



# Emerson Park Academy

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## Exam BTEC Policy

2023/24

Centre No. 12821

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	November 2024

## Key staff involved in BETC policy

Role	Name(s)
Head of centre	Mr S McGuinness
Exams officer line manager (Senior leader)	Mr M Hope
Exams officer	Mrs T Whiting
Lead Practitioner for Inclusion/SENCo	Ms E Fuller
Lead Internal Verifier	
Quality Nominee	Dr C Crawley
Programme Leaders	Dr Crawley – Assistant Head teacher
	Mr K Delahunty
	Ms K Morris

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All of Emerson Park Academy policies incorporate the BTEC qualification. This policy is to be used in conjunction with these policies, including appeals and complaints procedures.

## 1. Roles and Responsibilities

### Exams Office – Mrs Whiting

- ▶ Responsible for overseeing the registration, transfer, withdrawal for learners to ensure that awarding body deadlines are met.

### Programme Leaders

- ▶ Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible. Also responsible for certification online.
- ▶ Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

### Quality Nominee – Dr Crawley

- ▶ 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. Responsible for judging whether assessment decisions are valid, fair and unbiased.
- ▶ Required to inform Pearson of any acts of malpractice.

### 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.
- ▶ Also responsible for certification entries onto Edexcel online.

### 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 - Pupil

- ▶ 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

### Head of Centre – Head Teacher

- ▶ Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's 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.

## 2. Succession planning for BTEC subjects.

In the event of the main Subject Leader unable to teach the BTEC course they are specialised in, there are contingencies and process in place to allow the teaching of BTECs to continue without interruption. The employment of a suitable replacement would be the Academies main responsibility. Until new employment is put in place the following subject areas will be addressed as follows:

### Construction BTEC

In the absence of Mr Delahunty the Subject lead in Construction. Miss Boyce the head of the design and Technology faculty will take responsibility for the delivery and assessment of the Course. This is due to prior experience in technology BTEC qualifications.

### Media BTEC

In the absence of Kirsty Morris the Subject lead in Media. Ms Heatley the Lead practitioner for teacher training will take responsibility for the delivery and assessment of the Course. This is due to prior experience in Media BTEC qualifications. All assessments and briefs are stored on the intranet for teachers to view and use.

### Health and Social Care BTEC

In the absence of Dr Crawley the Subject lead in Health and Social Care. Mrs Hampton teacher and careers officer at the school will take responsibility for the delivery and assessment of the Course. This is due to prior experience in Health and Social Care BTEC qualifications. All assessments and briefs are stored on the intranet for teachers to view and use.

## 3. Registration and Certification Policy

### Aim:

- ▶ To register individual learners to the correct programme within agreed timescales. To claim valid learner certificates within agreed timescales.
- ▶ To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

### In order to do this, the Exams Office within our centre will:

- ▶ Register each learner within the awarding body requirements, taking into account ULN
- ▶ 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
- ▶ 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.

### Links

**Information manual:** this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes:  
[www.edexcel.com/infomanual](http://www.edexcel.com/infomanual)

#### 4. 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 Exams Officer and relevant Heads of Departments within our centre will:

- ▶ Verify and authenticate learner identification during the assessment process
- ▶ 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 summative assessment
- ▶ Assess learner's evidence using only the published assessment and grading criteria 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 malpractice maintain accurate and detailed records of assessment decisions
- ▶ Maintain a robust and rigorous internal verification procedure
- ▶ Provide samples for standards verification as required by the awarding organisation monitor standards verification reports and undertake any remedial action required share good assessment practice between all BTEC programme teams
- ▶ The Subject Teacher will decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, they will work independently to produce and prepare evidence for assessment.
- ▶ Before starting an assessment, the Subject Teacher will ensure that each learner understands the:
  - assessment requirements
  - nature of the evidence they need to produce
  - importance of time management and meeting deadlines.
- ▶ Once the learner begins work for the assessment, the Subject Teacher will not:
  - Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
  - Confirm achievement of specific assessment criteria until the assessment stage.
- ▶ Only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.
- ▶ Each learner must submit:
  - an assignment for assessment which consists of evidence towards the targeted assessment criteria
  - a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
  - formally record and confirm the achievement of specific assessment criteria
  - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

- ▶ The assessor will 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.
- ▶ The Lead Internal Verifier will only authorise 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 Subject Teacher judges that the learner will be 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.
- ▶ If a learner has not met the conditions listed above, the Lead Internal Verifier will 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 10 working days\* of the learner receiving the results of the assessment [\* the 10 working days will be within term time, in the same academic year as the original submission.
  - undertaken by the learner without further guidance.
- ▶ Retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.
- ▶ 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.

