

## Full Exam and BTEC Policy

### Purposes

- To ensure clarity with regard to examinations offered and delivered
- To communicate methods and practice with regard to THS examination systems
- To ensure compliance with regulations

### Outcomes

- All exams fall within the remit of this policy
- Clarity as to the method and practice with regard to examination

Responsible Staff Member	GYS
Committee to Review	Full Governing Board
Ratification date by Committee	Spring 2025
Review Due	Spring 2026

# Contents

## The Exam Policy

The purpose of this Exam Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Head of Centre, Exams Line Manager, Exams Manager and Trustees.

## **Exam responsibilities**

Having overall responsibility for the school as an Exam Centre, the Head of Centre:

- Advises on appeals and reviews.
- Is responsible for reporting all suspicions or actual incidents of malpractice in accordance with the JCQ document – *'Suspected Malpractice in Examinations and Assessments'*.

## **Exams Manager**

Manages the administration of public and internal exams:

- advises the Senior Leadership Team (SLT), subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- consults with teaching staff to ensure that necessary statutory assessment, including non-examined assessment (NEA) is completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- receives, checks and stores securely all exam papers and completed scripts.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams in liaison with the HR advice.
- Advises HoDs, if applicable, when they can submit coursework marks online. Exams Manager tracks, despatches and stores returned coursework/statutory assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/review requests.
- maintains systems and processes to support the timely entry of candidates for their exams.

## **SLT member responsible for curriculum**

- Organise teaching and learning.
- Manage external validation of courses followed at key stage 4/post-16.

## **Teachers are responsible for:**

- Notification of access arrangement requirements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

## **The SENCo is responsible for:**

- Identification and testing of candidates with respect to requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Assessor administers access arrangements using the JCQ publication *'Access Arrangements, Reasonable Adjustments and Special Consideration'*.

**Candidates are responsible for:**

- Confirmation and signing of entries.
- Understanding coursework/statutory assessment regulations and signing a declaration that authenticates the coursework as their own.

**Qualifications offered**

The qualifications offered at this centre are decided by the Head of Centre, Heads of subject and Senior Leadership Team.

The qualifications offered are GCE, GCSE, Cambridge National/Technical, BTEC, Vocational and Entry level. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exams Office must be informed.

Informing the Exams Office of changes to a syllabus is the responsibility of the Head of Centre and Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, subject teachers and Deputy Headteacher (Curriculum).

**Exam series and timetables****Exam seasons**

Internal exams and assessments are scheduled in 'On demand'.

External exams are scheduled in November, January, May and June. In addition, throughout the year, there will be subject non-examined assessments and course work.

The Head of Centre, Head of subjects and Senior Leadership Team decides which exam series are used in the Centre.

**Timetable**

Once confirmed, the Exams Manager will circulate the exam timetable for internal and external exams.

**Entries, entry details and late entries**

Under normal circumstances, all pupils who opt for an Upper School course which carries an examination will be entered for that examination. Usually, this examination will be the General Certificate of Secondary Education (GCSE), although some departments are able to offer Entry Level Qualifications for those candidates who may find difficulty with GCSE. Vocational options may carry a separate vocational qualification.

The Centre does not accept external candidates. The centre does not act as an Exam Centre for other organisations.

Entry deadlines are circulated to Heads of Department via email, briefing meeting and internal post/pigeon hole.

Late entries are authorised by Heads of Department and Exams Manager.

Retake decisions will be made in consultation with subject teachers, Exams Manager, Head of Centre, Heads of Department and Heads of Curriculum.

## **Non-Examined Assessment (NEA)**

### **Definition**

NEA encompasses what were controlled assessments and GCSE/GCE coursework as a form of internal assessment. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

### **Responsibilities**

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting NEAs
- Responsible to relevant awarding bodies to ensure that all NEAs are conducted according to qualification specifications.

Examinations Manager:

- To be familiar with JCQ instructions for conducting NEAs and other related JCQ documents.
- To be familiar with general instructions relating to NEAs from each relevant awarding body.
- In collaboration with Heads of Department/ Subject Teachers, to submit NEA assessment marks to relevant awarding body.
- In collaboration with Heads of Department/ Subject Teachers, dispatch students' assessments for moderation.
- In collaboration with Heads of Department/ Subject Teachers, make appropriate arrangements for the security of NEA assessment materials.

