assignment targeted only to the pass criteria, which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the learner starts a retake.
- On submission of the work, both the learner and the assessor must also submit a signed and dated declaration of authentication.
- The assessor cannot award a merit or distinction grade for a retake assignment.
- The learner is not allowed any further resubmissions or retake opportunities.

Links

[Pearson Qualification Subject Pages;](#)
[BTEC Guide to Internal Assessment;](#)
[Assessment and verification templates;](#)
[BTEC Centre Guide to Quality Assurance.](#)

Internal Verification Policy

Aim

1. To ensure that there is an identified and appropriate experienced Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3).
 2. To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
 3. To ensure that the internal verification procedure is open, fair and free from bias.
 4. To ensure that there is accurate and detailed recording of internal verification decisions.
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In order to do this, the Centres (16126 and 16612):

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and completes standardisation annually with the programme team.
 - Ensure that each Lead Internal Verifier oversees effective internal verification systems within their subject area.
 - Ensure that staff are briefed and trained in the requirements for current internal verification procedures.
 - Ensure that effective internal verification roles are defined, maintained and supported and that internal verification is promoted as a developmental process between staff.
 - Ensure that standardised internal verification documentation is provided and used.
 - Ensure that all Centre assessment instruments are verified as fit-for-purpose.
 - Ensure that an annual internal verification schedule, linked to assessment plans, is in place.
 - Ensure that an appropriately structured sample of assessments from all programmes, units, sites/ cohorts and assessors are internally verified.
 - Ensure that secure records of all internal verification activity are maintained and retained to meet Pearson requirements.
 - Ensure that the outcome of internal verification is used to enhance future assessment practice.
 - Comply with the requirements as set out in the Pearson Centre Guides to Internal Verification and Standards Verification.
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Definitions and explanations of key processes in more depth

- All assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes and are able to attend CPD training with Pearson. The Lead Internal Verification staff also use the Centre Standardisation Materials (CSMs) to help train/standardise the Assessors.
- Verification schedules are agreed annually to cover all assessors, units/components and assignments. Schedules are drawn up at the beginning of the programme and monitored through the year.

- Internal verification of assignment briefs 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 Lead 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 three 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.
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Links

[BTEC Guide to Internal Verification;](#)

[BTEC Centre Guide to Quality Assurance;](#)

[BTEC Centre Guide to Standards Verification;](#)

[Assessment and verification templates.](#)

Appeals Policy

Aim

1. To enable the learner to enquire, question or appeal against an assessment decision.
 2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
 3. To standardise and record any appeal to ensure openness and fairness.
 4. To facilitate a learner's ultimate right of appeal to Pearson and the Office of the Independent Adjudicator (BTEC Level 4 - Level 7), where appropriate.
 5. To protect the interests of all learners and the integrity of the qualification.
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The Centres are committed to ensuring that, whenever staff assess learners' work for external qualifications, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff that have the appropriate knowledge, understanding and skills. Learners' work should be produced and authenticated according to the requirements of Pearson. Where set work is divided between staff, consistency should be assured by internal moderation and standardisation.

In order to do this, the Centres (16126 and 16612):

- Inform the learner at the commencement of any BTEC course of the Appeals Policy and procedure.
 - Accurately record, track and validate any appeal submitted.
 - Forward the appeal to Pearson when a learner considers that an assessment decision continues to disadvantage them after the internal appeals process has been exhausted.
 - Keep appeals records for inspection by Pearson for a minimum of 18 months.
 - Have a staged appeals procedure.
 - Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
 - Monitor appeals to inform quality improvement.
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Definitions and explanations of key processes in more depth

- The learner discusses their concerns with the teacher/Assessor within a reasonable period of time in line with Pearson guidelines following the assessment decision. If unresolved, the next steps take place.
- The learner addresses their concerns in writing to the Lead Internal Verifier/Head of Department.
- The learner attends a meeting with the teacher and Lead Internal Verifier/Head of Department
- If still unresolved, the learner addresses their concerns in writing to the Quality Nominee, the Head of Sixth Form and the Assistant Headteacher with responsibility for Examinations

and Timetable for CHS, the Quality Nominee and Assistant Headteacher with responsibility for Assessment and Reporting for SMS.

