

# BTEC Policies, Procedures, Roles & Responsibilities

<p>Dronfield Henry Fanshawe School</p> 	<p><b>Policy No: QE48</b></p>	<p>Author:</p>	<p>SGI</p>
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## **BTEC PROGRAMMES & STAFFING**

### **Quality Nominee**

**Kevin Pickles – Assistant Headteacher**

### **Exams Officer**

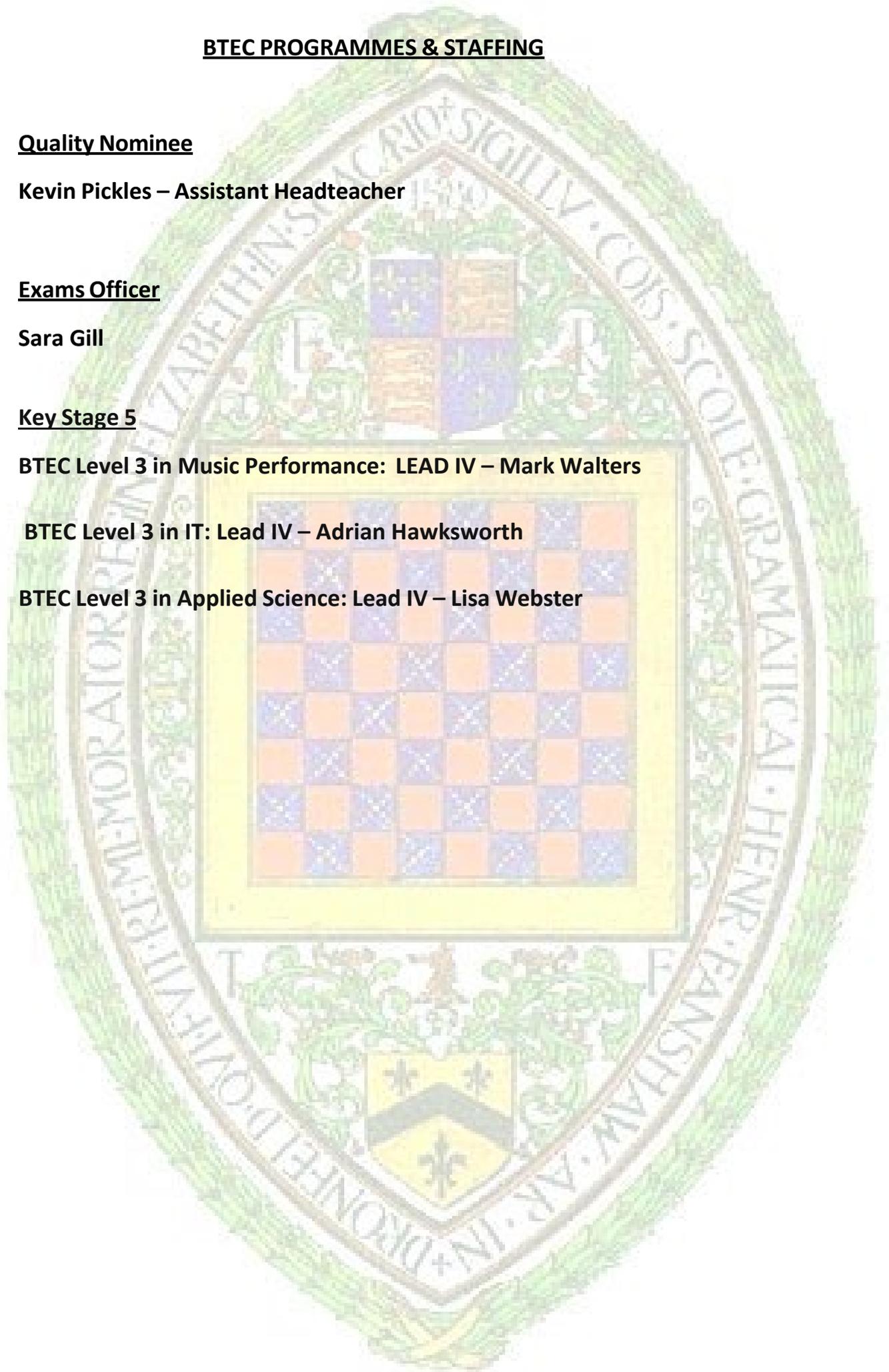
**Sara Gill**

### **Key Stage 5**

**BTEC Level 3 in Music Performance: LEAD IV – Mark Walters**

**BTEC Level 3 in IT: Lead IV – Adrian Hawksworth**

**BTEC Level 3 in Applied Science: Lead IV – Lisa Webster**



## **BTEC Roles and 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. Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

### **Quality Nominee**

Responsible for coordinating and monitoring the learner details held with Pearson.

The 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.

Required to inform Pearson of any acts of malpractice.

### **Senior Management**

Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met. Responsible for judging whether assessment decisions are valid, fair and unbiased.

### **Assessor**

Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

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.

Responsible for designing assessment opportunities, which limit the opportunity for malpractice and for checking the validity of the learner's work.

