

Blackfen School for Girls



BTEC Policy

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	Date	Name	Signature
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Rationale

To ensure that quality assurance procedures continue to meet BTEC requirements for Pearson Centre Approval and Recognition, schools are advised to develop and maintain policies and procedures that support:

- Operational quality systems that enable quality assurance management, review and improvement.
- Sufficient records that demonstrate the use of the quality systems and the outcomes of key monitoring activities.
- Effective internal and external communications.
- Systems that are compliant with current BTEC and regulatory requirements.

Blackfen School's BTEC Policy aims to fulfil this requirement.

1 – Roles and Responsibilities

Head of Centre

The Head of Centre at Blackfen School is the Headteacher.

The Head of Centre is responsible for the management and delivery of all BTEC qualifications. Their main responsibility is to ensure that the centre acts in accordance with Pearson's conditions of approval, regulations and any other terms and conditions or policies. The Head of Centre will sign the Centre Declaration Document prior to commencement of the annual Quality Assurance Process.

Quality Nominee (QN)

The Quality Nominee is the Deputy Headteacher (Curriculum). The Assistant Head Teacher (Curriculum) will work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. The AHT (Curriculum) will support with putting actions into place in response to reports on quality assurance. Senior leaders are responsible for overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.

The Quality Nominee will ensure that:

- All programmes are approved and registrations are accurate and up-to-date.
- All approval conditions and policy requirements are being implemented consistently and effectively.
- All staff are aware of all support and guidance available and understand BTEC requirements.
- Assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes.
- There is a registered Lead Internal Verifier in place for each Principal Subject area and that standardisation is completed by all programmes annually prior to assessment.
- Standards Verification is completed successfully.

The Quality Nominee is responsible for the following actions:

- Ensuring that all BTEC programmes are managed effectively and actively encouraging and promoting good practice in the centre.

- Attending BTEC termly update briefings and holding termly BTEC team meetings with Programme Leaders and Lead Internal Verifiers to feedback on BTEC updates and all quality requirements.
- Acting as the centre contact who will be involved with the annual Quality Assurance Process and will liaise directly with the VQA/SSV. Following the visit, they will manage the resolution of any Essential Actions and Recommendations.
- Being the initial point of contact for the Standards Verifier (all programmes) and working with Lead Internal Verifiers to ensure that Standards Verification can take place.
- Carrying out an annual review of all BTEC policy documents and sharing these with all staff involved in the delivery of BTEC Programmes.

Examinations Team

The Examination Team is responsible for ensuring that the correct administration of all students is undertaken with Pearson/Edexcel, to include registration, certification, withdrawal and transfer; undertaking the necessary tasks as the administrators for Edexcel Online to facilitate direct access to student administration.

The Examinations Team is responsible for the following actions:

- Liaising with programme leaders to maintain information on which programmes are running and when they start and finish.
- Liaising with programme leaders to ensure the correct registrations are made for all external assessment and external re-sit opportunities.
- Ensuring the appropriate conduct of external assessments.
- Registering students by 1 November (for programmes starting in September) or within one month of enrolment (for other start times).
- Registering students for the correct programmes, checking that these are the specific titles and versions that students are following.
- Checking registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required.
- Checking that certification details are accurate.
- Giving Edexcel Online access to Lead IVs so that they can register on to the OSCA system.
- Ensuring that the access granted is appropriate; that is, it should not normally include access to registration or certification of students.

The Programme Leader

The Programme Leader has overall responsibility for the effective registration, certification, delivery, assessment and internal verifications processes of BTEC programmes within their department. The Programme Leader may also act as the Lead Internal Verifier if appropriate, in which case they will also be required to fulfil the responsibilities of that role.

The Programme Leader is responsible for the following actions:

- Liaising with the Quality Nominee and attend all update briefings to be made aware of all current quality assurance requirements.
- Liaising with the Lead Internal Verifier, Internal Verifiers and Assessors to ensure that all quality assurance measures are effective within their department.
- Liaising with the Exams Officer to ensure that effective registration, withdrawal, transfer and certification of students takes place.

- Safely storing all student work for twelve weeks after certification.
- Ensuring student details held by Edexcel are accurate and that an audit trail of student assessment and achievement is accessible.
- Ensuring assessment records and student work are retained for sampling and working with the Standards Verifier to ensure that appropriate sampling takes place.
- Knowing, understanding and providing written and verbal evidence of how centre systems and procedures are understood and implemented at programme level during a Quality Management Review.

The Lead Internal Verifier (Lead IV)

The Lead Internal Verifier is responsible for verifying and signing off the assessment outcomes for the programme; verifying the assessment and delivery of all units being assessed; coordinating internal verification across assessors and other internal verifiers within the programme.