Head of Department:

- To be familiar with JCQ instructions for conducting NEAs.
- To understand and comply with specific instructions relating to NEAs for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of NEAs.
- In collaboration with the Examinations Manager, to submit NEA marks to the relevant awarding body.
- In collaboration with the Examinations Manager dispatch students' assessments for moderation.
- Make appropriate arrangements for the security of NEA materials.
- To liaise with SENCO over students with access arrangements.

SENCO:

- To be familiar with JCQ instructions for conducting NEA assessments with reference to special access arrangements.
- Co-ordinate requests for special access arrangements.

Subject Teachers:

- To undertake NEA assessments in accordance with specific instructions from the relevant awarding body.
- To take part in appropriate departmental standardisation assessments.

## Task Authentication and Marking

Before assessment tasks are submitted, candidates will be required to sign a declaration form confirming that the work is their own and that assistance given/sources used, have been acknowledged.

Class teachers responsible for supervising and marking NEA work are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ '*Declaration of Authentication for NEA Assessments*' or a similar document provided by the relevant awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Head of Department and Examinations Manager who will follow the guidance set out in the JCQ instructions for NEAs.

Internally assessed tasks will be marked by the subject teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his/her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

If an NEA assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

## Factors affecting individual candidates:

If a candidate misses part of an NEA task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO.

## Exam fees

1. Registration fees, when required, to be paid from the examination budget.
2. Students completing a course, will have one entry per module/test, paid for from the examination budget.
3. Entries or entry amendments made by departments after the external entry deadlines have passed and which will incur late entry fees, will be paid for by the Department concerned.
4. Late entries made by students, that incur late fees, will be paid for by the student(s) concerned.
5. Students who fail to attend for a module test and/or an examination paid for by the school and for a reason not considered valid, will be charged retrospectively for the entry fee.
6. Students, who fail to submit coursework/ statutory assessment, therefore disqualifying them from an award, will be charged retrospectively for the entry fees previously incurred for that subject.
7. After results have been published a student can request that the paper be reviewed. The request should be directed to the Examinations Manager and will not be processed until payment has been received. HoDs (Head of Department) should not authorise reviews. A HoD may, however, advise a student that a review might be appropriate.
8. Under exceptional circumstances a HoD may request that the school pay for a review. This request should be made to the HT (Head Teacher) who will give final agreement. Once agreement has been given, the HoD will inform the student that the review is to take place and seek student agreement, explaining that this has been sanctioned by the HT. Once agreement has been received, the HoD should then inform the Examinations Manager that a review is to take place. The cost of the review will be met by the Department concerned.

## **Equality Act 2010**

All Exam Centre staff must ensure that they meet the requirements of the Equality Act 2010 (EA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The Equality Act introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the EA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the Equality Act by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre, Exams officer and SENCo.

## **Access Arrangements**

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SEND Department, SEND Assessment Co-ordinator.

Making access arrangements for candidates to take exams is the responsibility of the SENCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SEND Assessment Co-ordinator.

Rooming for access arrangement candidates will be arranged by the Assistant SENCo with the Exams Manager.

Invigilation and support for access arrangement candidates will be organised by the Assistant SENCo with the Exams Manager.

## **Contingency planning**

Contingency planning for exams administration is the responsibility of the Exam Manager's Line Manager.

## **Private candidates**

Taverham High School does not accept private students.

## **Managing Invigilators**

External staff are used to invigilate examinations.

These invigilators will be used for internal exams and external exams as appropriate.

Recruitment of invigilators is the responsibility of the Exams Manager in liaison with the Schools HR provider.

Securing the necessary Disclosure and Barring Service (DBS) Criminal Record checks clearance for new invigilators is the responsibility of the Exams Manager.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Manager.

Invigilators rates of pay are set by the Centre administration.

## **Malpractice**

The Head of Centre is responsible for investigating suspected malpractice.

## **Exam days**

The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The exams officer will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department the following day at the earliest.

## Candidates

### Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Manager or senior invigilator.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Manager is responsible for handling late or absent candidates on exam day or subsequently.

### Clash candidates

The Exams Manager will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays if necessary.

### Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Manager, or the Exam Invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Exams Manager will then apply for special consideration online to the relevant awarding body.

## Internal Assessments and Appeals

Taverham High School is committed to ensuring that whenever their staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the appropriate specification for qualification. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student does not accept any assessment decision which has led to the mark awarded, s/he may make use of this appeals procedure. Please note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

## **Written Appeals Procedure**

- Appeals should be made as soon as possible and must be made at least two weeks before the end of the last externally assessed paper in the relevant examination series.
- Appeals should be made in writing to the Exams Manager who will arrange for the appeal to be investigated by a person who has not played any part in the original internal assessment process.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interest of the candidates.

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the school's control will not be considered in the school's appeals procedure.

### **1. Appeals against External assessment Marks**

#### **Submission by the School**

- Decisions about whether an appeal should be submitted are a matter for judgement, and the final judgement rests with the Headteacher, as Head of Centre, in consultation with the Exams Manager.
- Heads of Department should submit individual cases, with rationale, to the Headteacher by the start of the September term, for consideration.
- The **principal criterion** by which eligibility for submission should be judged is that the student has missed the school's officially expected grade by more than one level, and the department feels there is a strong chance that a review could lead to a change in the candidate's favour.
- Any other given reason for a review should be judged by the Headteacher.

By the end of the second week of the September term the Headteacher will decide on the appropriateness of each case and submissions will be made by the Exams Manager.

**This category of review will be paid for by the school.**

#### **Submission by parents**

- Requests by parents should be made *in writing* to the Examinations Manager and will be considered after the above process is complete. The Examinations Manager may advise the parents on whether our information suggests that the review is likely to be successful. Dependent upon the parents' view of this, the submission will then be made.

**This category of review will normally be paid for by the parent(s), and payment must be received in advance.**

## **Results, enquiries about results (EARs) and access to scripts (ATS)**

Candidates will receive individual result slips on results days, in person at the centre.

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Head of Centre.

## ATS

After the release of results, candidates may ask subject staff to request the return of papers, if payment is required; the candidate will meet this cost.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE reviews cannot be applied for once a script has been returned.

## Certificates

### Certificates

Once Certificates are received and collated a letter is sent home to advise they can be collected from reception.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for one year minimum at which point they can be confidentially destroyed.

A transcript of results may be issued if a candidate agrees to pay the costs incurred.

## Assessment and Malpractice

### 1. Policy Statement

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. This refers to acts and omissions made by staff or students involved with the assessment process.

### 2. Scope

This policy and procedure relates to staff malpractice and applies to all internal assessments, and internal and external examinations. Where awarding bodies have their own published procedures these will take precedent over the school policy. The duties outlined in this policy are extended in the school BTEC policy.

### 3. Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring the policy is known understood and implemented.

### 4. Actions to Implement and Develop Policy

- Curriculum Leaders should, at the appropriate time, introduce new members of staff to this policy.
- Course teams use robust internal moderation/verification procedures
- Course teams should use the induction period, or other appropriate time, to introduce learners to this policy.

## 5. Definitions and Examples

**Staff malpractice:** Any deliberate action by a member of staff that has the potential to undermine the integrity of the assessment process.

The following are examples of malpractice by centre staff; this list is not exhaustive and other examples of malpractice may be considered by the school at its discretion.

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Fraudulent submissions that could lead to false claims for certificates.
- Inappropriate retention of certificates.
- 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 amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination test.
- Falsifying records/certificates. For example by alteration, substitution, or by fraud.

**Learner malpractice:** Any action by the learner that has the potential to undermine the integrity and validity of the assessment of the learner's work.

The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the School at its discretion:

- Plagiarism of any nature; in which case reference should be made to the Plagiarism Policy.
- 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.

## 6. Procedures used to deal with the above

- Where the School discovers or suspects an individual, or individuals, of malpractice it will conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- Such an investigation will be initially undertaken by the Head of School, who will interview all personnel linked to the allegation.