- The learner attends a meeting with the teacher/Assessor, Lead Internal Verifier/Head of Department and Quality Nominee, Head of Sixth Form and Assistant Headteacher with responsibility for Examinations and Timetable for CHS, the teacher/Assessor, Lead Internal Verifier/Head of Department and Quality Nominee and Assistant Headteacher with responsibility for Assessment and Reporting for SMS.
- If a Centre's appeals procedure has been exhausted, the appeal is submitted externally to Pearson, in writing, by the Examinations Officer and the examination board appeals procedure is instigated.
- Appeals should be made, in writing, to the Examinations Officer, who investigates the appeal. If the Examinations Officer was directly involved in the assessment in question, they appoint another member of staff of similar or greater seniority to conduct the investigation.
- The person conducting the investigation decides whether the process used for the internal assessment conformed to the requirements of the Awarding Body.
- The result of the appeal is made known, in writing, to the parties concerned, together with any correspondence with the Awarding Body, any changes made to the assessment of the piece of work in question and any changes made for the future.
- A written record of the appeal is kept and made available to the Awarding Body at its request. Should the appeal bring any significant irregularity to light, the Awarding Body is informed.
- Each stage is recorded, dated and shows either agreement or disagreement with decisions. Documents are kept for, a minimum of, 18 months.

Links

[BTEC Qualification Specifications](#) : These provide guidance on assessment for each BTEC qualification.

[Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy](#) : This is Pearson's policy on learner appeals. Please note, this does not apply until internal Centre processes have been exhausted [Appeals - JCQ Joint Council for Qualifications](#).

Assessment Malpractice Policy

Aim

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 standardise 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 the Centre and BTEC qualifications.
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In order to do this, the Centres (16126 and 16612):

- 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.
- 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 Artificial Intelligence (AI) tools (e.g. ChatGPT) can be used and, if so:
- Require learners to acknowledge the use of AI sources and provides 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 the Centre (16126/16612) discovers or suspects 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 are reported to Pearson immediately. The Head of Centre completes JCQ Form M1 and submits this, together with all supporting documentation, to Pearson's Investigations Processing team at candidatemalpractice@pearson.com.
- Cases of suspected learner malpractice in internal assessments are reported to Pearson if the learner has signed the declaration of authentication. The Head of Centre completes JCQ Form M1 and submits this, together with all supporting documentation, to Pearson's Investigations Processing team at candidatemalpractice@pearson.com.
- For internal assessment, where learners have not completed a declaration of authentication, the Centre follows the internal assessment malpractice/academic misconduct policy in resolving the matter as this does not need to be reported to Pearson.

- Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation is 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 determine the sanctions to be imposed.

Such an investigation is supported by the Head of Centre and all personnel linked to the allegation. It proceeds through the following stages:

1. Statements are obtained from the learner/staff member, the invigilator or persons present and the Examinations Officer.
2. In adherence to the guidelines and procedure, Pearson is sent a letter informing the exam board of the form of malpractice that has occurred, together with evidence of the said incident.
3. The Centre acts on the information provided by Pearson detailed in the exam board's letter of response.

The Centres (16126 and 16612):

- 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.
- Provide the individual with 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, the Centre applies the following penalties/sanctions:

1. Resubmits assignment;
2. Non-certification;
3. Enforces a penalty/penalties imposed by Pearson detailed in its letter of response.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by the Centre at its discretion:

- plagiarism of any nature, including the misuse of AI tools;
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work;
- copying (including the use of Information Technology (IT) to aid copying);
- deliberate destruction of another's work;
- fabrication of results or evidence;
- false declaration of authenticity in relation to the contents of a portfolio or coursework;
- impersonation, by pretending to be someone else, in order to produce the work for

another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by the Centre at its discretion:

- improper assistance to candidates;
 - inventing or changing marks for internally-assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made;
 - failure to keep candidate coursework/portfolios of evidence secure;
 - fraudulent claims for certificates;
 - inappropriate retention of certificates;
 - assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example, where the assistance involves Centre staff producing work for the learner;
 - producing falsified witness statements, for example, for evidence that 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 a reader;
 - falsifying records/certificates, for example, by alteration, substitution, or by fabricated;
 - improper certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
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Definitions and explanations of key processes in more depth

Addressing learner malpractice:

- 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 student handbook are used to inform about malpractice and outcomes.
- Teachers ensure that learners use appropriate citations and referencing for research sources.
- Assessment procedures are in place to help reduce and identify malpractice.