The Lead Internal Verifier is responsible for the following actions:

- Registering via OSCA, accessed through Edexcel Online by 30th September.
- Update the staff list in the LIV area in Teams for each BTEC programme by 30th September.
- Reconfirming registration each year via OSCA by 30th September.
- Undertaking annual Lead Internal Verifier training, available as an online presentation via OSCA and uploading 'LIV OSCA training Minutes' in LIV area in Teams by 30th September.
- Accessing annual standardisation training materials via OSCA and working through these materials with the programme team by the October half term; uploading Minutes of 'LIV October Update meeting' in the LIV area in Teams.
- Keeping evidence of the standardisation process for the programme team in the LIV area in Teams.
- Sharing information about standards with other internal verifiers and assessors to ensure that assessment across the centre is to national standards
- Agreeing and signing off an assessment and verification plan for all cohorts from the start of the programme, which is fit for purpose and meets regulatory requirements and upload into LIV area in Teams by 30th September.
- Supporting assessment and internal verification within the centre throughout the programme with the aid of the internal verification plan.
- Overseeing internal verification activity for the programme, ensuring that it is consistently applied and that Minutes of each verification activity are uploaded into the LIV area in Teams.
- Sampling verification and assessment across the qualifications and ensure that there is a suitable plan of activity.
- Where requested, authorising a maximum of one opportunity for any student to resubmit work for internally assessed units following summative assessment, if requested.
- Ensuring that assessment and verification plans are made available to the Standards Verifier on request.
- Ensuring that records of assessment and verification and current student work are available for scrutiny by Pearson on request.
- Liaising with the Standards Verifier to ensure that appropriate samples of assessed and internally verified student work are available for sampling.
- Signing the [Lead Internal Verifier Declaration](#) to confirm that samples sent for standards verification are complete, accurate and authentic.

Other Lead Internal Verifier Centre responsibilities

- Completing specific activities requested by the Quality Nominee in the 'BTEC Lead Internal Verifier Activity Log: 2021-2022'.
- Uploading to the LIV area in Teams all documents requested by the Quality Nominee to include assessment plans, internally verified assignment brief, CPD records, programme self-evaluation documents and SV reports.
- Maintaining a BTEC programme file based on the template distributed by the Quality Nominee either in hard copy or electronic format.
- Maintaining a current subject specific student handbook based on the Centre template.

The Internal Verifier

The Internal Verifier is responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.

The Internal Verifier is responsible for taking the following actions:

- Completing annual standardisation training overseen by the Lead Internal Verifier.
- Contributing to programme planning by becoming familiar with the qualification specification and updates where appropriate.
- Being familiar with the requirements of both internal and external assessment.
- Attending any relevant training or update events.
- Completing Internal Verification of assessment decisions.
- Completing Internal Verification of Assignment Briefs.
- Following the requirements of the Assessment Plan.

The Assessor

The Assessor is responsible for carrying out assessment to national standards; providing feedback to students; assuring the authenticity of student work; maintaining accurate records and tracking achievement in line with Programme and school requirements.

The Assessor is responsible for taking the following actions:

- Knowing, understanding and implementing centre systems and procedures at programme level including requirements of internal assessment.
- Completing annual standardisation training overseen by the Lead IV.
- Deciding when students have been sufficiently prepared to take their assignment.
- Assessing student work and providing assessment records and student work for both Internal Verification and Standards Verification.
- Following the requirements of the Assessment Plan.

Blackfen School is committed to adopting the Quality Assurance practice as set out on the Pearson webpage and its associated links: [Quality Assurance handbook | Pearson qualifications](#)

All BTEC staff at Blackfen School are committed to adhering to the following school policies in the management and delivery of BTEC programmes: [Equal Opportunities \(2021\)](#), [Equalities Duties for Schools Policy \(2021\)](#) and [Safeguarding and Child Protection \(2021\)](#). All BTEC staff follow school protocols on ensuring appropriate action is taken and managed regarding the application of Special Consideration and Reasonable Adjustment for BTEC candidates.

2 – BTEC Policy: Registration and certification of learners

Aims:

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

In order to do this, Blackfen School will:

- Register each student within the awarding body requirements. The **Examinations Team** will email all **Programme Leaders** before the end of September requesting student registration information and BTEC Course details including Programme Title and Course Code.
- Provide a mechanism for programme teams to check the accuracy of student registrations, prior to the final registration date (1 November). The **Examinations Team** will generate student registration lists for checking by **Programme Leaders** to confirm accuracy of registrations to allow for amendments to be actioned. A final check is made prior to 1 November when paper records are cross checked between the **Examinations Team** and the **Programme Leader**.
- The **Examinations Team** complete the registration for each student and provide confirmation this has been completed to the **Programme Leaders**.
- Inform the awarding body of withdrawals, transfers or changes to student details. The **Examinations Team** is responsible for liaising with **Programme Leaders**, checking registrations and acting on information which requires withdrawal, transfer or a change of student details by informing the awarding body and making amendments to the student registration.
- Ensure that certificate claims are timely and based on accurate internal and external assessment outcomes. Prior to certification deadlines, the **Programme Leader** will ask **Lead Internal Verifiers** to provide spreadsheet tracking date of student achievement in internally assessed units together with all student work for approval of grades prior to submission to the **Examinations Team**, which is responsible for data entry.
- Following data entry, the **Examinations Team** audit certificate claims made to the awarding body to ensure that there is a grade for each unit required for each student's claim.
- Audit the certificates received from the awarding body to ensure accuracy and completeness. The **Examinations Team** audits the certificates against programme spreadsheet data prior to distribution to students on results day. The **Examinations Team** will raise any queries directly with the awarding body.
- Keep all records safely and securely for three years post certification. The **Lead Internal Verifier** will keep tracking, assessment and internal verification records for a minimum of three years post certification. The **Examinations Team** will keep records of all certification claims for a minimum of three years post certification. **Programme Leaders** will keep student coursework for a minimum of twelve weeks after certification.

This policy should be read together with the [Exams Officers 'Entries & information manual'](#) which is published annually and links to BTEC Registration and certification of students.

3 - BTEC Policy: Assessment

Aims:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students 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.