- The School will make the individual(s) aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of possible consequences should malpractice be proven.
- The investigation will proceed through the following stages:
  - Preliminary investigation, conducted by the appropriate School, into the allegation to determine whether a full investigation is necessary. If the allegation appears to have substance, then all assessments by this member of staff should be halted until the investigation is complete.
  - Should it be determined that a full investigation is necessary it shall be conducted by a senior member of staff appointed by the Headteacher, who is neither a teacher in the subject area or a line manager for the subject area.
  - During the investigation the School will give the individual the opportunity to respond to the allegations made.
  - All stages of the investigation shall be documented by the person leading the investigation.
  - The individual will be informed of the avenues for appealing against any judgments made.
  - The member of staff investigating shall produce a report of their findings for the attention of the Headteacher.

## **7. Monitoring and Evaluation**

Internal monitoring/verification of assessment activity within each department will include malpractice checks.

Evidence of both assessment and internal verification/moderation must be available for review.

## **Quality Assurance**

### **Purposes:**

- To ensure quality assurance in all we do
- To strategically monitor the quality of provision in both a formative and summative way

### **Outcomes:**

- Feedback from external sources (such as exam boards) verify the quality assurance procedures are contributing to the success of the school
- Taverham High is committed to Quality Assurance and believes it is an integral part of the school's processes.
- The focus of the School is on student progress and staff skills with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

- The curriculum is regularly monitored and reviewed by the Leadership Team and Trustees.
- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained. This is primarily through the dept and school self-review.
- Internal Verification is carried out on an on-going basis.
- Moderation of student work is undertaken in depts to assure quality and consistency.
- New staff will be mentored and guided through any curriculum assessment requirements and will be moderated in their judgements.
- All new exam invigilators are observed conducting at least one assessment to ensure that regulations are followed.
- Existing exam invigilators should be observed conducting an exam at least once a year.
- Internal Verification is recorded on candidate work and records and on central recording systems through the external examination marking proforma.
- Information from awarding bodies is disseminated to all members of staff involved in assessing.
- The school will ensure that all external providers for Curriculum and extra-curricular activities will be quality assured and monitored by a designated member of the school staff.
- The school's policy for Equal Opportunities is followed and monitored.

## **BTEC Specific Policy and Procedure**

Edited from [btec-policies-and-procedures.pdf \(pearson.com\)](#)

## **Registration, Entry and Certification Policy**

**Aims :**

1. To register individual learners to the correct programme within agreed timescales.
2. To enter individual learners for assessment, where required, by published deadlines.
3. To claim valid learner certificates within agreed timescales.
4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

To do this, Taverham High School will:

- Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment
- Register each learner to meet with Pearson requirements
- Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity
- Provide a mechanism for programme teams to check the accuracy of learner registrations

- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, or changes to learner details
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates'
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- Provide a mechanism for programme leads to check the accuracy of individual learner entries
- Ensure that certificate claims are timely to meet Pearson published deadlines
- Audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep all records safely and securely for three years post certification, in line with Pearson Terms and Conditions

## **BTEC Assessment policy**

### **Aims:**

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

To do this, Taverham High 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 handout 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 & 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval
- Have all learner evidence available for review when requested, in line with Pearson Terms of Approval
- Comply with the requirements as set out in the Pearson Centre Guide to Assessment

## **BTEC Internal Verification Policy**

**Aims:**

1. To ensure there is an identified and appropriately experienced Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed record of Internal Verification decisions.

To do this, Taverham High School will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and complete standardisation annually with the programme team
- Each Lead Internal Verifier oversees effective internal verification 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 and that 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 is 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 Standards Verification.

## **BTEC Appeals Policy**

**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 Pearson and the Office of the Independent Adjudicator (BTEC Level 4-Level 7 only), where appropriate
- 5) To protect the interests of all learners and the integrity of the qualification.

To do this, Taverham High School will:

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

## **BTEC Assessment Malpractice Policy**

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

To do this, Taverham High School 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
  - If Taverham High School 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.
  - 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).
  - 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).
  - 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.