### **Internal verifier**

A member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

### **Lead Internal Verifier**

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.

A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.

Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

**Learner**

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

**Head of Centre**

Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centres internal appeals procedures.

Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.

Responsible for any investigation into allegations of malpractice.

## **BTEC Registration and Certification Policy**

### **Aim:**

- To ensure that individual students are registered on the correct programme within agreed timescales.
- To enter individual learners for assessment, where required, by published deadlines.
- To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- 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 student.

### **Dronfield Henry Fanshawe School will:**

- **Ensure all relevant approvals are in place for programmes being offered prior to starting delivery and assessment.**
- Register each student within the awarding body requirements and before any assessment activity is completed. The Examinations Officer will send an email to the Head of Department requesting BTEC Course details, Programme Number and QAN. (EO, LIV, HoD, QN)
- Examinations Officer will register students on Edexcel Online by the 1st November. Confirmation will be printed and distributed to Head of Departments.
- Provide a mechanism for programme teams to check the accuracy of the student registration. At the start of term, Examinations Officer to send Head of Department set lists for checking with Programme Number and QAN. Head of Department to return with any amendments. Meeting held between Examinations Officer and Head of Department regarding checking of entries. (EO, QN HoD)
- Make each student aware of their registration status. (Subject Teacher)
- Inform the awarding body of withdrawals, transfers, or changes to student's details. (EO acting on information from Subject Teacher, DH, HoD)
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates' (EO)
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines. All entries to be sent to the Programme Leader to check the accuracy of individual learner entries (EO)
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students. (EO, LIV)
- Ensure that certificate claims are timely and based solely on internally verified assessment records. (QN, EO, LIV)
- Audit certificate claims made to the awarding body. (EO and QN) • Audit the certificates received from the awarding body to ensure accuracy and completeness. (EO)
- Keep all records safely and securely for three years post certificate in line with Pearson Terms and Conditions. (EO, QN, HOL/LIV)
- Ensure timely registration and entry for PSAs/external assessments (EO, HOL/LIV)
- Ensure certification is claimed timely and in the terminal assessment series (EO, HOL/LIV)

### **Definitions of Key processes in more Depth**

- **Approval of new programmes: teaching staff will advise the Examinations Officer of any new programmes. The Examinations Office will complete the new programme approval form and submit to Edexcel prior to the start of the programme.**
- **Registration:** registration initiates our Quality Assurance processes. Learners following a standard academic year are registered by 1st November.
- **Transfer:** learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. Procedures need to ensure transfers are accurate and timely. They should also ensure that adequate information about the transferee's position and progress is communicated.
- **Withdrawal:** HoD/DH/Teacher must let EO know when a learner leaves before completion,

so that Withdrawals can be made via Edexcel Online and a withdrawn learner may be reinstated at a later date.

- Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online or by EDI. Claims can be made at any time of year, but claims for August certification should be received by the awarding organisation by 5th July. As part of the internal verification process, claims will be sampled to prevent fraudulent or inaccurate claims.

Abbreviations: EO – Exams Officer; HoD – Head of Department; DH – Deputy Head teacher; QN – Quality Nominee; LIV – Lead Internal Verifier

Links

**Entries and Information Manual:**

this is published by Pearson each year and provides detailed information for Exams Officer about registration and certification procedures for all Pearson programmes.

## BTEC Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure PSAs are conducted within the set timeframe

In order to do this, Dronfield Henry Fanshawe School will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for hand-out of assignments and deadlines for assessment
- assess learner evidence using only the published assessment and grading criteria
- ensure assessment practices meet current BTEC assessment requirements and guidance
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for plagiarism and assessment malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification/external examination/moderation as required by Pearson, **to meet published deadlines**
- monitor standards verification/external examination/moderation reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- **Ensure that BTEC assessment methodology and the role of 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/ Lead Internal Verifier: records findings, gives assessor feedback, and oversees remedial action. 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.**

## BTEC – Assessment Appeals Policy

The 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
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a student's ultimate right of appeal to the Awarding Body
- To protect the interests of all students and the integrity of the qualification.

In order to do this, the centre will:

- Inform the student of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Pearson when a student considers that a 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 students and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

### Responsibilities

**Student:** responsible for initiating the appeals procedure, on the centre internal appeal form at Appendix 4 within 10 days of receiving notification of their internally assessed mark, when they have reason to question an assessment decision.

**Assessor:** responsible for providing clear feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the student'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 Edexcel if the student remains dissatisfied with the outcome of the centre's internal appeals procedures

### Appeals procedure

#### Stage 1

Informal discussion with member of staff assessing. If a resolution is found, the member of staff should record the discussion for reference only, as part of best practice. If a resolution is not achieved, the discussion should be formally recorded and passed on to the programme leader, unless the decision under review is that of the programme 6 leader. If this is the case, the Quality Nominee or the Line Manager for the subject area should be approached.