## Links

**BTEC Qualification Specifications:** these provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on our website: [www.btec.co.uk](http://www.btec.co.uk)

**Pearson BTEC Assessment & Grading Policy:** this is our policy on the application of grading criteria when assessing BTEC programmes: [www.edexcel.com/policies](http://www.edexcel.com/policies)

**BTEC Centre Guides to Assessment:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## 5. Internal Verification 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 BTEC lead will ensure that:

- ▶ Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- ▶ 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 and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- ▶ Secure records of all Internal Verification activity are maintained
- ▶ The outcome of Internal Verification is used to enhance future assessment practice.

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**BTEC Centre Guide to Internal Verification:** A valuable resource for center's in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## 6. 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 BTEC lead will:

- ▶ Inform the learner at induction, of the 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
- ▶ Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- ▶ Have a staged appeals procedure
- ▶ Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- ▶ Monitor appeals to inform quality improvement.

### Links

**BTEC qualification specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on our website: [www.btec.co.uk](http://www.btec.co.uk)

**Policy on Appeals Concerning BTEC & Pearson NVQ Qualifications:** This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted: [www.edexcel.com/policies](http://www.edexcel.com/policies)



## 7. 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 impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- ▶ To protect the integrity of this centre and BTEC qualifications.

### In order to do this, the Assessor/Subject Teacher and Head of Centre (Head Teacher) will:

- ▶ 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
- ▶ Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
  - 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, this centre may apply the following penalties / sanctions:
  - Withdrawal from all examinations
  - Withdrawal from the Named BTEC Examination
  - Cancellation of the Unit
  - Cancellation of the Assignment
  - Repeat of the assignment

### Definition of Malpractice by Learners

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

- ▶ Plagiarism of any nature
- ▶ Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- ▶ Copying (including the use of ICT to aid copying)
- ▶ Deliberate destruction of another's work
- ▶ Fabrication of results or evidence
- ▶ False declaration of authenticity in relation to the contents of a portfolio or coursework
- ▶ Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this 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 the learner has not generated
- ▶ Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- ▶ Facilitating and allowing impersonation
- ▶ Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- ▶ Falsifying records/certificates, for example by alteration, substitution, or by fraud fraudulent certificate claims, that is claiming for a certificate prior to the learner
- ▶ Completing all the requirements of assessment.

#### Links

**Pearson BTEC Assessment Malpractice Policy:** This is Pearson's policy on assessment malpractice relating to BTEC programmes: [www.edexcel.com/policies](http://www.edexcel.com/policies)

### 8. Centre Contingency and Adverse Effects

The centre contingency and adverse effects policy is designed to ensure a consistent and effective response in the event of major disruption to the centre system. The policy will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather, natural calamity or power failures. Implementing the policy will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response Emerson Park Academy is committed to:

- ▶ Sharing timely and accurate information to stakeholders so they are aware of disruption, the contingency measures being implemented and any actions required of them
- ▶ Ensuring that any messages to the learners are clear and accurate.

In the event that Emerson Park Academy has its centre approval withdrawn, we will work with local BTEC providers to ensure that those on BTEC course are given appropriate support and opportunities to continue their studies at other institutions. Emerson Park Academy will seek to work within these institutions' RPL policies to ensure timely transfer of credit.

### 9. Recognition of Prior Learning (RPL) including exemptions

Recognition of Prior Learning (RPL) offers learners the opportunity to demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

The Equality Act 2010 applies to the operation of this policy.

RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.

RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

RPL is a learner-centre, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

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

Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.