## **BTEC Collaborative arrangements policy**

Aims:

1. To ensure that all collaborative (consortia) arrangements are approved and meet requirements
2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson
3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements

To do this, Taverham High School will:

- have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment & the start of teaching of the qualification(s)
- make sure that all providers have qualification approval before applying for approval under a collaborative arrangement
- identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- ensure a Lead Internal Verifier (LIV) is appointed annually for each qualification delivered within the collaborative arrangement.
- ensure that the LIV completes standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification

- make accurate learner registrations and claims under the appropriate consortium programme code and / or subsite
- have appropriate policies and procedures for registration and certification of learners in place
- ensure Pearson and all centres in the arrangement have access to all quality assurance documentation linked to registered learners
- ensure all centres in the arrangement have access to all learner progress and achievement records
- ensure all centres in the arrangement are included and participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement
- retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- participate in Pearson quality assurance monitoring through the Holistic Review and Standards Verification (SV)
- complete and submit an Annual Quality Declaration to confirm that all required Centre Quality processes and procedures are in place and operating effectively
- apply the outcomes of Standards Verification and support any essential actions required
- ensure we / or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications.
- Comply with the requirements as set out in the Pearson Centre Guide to Collaborative and consortia arrangements.

## **BTEC Distance and blended learning policy**

Aims:

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

To do this, Taverham High School 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 Pearson Terms of Approval.

# **BTEC Special consideration and reasonable adjustments**

## **Aims:**

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

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

## BTEC Centre Responsibilities

Action	Head of Centre	Exams Officer	Quality Nominee	Head of Faculty / Subject	Lead IV	Assessor
Complete Annual Centre Declaration	✓		✓			
Register students and check registrations		✓	✓	✓		
Complete assessment plan					✓	
Write assignments					✓	✓
IV Assignments					✓	✓
Assess work					✓	✓
IV Student work					✓	✓
Sample assignments			✓			
Sample student work			✓			
Complete marking for final certification and claiming				✓	✓	✓
Claim results and check claim		✓	✓			
Receive certificates		✓				
Liaise with exam board regarding errors or omissions in certification			✓			
Organise forum meetings and arrange training			✓		✓	
Appeals		✓	✓			
Malpractice and plagiarism investigation		✓	✓	✓	✓	
Liaise with board regarding final stage appeals		✓	✓			
Organise BTEC curriculum and take proposals to awarding body			✓			
Report results to senior leadership team			✓	✓		
Plan and organise external examinations		✓		✓	✓	
Maintain centre and qualification approval			✓			

Complete materials for standards verification					✓	✓
Ensure all elements of centre agreement are met		✓	✓			
Ensure learner details are accurate, up to date, and provide a clear audit trail				✓		
Sign off assessment plan at the start of a course of study					✓	

## Quality Assurance Cycle

### Stage 1: BTEC Annual Centre Declaration

In September, the Quality Nominee and Head of Centre will need to complete the Annual Declaration and upload the completed form to Edexcel Online. The purpose of the form is to confirm that all policies and procedures required for the delivery of BTEC qualifications are in place, detailed, effective and have been contextualised for your centre. The Declaration also serves as your acceptance of Pearson's Terms and Conditions of Centre Recognition and Qualification Approval for delivering BTEC qualifications. The Declaration must be signed electronically by your Head of Centre and Quality Nominee before being submitted to Edexcel Online to confirm that staff holding these roles understand and agree to their responsibilities.

### Stage 2: Centre Assessor: Standardisation

It's a requirement for centres to identify a single Lead IV (Internal Verifier) for each BTEC Principal Subject Area being delivered. This role acts as the point of accountability for the quality assurance and standards of these programmes. This means that where possible, the Lead IV should be involved in the assessment and delivery of the programme and have a good understanding of the units being assessed.

### Stage 3: BTEC Lead Standards Verifier Activity Overview of Quality Assurance Activity

The centre will either receive support from:

- A visiting BTEC Lead Standards Verifier (depending on risk rating)
- A remote BTEC Lead Standards Verifier (depending on risk rating)
- A visiting Work Based Learning Standards Verifier
- A Pearson QA Advisor

### Stage 4: Sector Specific Standards Verification

Standards verification is an annual process that will take place each year that you have 'live' learner registrations. A subject sector expert Standards Verifiers will be allocated to conduct sampling of learner work for BTEC Entry to Level 3 qualifications. Standards verification ensures that Assessors are making accurate assessment decisions in a fair and consistent manner.

**BTEC Induction – Level 2 Courses**  
**Timeline**

October

- Options booklet issued which explains structure and assessment on BTEC courses

December

- KS4 Pathways evening includes subject specific talks. Students then apply for pathway

January

- Options Interviews. Students given more information to assess suitability of the course. Discussion about progression routes.