#### Stage 2

Formal review. Programme leader or their Line Manager (where the decision under review is that of the programme leader) and Programme Internal Verifier review the assessment decision. A written reply will be given to the student within 2 school weeks.

### Stage 3

Appeal hearing. The student must apply to the Headteacher in writing within 4 school weeks of the initiation of stage 3 formal review. An appeal panel, appointed by the Headteacher, will meet and review the evidence. A formal response will be given to the student.

### Stage 4

External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson Edexcel within 14 days of the completion of Stage 4: a fee is levied.

### Link

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

## BTEC Internal Verification Policy

### Aim:

- To ensure there is an **identified and appropriately experienced** Lead Internal Verifier in each principal subject area (BTEC Entry Level – Level 3)
- 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.
- To ensure internal standardisation of the assessment team and assessment decisions

In order to do this, Dronfield Henry Fanshawe School will:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed 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 in their 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, units, sites, cohorts and Assessors are Internally Verified
- secure records of all Internal Verification activity are maintained **and retained to meet Pearson requirements**
- the outcome of Internal Verification is used to enhance future assessment practice.
- Comply with the requirements as set out in the Pearson Centre Guides to Internal Verification and Standard Verification

### Links

BTEC Centre Guide to Internal Verification  
BTEC Centre Guide to Standards Verification  
Assessment and verification tools/ templates  
Lead Internal Verification templates  
Lead Internal Verification  
Quality Assurance

## BTEC Assessment Malpractice policy

### Aims

- 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 report all alleged, suspected, and actual incidents of malpractice to Pearson
- To protect the integrity of this centre and BTEC qualifications.

To do this, [add centre name] will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require learners to declare that their work is their own
  - Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so,
  - Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
    - Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures
      - o If [add centre name] discover or suspect a learner or member of staff of having committed malpractice, the individual will be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
      - o Cases of suspected learner malpractice in external assessments will be reported to Pearson immediately. The Head of Centre will complete JCQ Form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com).
      - o Cases of suspected learner malpractice in internal assessments will be reported to Pearson if the learner has signed the declaration of authentication. The Head of Centre will complete JCQ Form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com).
      - o For internal assessment, where learners have not completed a declaration of authentication, [add centre name] will follow 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 will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation
- **comply with the requirements as set out in the Pearson policy.**

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

### Learner Malpractice

This list of examples is not exhaustive:

- Plagiarism of any nature, including the misuse of AI tools
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

#### Staff Malpractice

This list of examples is not exhaustive:

- Improper assistance to learners
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learner coursework/portfolios of evidence secure
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- Falsifying records/certificates, for example by alteration, substitution, or fabrication
- Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment

#### Links

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications: This is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes

Plagiarism Factsheet

## **BTEC Complaints Procedure**

Aim:

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process
- To protect the interests of all learners
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate

In order to do this, Dronfield Henry Fanshawe School will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners
- have a staged complaints procedure
- record, track and respond to all complaints in line with the complaints procedure
- take appropriate action to try and resolve learner concerns
- monitor complaints to inform quality improvement
- forward the complaint to the Pearson, should it not be resolved within 28 days of receipt
- keep complaints records for the appropriate document retention period

Procedure:

Please refer to the Complaints and appeals procedure (Exams)

## **BTEC Distance/Blended Learning Policy**

### **Aim:**

- To ensure that 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:**

- apply for distance learning approval, prior to any recruitment, enrolment, or delivery/assessment of any intended permanent distance learning provision
- Accurately register learners on Edexcel Online, indicating the 'study mode' of delivery, if distance learning
- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Provide learners studying via distance learning with appropriate resources, support and online virtual delivery as required
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions for blended learning and that deadlines are clear
- Ensure that when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with the Pearson Centre Agreement

### **Procedure:**

The School's platform for sharing online resources and setting work will be Google Classroom. Pupils will also be able to return/submit and receive feedback on completed tasks through this platform.

### **The main features of the Redhill blended learning are:**

- Resources and activities delivered online, e.g. through Google Classroom;
- Recorded lessons/video instruction teaching(VIT)
- Other online resources and providers will support the syllabus and be carefully planned against each department's curriculum maps.
- Students will be asked to complete hand in tasks (HIT) this will provide teachers with an opportunity to provide individual feedback.
- Setting HIT's in the form of Google Classroom Assignments will allow teachers and leaders to monitor and track the amount of time a student is spending on each HIT. (GC Analytics Tracking tool)
- Assignments set in Google Classroom will be Quality Assurance in line with our assessment procedures. Blended learning will follow the roles and responsibilities outlined in other policies.
- Blended learning will match a student's normal school timetable with both frequency and amount of learning provided

### **Links**

**[Pearson Guidance for Distance Learning and Blended Learning](#)**

## **BTEC Special Consideration and Reasonable Adjustments**

### **Aim:**

- to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment
- 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.
- To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process In order to do this, the centre will: 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 considerations at the time of the assessment 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 Redhill School – BTEC Policies 2023/2024
- 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

### **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  
Supplementary guidance for Reasonable Adjustments for Special Consideration  
(pearson.com)