In order to do this, Blackfen School will:

- Ensure that students are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. The Centre promotes the use of Pearson designed Assignment Briefs for all programmes to ensure that assignments are fit for purpose and will allow students to generate appropriate evidence for assessment. In the event that any Assignment is amended or any scenario within the Assignment is changed, the **Lead Internal Verifier** will use the BTEC assignment checking service to confirm the Assignment remains fit for purpose before any teaching commences. All Assignment Briefs are internally verified annually, prior to teaching by the **Lead Internal Verifier**. Before commencing an assessment, the **Assessor** will ensure that students understand the assessment requirements, the nature of the evidence they need to produce and the importance of time management and meeting deadlines.
- Produce a clear and accurate assessment plan at the start of the programme/academic year. The **Lead Internal Verifier** is responsible for producing the assessment plan. The assessment plan is a working document and as a minimum requirement the assessment plan will include:
 - Names of all Assessors and Internal Verifiers.
 - Scheduling for assignment hand out and submission.
 - Deadlines for assessments.
 - Scheduling for internal verification and the opportunity for resubmission.

The assessment plan will be uploaded to the LIV area in Teams and will be monitored by the **Quality Nominee**.

- Provide clear, published dates for handout of assignments and deadlines for assessment. The **Lead Internal Verifier** will record dates for handout of assignments and deadlines on the assessment plan and the dates will be clearly displayed on each Assignment. The **Assessor** will decide when students have been suitably prepared and are ready to take the assignment.
- Assess student's evidence using only the published assessment and grading criteria. **Assessors** will be required to use professional judgement; however, the following principles apply to all BTEC programmes:
 - It is not a requirement that all of the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification.
 - The centre will teach the unit content fully.
 - The student is not required to provide evidence for all the unit content but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully pass the unit.

The **Assessor** will refer to the grading criteria, unit content and the assessment guidance published in the specification when assessing the student work.

- Ensure assessment practices meet current BTEC assessment requirements and guidance. The **Quality Nominee** will update **Programme Leaders** and **Lead Internal Verifiers** to feedback on BTEC updates to assessment. The Quality Nominee will **monitor** assessment practice against Pearson requirements via documentation in the LIV area in Teams. It is the responsibility of **Programme Leaders** and **Lead Internal Verifiers** to attend all update briefings in school and on-line, as provided by Pearson.
- Ensure that assessment decisions are impartial, valid and reliable. The **Assessor** will have been involved in the standardisation process and will be familiar with impartial, valid and reliable assessment. Following assessment the internal verification process will begin – refer to the Internal Verification Policy – and the **Internal Verifier** will ensure that the assessment decisions in the selected sample are impartial, valid and reliable. Any concerns will be discussed and recorded between the **Internal Verifier** and **Assessor** and any actions required will be documented. The **Lead Internal Verifier** will be advised and will be responsible for informing the **Quality Nominee** of any concerns in the assessment process. **Programme Leaders/Lead Internal Verifiers** will initially offer a period of support and guidance (six months) and an action plan will be put into place. If a student submits an assignment late BTEC guidelines must be adhered to and there must be no further opportunity for resubmissions of student work (see BTEC Centre Guide to Assessment). **Lead Internal Verifiers** must set out a clear and reliable process for all **Assessors** to follow which records student's work submitted on time or after the deadline set. **Assessors** must explain the submission process to students verbally and in writing in the Student Handbook for their programme. The **Lead Internal Verifier** will not authorise a resubmission for any student who submits an assignment late unless an extension for genuine reasons has been granted by the **Assessor**.
- Not limit or 'cap' student achievement if work is submitted late. The **Assessor** will not limit or cap work which is submitted late and the **Assessor** will record the grade the student has achieved. However, the **Lead Internal Verifier** will not authorise a resubmission in any circumstances following late submission unless an agreed extension has been granted by the **Assessor** for genuine reasons supported with evidence.
- Develop assessment procedures that will minimise the opportunity for Malpractice. The **Assessor** will only accept authentic evidence. Students are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that the work is their own. When setting assignments **Assessors** will remind students of the serious nature of plagiarism and, where possible, adopt methods which will reduce opportunities for collaboration or copying. The **Assessor** will use Google or other search engines if authenticity is in doubt and if through the assessment process it is found that some or all of the evidence is not authentic, then the **Assessor** will take appropriate action including invoking the malpractice policy.
- Maintain accurate and detailed records of assessment decisions. Maintain accurate and detailed records of assessment decisions. **Assessors** will be required to record assessment decisions on programme unit tracking sheets saved in department shared areas that are secure and not accessible to students. Following internal verification, the **Internal Verifier** will record which students have been included in the sample for internal verification. All late submissions will be recorded on the tracking data by the **Assessor**. The **Quality Nominee** will monitor the tracking data to ensure it is kept up to date and is accurate. Following certification, the **Lead Internal Verifier** will keep all assessment records (feedback sheets) and all associated internal verification documentation for a minimum period of 3 years.

Original student evidence will be kept secure for a period of 12 weeks. The **Lead Internal Verifier** will ensure that assessed work for current students is kept securely in the Centre and will only be made accessible to relevant staff.