Addressing staff malpractice:

- Staff BTEC induction and updates include 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 the process and right of appeal.
- The individual is provided with the opportunity to respond.
- Any investigation is undertaken in a fair and equitable manner.
- Pearson is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of Pearson for any further action is sought.
- Any penalties are appropriate to the nature of the malpractice under review.
- Should gross misconduct be identified, it is dealt with in accordance with learner and staff disciplinary procedures.

Links

[BTEC Centre Guide to Plagiarism;](#)

[BTEC Guidance on malpractice and plagiarism;](#)

[Centre guidance for dealing with malpractice and maladministration \(pearson.com\)](#) - this is Pearson's policy on dealing with assessment malpractice and maladministration.

Special Consideration and Reasonable Adjustments Policy

Aim

1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
 2. To ensure that 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
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In order to do this, the Centres (16126 and 16612):

- Ensure that 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 that any adjustments 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

The Centres (16126 and 16612):

- 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 a Special Consideration if the Centre is satisfied that there has been a material detrimental effect on the learner's 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 together with evidence requested to support the request.
 - Make all applications for Special Considerations on the appropriate form, as required by Pearson.
 - Ensure that all applications are authorised by the Head of Centre.
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Definitions and explanations of key processes in more depth

The SENDCo and the Examinations Officer work in close partnership to ensure that students requiring a Special Consideration or reasonable adjustment receive the support that they require by making the necessary applications by the required deadlines, and by following JCQ regulations.

The **Key Stage 5 Year Team** ensures that the details of any students, who may require Special Consideration or reasonable adjustments during the academic year, are forwarded to the SENDCo and the Examinations Officer.

The SENDCo and the Examinations Officer ensure that evidence is obtained and stored to support applications. They complete and authorise the applications for reasonable adjustments and/or Special Considerations.

Links

[JCQ forms for Access Arrangements, Reasonable Adjustments and Special Consideration Special Considerations;](#)

[Reasonable adjustments for BTEC qualifications;](#)

[Access arrangements for Pearson qualifications;](#)

[Pearson Support Portal.](#)

Blended Learning Policy

Aim

1. To ensure that blended learning delivery meets the guidelines set by Pearson.
 2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.
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In order to do this, the Centres (16126 and 16612):

- Accurately register learners on Edexcel Online.
 - Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.
 - Ensure that there is a process to manage feedback on assignments, that questions are constructively answered, and that feedback is provided in a timely manner.
 - Ensure that 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 that the work is authentic and has been completed by the learner.
 - Maintain and securely store all assessment and internal verification records in accordance with Pearson Terms of Approval.
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Definitions and explanations of key processes in more depth

- Lead Internal Verifiers and Quality Nominee to review BTEC updates and Sector Guides to keep up-to-date with suggested changes, or updates in the case of school closures.
 - Lead Internal Verifiers and Quality Nominee to regularly check appropriate lesson material has been uploaded onto the Centre's system for learners to access, if absent.
 - Quality Nominee to remind learners to regularly check the Centre's resources drive/ Satchel if they are absent from school for any period of time and to check their school email accounts daily.
 - Teachers/assessors to use Microsoft Teams when teaching lessons and setting assignments in the event of school closure, and face-to-face teaching is not possible.
 - Teachers/assessors to ensure that learners have emailed a signed and dated declaration of authenticity with each assignment to confirm that they have produced the work themselves, if assignments have been completed remotely.
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Links

[BTEC Guide to Blended Learning.](#)