- Maintain a robust and rigorous internal verification procedure. The Centre maintains a robust and rigorous internal verification procedure which fully supports BTEC quality measures. The details of all internal verification procedures are fully recorded within the Internal Verification Policy.
- Provide samples for standards verification/external examination as required by the awarding organisation. It is the responsibility of the **Lead Internal Verifier** to liaise with the **Standards Verifier** to ensure that appropriate samples of assessed and internally verified student work are available for sampling. The **Lead Internal Verifier** will also sign the Lead Internal Verifier Declaration to confirm that samples sent for standards verification are complete, accurate and authentic. The **Quality Nominee** will oversee this process to ensure successful sampling outcomes.
- Monitor standards verification/external examination reports and undertake any remedial action required. The **Quality Nominee** will circulate standards verification reports to **Lead Internal Verifiers** who will share these with **Assessors** and **Internal Verifiers**. The **Lead Internal Verifier** will be responsible for undertaking any remedial actions and arranging for a second sample of student work where required. The **Quality Nominee** will oversee this process. Any required actions will be discussed and shared with programme teams to improve future practice.
- Share good assessment practice between all BTEC programme teams. The **Quality Nominee** will co-ordinate this activity and share good assessment practice with **Lead Internal Verifiers** and **Programme Leaders** at termly Centre BTEC meetings. This will allow for reflection and evaluation to improve practice within the Centre.
- Ensure that BTEC assessment methodology and the role of the **Assessor** are understood by all BTEC staff. All BTEC staff will be briefed at induction and annually on the roles and responsibilities of all members of the BTEC team. At the same time the **Quality Nominee** will lead training for all BTEC staff to ensure that BTEC assessment methodology and the role of the **Assessor** are fully understood and will share the Centre Assessment Procedures documented below.
- Provide resources to ensure that assessment can be performed accurately and appropriately. The **Quality Nominee** is responsible for ensuring that all assessment documentation, unit specifications and assessment guidance procedures can be accessed from the LIV area on Teams.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement. **Programme Leaders** and **Lead Internal Verifiers** are responsible for maintaining and saving assessment and verification records in department shared areas that are secure and not accessible to students.

BTEC Assessment procedures

Meeting deadlines

- All students will be informed during the induction process of the importance of meeting deadlines for assessment. Work that is handed in late for assessment will be marked by the **Assessor** and returned to students with feedback in line with BTEC guidelines. Students will not be capped for submitting work late but must expect school sanctions to be applied and parents/carers to be informed, so that further action can be taken.
- If an extension is to be granted, students must provide a genuine reason supported with evidence before the Assessor will agree an extended date.

Authenticity and authentication

Assessors will only accept work for assessment that is authentic. All student work must have a signed and dated declaration of authenticity attached.

Submission of Evidence and Retakes

Before starting an assessment, the **Assessor** will ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The students will also be aware of the restrictions in how the **Assessor** can provide support once the assessment has been started.

Assessment Feedback

Once the assignment has been handed out, the **Assessor** will not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge / notes / textbook to work independently towards the task. During the assessment, general feedback and support can be given around knowledge, understanding and skills. Feedback can include:

- Guidance on how to improve knowledge skills and understanding
- Guidance on appropriate behaviour and approach
- Confirmation of which criteria are being targeted
- Clarification of what the assignment brief requires
- Only one submission is allowed for each assignment task. This must be handed in to the **Assessor** on the designated deadline day outlined within the assessment plan unless there has been an agreed extension between the **Assessor** and the student. The **Lead Internal Verifier** must be informed of any agreed extensions.
- For each assignment task the student must submit the following:
 - An assignment which consists of evidence towards the targeted assessment criteria.
 - A signed and dated declaration of authenticity which confirms the evidence has been produced independently.
 - Appropriately referenced work.
- The feedback from the **Assessor** must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan.

Marking and Grading

- Pass, Merit or Distinction grades are only awarded in relation to the whole unit performance:
- Pass - all the pass criteria achieved.

- Merit - all the pass and merit criteria achieved.
- Distinction - all the pass, merit and distinction criteria achieved.

Pass, Merit and Distinction grades must not be awarded for individual assignments as they may not cover all the criteria.

- The **Assessor** will formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They will also complete a confirmation that the evidence they have assessed is authentic and is the student's own work. Feedback confirms which assessment criteria have been achieved. The **Assessor** must not provide feedback on how to improve the work to achieve higher grading criteria.
- Taking a risk based approach, the **Lead Internal Verifier** will decide on the sample to be selected for internal verification. The sample will cover all grades - pass, merit, and distinction - and sample sizes may vary between Assessors.
- The **Internal Verifier** will complete the internal verification process within the timescale shown on the assessment plan.
- Following internal verification, the **Lead Internal Verifier** may authorise one resubmission of evidence for each assignment submitted. This can only be authorised if the following conditions are met:
 - The student has met the initial deadline set in the assignment or has met an agreed deadline extension.
 - The **Assessor** judges that the student will be able to provide improved evidence without further guidance.
 - The original work has been authenticated by both the student and **Assessor** and a signed and dated student declaration of authenticity is attached.
- If the Lead Internal Verifier does authorise a resubmission, it must be:
 - Recorded on the assessment record giving a deadline for resubmission within 15 working days of the student receiving the results of the assessment.
 - Undertaken by the student with no further support or guidance.
- The Centre does not promote the practice of re-submissions and all students must be encouraged to fully complete their assignment to maximise achievement by the first submission.
- If the student has not achieved the targeted pass criteria following resubmission of the assignment, the **Lead Internal Verifier** may authorise one retake opportunity to meet the pass criteria only. This should only be authorised in exceptional circumstances. The following conditions apply:
 - The retake must be a new task targeted at only the pass criteria.
 - The **Assessor** must agree and record a clear deadline before the student starts the retake.
 - The student and the **Assessor** must sign the appropriate forms to confirm the authenticity of the re-submitted work.
 - The learner will not be allowed any further retakes.

Addressing concerns about the quality of assessment

Lead Internal Verifiers and **Internal Verifiers** will check the accuracy of assessment decisions of all Assessors through the Internal Verification process and will report any persistent weaknesses in the quality of assessment to the **Quality Nominee**.

Programme Leaders/Lead Internal Verifiers will initially offer a period of support and guidance (six months) and an action plan will be put into place. If accuracy of assessment remains a concern, then the **Quality Nominee** will be informed, who will take further action in accordance with school policy on Teaching and Learning.

This policy should be read together with the following Pearson documents which link to the Assessment process:

- [Pearson Qualification Subject pages](#)
- [BTEC Centre Guide to Internal Assessment](#)
- [BTEC Assessment and verification tools/templates](#)

4 - BTEC Policy: Internal Verification

Aims:

1. To ensure there is an accredited 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.

In order to do this, Blackfen School for Girls will ensure:

- A **Lead Internal Verifier** is appropriately appointed for each subject area, is registered with Pearson and has downloaded and undertaken the necessary standardisation materials and processes. In September, the **Quality Nominee** will monitor all Lead IV registrations and re-registrations via OSCA to ensure that each programme has a registered Lead IV before 30 September.
- **Lead Internal Verifiers** must update their staff list in the Quality Nominee folder in the LIV area in Teams for each BTEC programme by 30th September.
- Each **Lead Internal Verifier** oversees effective Internal Verification systems in their subject area. The **Quality Nominee** will monitor standardisation to ensure that all NQF/RQF **Lead Internal Verifiers** hold a standardisation meeting with their teams by the October half term and prior to any formal assessments. The Minutes of the 'LIV October Update meeting' must be saved in the LIV area in Teams. The **Quality Nominee** will also ensure that all **Lead IVs** for NQF courses have ticked the box on Edexcel Online to confirm that the standardisation meeting has taken place. The **Lead Internal Verifier** for each programme is responsible for keeping evidence of the standardisation process for their team in the LIV area in Teams and for producing an Assessment and Internal Verification Schedule which will also be saved in the LIV area in Teams and monitored by the **Quality Nominee**.
- Staff are briefed and trained in the requirements for current Internal Verification procedures. The **Quality Nominee** will brief all **Lead Internal Verifiers/Programme Leaders** annually at the beginning of each academic year to confirm current IV procedures and documentation. The **Lead Internal Verifier** will train and standardise their Programme **Assessors** and **Internal Verifiers** to ensure that they understand national standards and are familiar with all current requirements and Internal Verification procedures. This process takes place in scheduled team or department meetings.
- Effective Internal Verification roles are defined, maintained and supported. The **Quality Nominee** defines and confirms the role of the **Assessor**, **Internal Verifier** and **Lead Internal Verifier** in accordance with BTEC requirements annually. It is the responsibility of the **Lead Internal Verifier** to maintain and support staff in these roles on their programme.
- Internal Verification is promoted as a developmental process between staff. The **Lead Internal Verifier** promotes internal verification as a developmental process through the standardisation exercises and the standardising of internal verification processes within their programme. Records are kept and shared at department meetings. The outcome of internal verification processes also forms part of programme self-evaluation and is discussed at team briefings led by the **Lead Internal Verifier** and shared with all **Assessors**.
- Standardised Internal Verification documentation is provided and used by all programmes. The **Quality Nominee** is responsible for briefing **Lead Internal Verifiers** annually of the

documentation to be used to support assessment and internal verification with BTEC templates available for all programmes on the Pearson website.

- All centre assessment instruments are verified as fit for purpose. The **Lead Internal Verifier** is responsible for the internal verification of all Assignment Briefs to be fit for purpose. The **Quality Nominee** oversees this process. The **Internal Verifier** will check that the assignment brief:
 - Has accurate unit 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(s) covered in the assignment.
 - Indicates relevant assessment criteria targeted against each task.
 - Clearly states what evidence the learner needs to provide.
 - Is likely to generate evidence which is appropriate and sufficient.
 - Has been approved by the assignment checking service
- If an assignment from the previous academic year is to be re-used, the **Internal Verifier** will check that dates and deadlines are updated and that the assignment is appropriate for the new group of learners.
- If the Authorised Assignment Brief is being used 'off the shelf' and is a Pearson Authorised Assignment Brief, then the **Internal Verifier** will internally verify it to check the dates and deadlines are appropriate only. If any changes have been made to the scenario or the tasks then these will also be internally verified and the Assignment will be sent to the assignment checking service for approval.
- An annual Internal Verification schedule, linked to assessment plans, is in place. The **Lead Internal Verifier** will keep an annual verification schedule which is linked to the assessment plan and monitor it within the department. The schedule is stored in the LIV area in Teams and is monitored by the **Quality Nominee**.
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards. During the course of the programme, sampling from **Assessors** will cover every assessor, every unit, and work from every assignment. The **Lead Internal Verifier** will take into consideration the following points when structuring the sample for internal verification assessment:
 - The full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, will all be included in the sample if possible.
 - The experience of the Assessor: new or inexperienced Assessors will have more work internally verified than an experienced Assessor.
 - New BTEC programmes: when a unit or programme is first introduced, the sample will be increased.
 - The size of the group of learners.
 - Known issues with internal verification: these may have been identified previously.
- Secure records of all Internal Verification activity are maintained. The **Lead Internal Verifier** is responsible for maintaining internal verification records within the department together with the assessment tracking documents which are stored securely in the department shared area which is not accessible to students. The **Lead Internal Verifier** will ensure that all internal verification records are stored securely for a minimum of three years after the date of certification. Learner work will be retained for 12 weeks after the date of certification.

- The outcome of Internal Verification is used to enhance future assessment practice. The **Lead Internal Verifier** will review the outcome of **Internal Verification** and share this with the programme team to inform the self-evaluation process and identify ways of enhancing/improving future practice.
- The **Lead Internal Verifier** is responsible for working with the **Standards Verifier** and ensuring that assessment and verification plans are made available on request. The **Lead Internal Verifier** will liaise with the **Standards Verifier** to ensure that the appropriate sample of assessed and internally verified work is available for sampling. The **Lead Internal Verifier** will sign the Declaration to confirm that the samples sent for standards verification are complete, accurate and authentic. The **Quality Nominee** will oversee this process.

This policy should be read together with the following Pearson documents which link to the Internal Verification process:

- [BTEC Centre Guide to Internal Verification 2021/22](#)
- [BTEC Standards Verification and Assessment FAQs \(pearson.com\)](#)
- [BTEC Assessment and verification tools/templates](#)
- [BTEC Centre Guide for Lead Internal Verifiers](#)
- [BTEC-Quality-Assurance-Year-Planner.pdf \(pearson.com\)](#)

5 - BTEC Policy: Appeals

Aims:

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 the Awarding Body 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.

In order to do this, Blackfen School will:

Inform the learner at induction, of the Appeals Policy and procedure. Students will be informed about the appeals procedure in their induction handbook. The **Quality Nominee** will be responsible for the management of internal appeals.

- 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.

Student Appeals Procedure

Appeals Procedure Stages

Informal: The Learner should consult the **Assessor** within 1 week of the assessment decision to discuss the assessment outcome. If unresolved then the issues are documented by the **Assessor** and the **Quality Nominee** will be informed.

Review: The **Quality Nominee** will nominate the **Lead Internal Verifier** to lead the review together with the **Internal Verifier** and an **Assessor** who has appropriate competence but no previous involvement in the assessment of that student and has no personal interest in the outcome of the review. **The Lead Internal Verifier** will inform the learner in writing of the findings of the review within a period of 3 days.

Appeal Hearing: Blackfen School Leaders, including the **Head of Centre**, will hear any appeal following review. Learners may be allowed representation by a parent/guardian or friend if requested. This is the last stage by the Centre.

External Appeal: The grounds for appeal and any supporting documentation must be submitted by the Centre to Pearson within 14 days following the appeal hearing. The learner is required to contact Pearson at vocationalqualitystandards@pearson.com .

Recording Appeals: Each stage will be recorded, dated and will show the final outcome. All documents must be kept for a minimum of eighteen months and made available to Pearson on request.

Monitoring of Appeals: Undertaken by **Blackfen School Leaders** to inform development and quality improvement in the Centre. Appropriate action will be taken if the outcome of an appeal questions the validity of other results, and the **Lead Internal Verifier** will be instructed to review the assessment and internal verification procedures of the unit in question.

Students can only appeal on the following grounds:

- If they feel the grading criteria is being met.
- If they feel that they have not been supported during the assessment of the unit.
- If the teacher is not willing to accept alternative evidence as meeting the evidence requirement

Guidance on assessment can be found in the BTEC qualification specifications:

<https://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

This policy should be read together with the following Pearson document which links to the Appeals process:

[‘Internal assessment in vocational qualifications: reviews and appeals policy’](#).

This policy does not apply until internal centre processes have been exhausted.

6 - BTEC Policy: Assessment Malpractice

Aims:

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

In order to do this, Blackfen School will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. As part of the induction process, **Programme Leaders** will make all learners aware of what constitutes malpractice, the different types of plagiarism and the consequences associated with it. Learners will be referred to the policy regarding malpractice in the student handbook and to the definition of plagiarism contained within it. All learners are required to sign a declaration confirming that they understand what constitutes plagiarism, the consequences of it and the procedure which will be followed in the event of plagiarism being detected. The signed declarations are retained by the **Programme Leader** and filed in the Programme File.
- Show learners the appropriate formats to record cited texts and other materials or information sources. As part of induction, students will receive study skills training which introduces them to legitimate ways of recording information through the referencing of cited texts and the use of bibliographies. These strategies are also incorporated into teaching and learning and are revisited prior to the issue of assignments.
- Ask learners to declare that their work is their own. All learners are asked to accompany every completed assignment with a signed declaration form confirming that their work is their own. Learners will use the BTEC/Pearson template for this purpose. **Internal Assessors** are responsible for checking the validity and authenticity of the learners' work and the **Lead Internal Verifier** will oversee this.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used. All learners are taught to include a full bibliography with each assignment to confirm that they have acknowledged all sources of information which have been interpreted and synthesised within their assignment.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the **Head of Department**, in the first instance and all personnel linked to the allegation. The **Faculty Leader** should also be informed. It will proceed through the three stages detailed below in the Learner Malpractice policy.
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 - Give the individual the opportunity to respond to the allegations made.
 - Inform the individual of the avenues for appealing against any judgment made.
- All stages of any investigation will be documented.
- Seek to avoid the risk of staff malpractice. The Centre will ensure that all staff are recruited with integrity and are suitably qualified to teach on the assigned programmes of study.

- **Assessors** will be expected to undertake BTEC CPD to become fully conversant with the specifications and the requirements of BTEC methodology for each programme following an induction programme completed with the **Quality Nominee**. All BTEC staff will be fully informed of the seriousness of staff malpractice through induction and annually by the **Quality Nominee** at BTEC scheduled meetings. The information concerning staff malpractice is also contained within the BTEC Staff handbook.

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.

Procedures for dealing with Learner Plagiarism and Malpractice – Internally Assessed Units

Stage One

The **Quality Nominee** and **Head of Department** must be informed of the malpractice with accompanying evidence. A thorough investigation will be undertaken and both the **Quality Nominee** and **Head of Department** will speak to the learner(s) giving the opportunity to respond to the allegations made. The learner will also be advised of the appeals process if the allegation is proven.

In cases where plagiarism is proven the **Head of Department** will give the learner a verbal warning. The submitted work will be cancelled and the learner will be given the opportunity to amend the work and re-submit it within a given timescale. A signed learner declaration form must be attached to the re-submitted work. Details of the meeting and the sanctions applied will be formally recorded and a copy stored on the student record. Parents/Guardians will be informed.

In cases of serious malpractice which is proven, where the breach is of a serious magnitude, parents will be invited to a meeting with the **Quality Nominee** and **Head of Department** to discuss the seriousness of the offence, and the learner will be given a verbal warning. The submitted work will be cancelled and the learner will be given the opportunity to amend the work and re-submit it within a given timescale. Details of the meeting and the sanctions applied will be formally recorded and a copy stored on the learner record. If malpractice or serious malpractice is proven the learner will receive a school sanction to be decided by the **Head of Centre** which can include internal inclusion.

The process will be documented by the **Quality Nominee**.

Stage Two

If the learner fails to remove the plagiarised material or re-submits work which contains further plagiarised content which is proven following investigation by the **Quality Nominee** and **Head of Department** then parents will be invited to the school and the learner will be given a final warning. The **Faculty Leader** will also attend this meeting. The learner will also be given one final opportunity to re-submit the work. A signed learner declaration must be attached to the re-submitted work. The learner will receive a further period of two days in inclusion.

The process will be documented by the **Quality Nominee** and a copy recorded on the learner record.

Stage Three

Should the situation remain unresolved, the **Quality Nominee** will inform the **Head of Centre** and a further investigation will follow. Consequences will depend on the outcome of the investigation but if the malpractice is proven and the learner has failed to remove the plagiarised content then this may result in the learner being withdrawn from the course and the malpractice being reported to the exam board.

All stages of the Investigation will be documented and the learner will be advised of the appeals procedure. Parents/Guardians will be informed.

Procedures for dealing with Learner Plagiarism and Malpractice – Externally Assessed Units

Where a learner is suspected of malpractice in relation to externally assessed units, the **Head of Centre** will inform the exam board immediately by completing a JCQ Form M1 and submitting this and all supporting documentation to the Investigations Team at candidatemalpractice@pearson.com . Parents/Guardians will be informed.

Procedures for dealing with Suspected Centre Staff Malpractice

Where there is suspicion of staff malpractice the Head of Centre will follow Blackfen School's HR process for investigating alleged or suspected malpractice. If malpractice is identified, the Head of Centre will contact the Investigations Team by submitting a JCQ Form M2(a) with supporting documentation to pqsmalpractice@pearson.com. The Investigations Team will conduct the investigation directly or may ask the **Head of Centre** to assist. The **Head of Centre** will inform the suspected member of staff of their responsibilities and rights. Following the outcome of the Pearson investigation, and if malpractice is confirmed, the **Head of Centre** will follow the school's Staff Disciplinary procedures.

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.

This document should be read together with the following Pearson documents which link to Assessment Malpractice:

- ['Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications'](#)
- [Plagiarism Factsheet](#)

7 – BTEC Policy: Blended Learning

Rationale of Blackfen School's Remote Learning policy

The mission statement of Blackfen School is 'Raising aspirations, releasing potential' and the intent of the curriculum is to implement this vision on a daily basis. The school strives to enhance and deliver a curriculum that drives the development of teachers as highly skilled practitioners and provides students with a high quality education that underpins their future as successful young adults. During the academic year 2021 – 2022, the same curriculum will be delivered remotely, as is the case in school, wherever possible and appropriate. The curriculum offer in school remains the same in all key stages but is delivered in adapted form in some subjects, as advised in on-going updates by Public Health England and the Department for Education.

Outcomes:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Ensure that staff are trained, supported and capable of doing their professional work during periods of remote teaching and learning.

In the event of full school closure / group or 'bubble' absence, the school will provide continuity of education in the following ways:

- a) Regular instruction from teachers with the ability of students to ask questions online, via Microsoft Teams.
- b) The setting of scheduled work that students complete by set deadlines, electronically or as directed by the teacher.
- c) The assessment of specific assignments that are submitted to teachers and on which feedback is provided.

The extent to which different teaching methods are employed will be determined by the length of any school closure and the ability of both students and staff to participate in remote learning, for example, during a case of widespread illness. Microsoft Teams is the school's digital platform for all Remote Learning interactions and it is the responsibility of parents, students and teachers to ensure they know how to use its functionality effectively. Student access to Microsoft Teams is via their School Office365 login here: <https://www.office.com/>; by clicking on the SharePoint link at the top right-hand side of the school website or by clicking here: <https://blackfenschoolforgirls.sharepoint.com/SitePages/Home.aspx>. Students can use a smart phone or tablet to access Microsoft Teams by downloading the Microsoft Teams app for free from the App Store on an iPhone, Google Play on an Android device or similar store for other operating systems.

It is the responsibility of the school to provide training to enable all staff to plan, deliver and sustain remote learning and to make effective use of Microsoft Teams to deliver their subject curriculum. It is the responsibility of teachers to plan, deliver and assess remote learning which is appropriate to the class or set; which aligns closely to the scheme of learning in school and lasts for the duration of the normal lesson; which enables every student to continue to make good progress according to her/his learning capacity.

School leaders are mindful of the challenges for parents and carers, students and teachers of operating in an unfamiliar and remote learning environment. Student-managed and on-line learning operates in a dynamic that is different to teacher-managed learning in school. Some subjects and activities do not lend themselves well to remote learning and the online experience is not always good at replicating direct teacher intervention or the resources of the classroom or learning space in school. Given these issues, the school expects teachers to decide the best mode of delivering their subject curriculum, based on the class, subject and student needs. The school endorses the view of the Department for Education in its guidance document to schools, 'Remote education good practice (1.10.20) that the *'characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded)'*. This is the reason why the school expects teachers to use their professional judgement to decide the mode of subject delivery for each of their classes. 'Live' teaching will take place for at least 90% of the usual lesson time but will also be blended with other activities and tasks which do not require on-line learning. In planning remote learning, teachers will assume that students have access to the internet and can navigate Microsoft Teams but will not expect students to print work.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience. In the case of individual or group or 'bubble' short-term absence from school, for example, while students are self-isolating or public health boards or local authorities are deciding the extent of self-isolation required for students, teachers will set interim work requiring the continuation of homework or current lesson activities. In the case of group or 'bubble' long-term absence from school, teachers will set work differently, following the principles outlined below. Parents, carers and students are expected to adhere to the same guidance, so that teaching, learning and progress continue in the context of remote education.

Delivering vocational qualifications through a blended learning approach in line with the principles and practice of Blackfen School's Remote Learning Policy.

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this, Blackfen School will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when students are working remotely. **Assessors** are expected to deliver ‘live’ teaching for at least 90% of the usual lesson time which may also be blended with other activities and tasks which do not require on-line learning. Lessons take place at the same time as shown on the school timetable. **Assessors** will make reasonable adjustments to their planning to ensure that all students have access to the resources needed for effective remote learning and will check that programmes chosen for online learning have accessibility features to support students with SEND. **Assessors** will liaise with the **SENCO team** and its specialist staff to ensure students with SEND remain supported for the duration of the remote learning period. The **SENCO team** and its specialist staff may arrange additional support for these students which will be unique to the individual’s needs. **Assessors** will ensure that all students can access resources and Assignment Briefs in MS Teams and know how to upload assignments for assessment. Assignments will be set during live teaching sessions and/or when lessons are recorded and can be accessed via MS Teams.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
Providing timely and helpful feedback is the cornerstone of good teaching and learning and whilst this may be more challenging with remote learning, **Assessors** will endeavour to provide regular feedback to students on pieces of work that they are required to submit whilst following Pearson guidelines for assessment.
In order for **Assessors** to offer effective feedback, all remote work completed by students must be:
 - Finished when returned to the **Assessor**.
 - Returned on or before the deadline set.
 - Completed to the best of the student’s ability.
 - The student’s own work and not copied from other sources.

Possible feedback methods from **Assessors** to students may include but are not limited to:

- Providing whole class feedback via live lessons.
- Using the “Comments” function on online documents on Microsoft Teams.
- Providing feedback directly in the ‘Posts’ function.
- Sending a direct email to students with specific feedback / targets

Assessors will continue to monitor the academic progress of students and provide feedback to **Lead Internal Verifiers, Programme Leaders** and the **Leadership Team**, in the normal manner. They will continue to monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as required. **Assessors** will contact parents if their child is not attending live lessons or their standard of work has noticeably decreased. They will notify their **Lead Internal Verifier** and **Programme Leader** who will contact parents and carers to offer support in managing their child’s remote learning. If necessary, the **Faculty Leader** will work with the **Leadership Team line manager** to contact the student’s family in order to resolve outstanding issues and to ensure that further interruption to the student’s progress does not occur. **Assessors** and **Lead Internal Verifiers** will continue to meet virtually to review students’ work and completion of assessments, including checking for instances of malpractice through use of plagiarism checking websites and ensuring the work is authentic and

completed by the student. E-signatures should be used as a declaration of authenticity of student work. All students have been reminded of the need to ensure they avoid any forms of malpractice, and the consequences should they commit it. The **Programme Leader** will ensure that all assignments, assessments and internal verification documents/records are electronically stored by the **Assessor / Internal Verifier** in accordance with Pearson Centre Agreement.

In the event of individual self-isolation, partial or full closure, Blackfen School will endeavour to support those students that do not have their own laptop/desktop to access remote learning through the loaning of laptops. Where devices cannot be loaned or a student has no access to the internet, students will be provided with paper learning packs and regular telephone support. The aim of this is to ensure that no student is disadvantaged by remote learning.

This policy will be reviewed every 12 months by the **Quality Nominee**.