September

- Induction. Two week cycle of lessons during which the students handbook must be worked through with the cohort. At the end of this period teacher will ask students to sign the induction log to ensure all students understand the nature of the programme of study.

## Induction Checklist – Level 2 Courses

All students have been informed of the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

### Example lesson outline (guidance only)

Element	Item	Discussion	Time	Check (☑)
1	Timetable	Discuss the timetable and how it will be delivered	15 min	
2	Teaching Staff	Introduce teaching staff	5 min	
3	Course co-ordinator and other key staff	Introduce key staff	5 min	
4	Units to be studied	Introduce the units, who is delivering them and how they will be delivered	15 min	
5	Course handbook	Give students copies of the course handbook and ask them to read through it. Explain assessment plan	20 min	
6	Class rules	Agree expectations for a sixth form class	10 min	
7	Course rules	Explain the course rules, deadlines must be met, no plagiarism and consequences	10 min	
8	Course requirements	Explain the course requirements and assessment, resubmission	10 min	
9	Disagree with an assessment decision	Explain that the course handbook informs students what to do if they disagree with an assessment decision	10 min	
10	Resources	Explain any essential or useful equipment	10 min	

### Evidence that students have been inducted onto the BTEC (insert course title)

Please sign below if you agree that you have discussed the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

Student name	Student Signature	Date

## Student Handbook

*Please follow this contents list to ensure consistency across BTEC subjects*

Contents	Person Responsible
Introduction to broad aims of the qualification, link to career aspirations and skills development	Lead IV / Subject Lead
Expectations	Lead IV / Subject Lead
Overview of programme and unit details	Lead IV / Subject Lead
Assessment plan	Lead IV / Subject Lead
Time management / independent learning	Lead IV / Subject Lead
Subject specific health and safety or equipment information	Lead IV / Subject Lead
BTEC Roles and responsibilities	Quality Nominee will provide
Assessment arrangements / resubmission	Quality Nominee will provide
External examination arrangements	Quality Nominee will provide
Appeals Procedure	Quality Nominee will provide
Plagiarism and malpractice policy and procedures	Quality Nominee will provide
Recognition of prior learning	Quality Nominee will provide
Registration and certification	Quality Nominee will provide

## BTEC Induction – Level 3 Courses

### Timeline

October

- Post-16 Prospectus Issued which explains structure and assessment on BTEC courses

November

- Sixth Form Open Evening includes subject specific talks. Students then apply for pathway

January

- Sixth Form Interviews. Students given more information to assess suitability of the course. Discussion about progression routes. This is particularly important for BTEC Sport Diploma students where the course will make up their entire programme of study. BTEC Music Tech students will choose a third option

June

- Sixth form induction days. Students will spend time in lessons to give a taster of the course they will be starting in September. Students will also be issued with a summer research project which introduces them to the style of learning and content

September

- Enrollment to ensure applicants have correct grades to be registered on the course

September

- Induction. Two week cycle of lessons during which the students handbook must be worked through with the cohort. At the end of this period teacher will ask students to sign the induction log to ensure all students understand the nature of the programme of study.

### Induction Checklist – Level 3 Courses

All students have been informed of the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

### Example lesson outline (guidance only)

Element	Item	Discussion	Time	Check (☑)
1	Timetable	Discuss the timetable and how it will be delivered	15 min	
2	Teaching Staff	Introduce teaching staff	5 min	
3	Course co-ordinator and other key staff	Introduce key staff	5 min	
4	Units to be studied	Introduce the units, who is delivering them and how they will be delivered	15 min	
5	Course handbook	Give students copies of the course handbook and ask them to read through it. Explain assessment plan	20 min	
6	Class rules	Agree expectations for a sixth form class	10 min	
7	Course rules	Explain the course rules, deadlines must be met, no plagiarism and consequences	10 min	
8	Course requirements	Explain the course requirements and assessment, resubmission	10 min	
9	Disagree with an assessment decision	Explain that the course handbook informs students what to do if they disagree with an assessment decision	10 min	
10	Resources	Explain any essential or useful equipment	10 min	

### Evidence that students have been inducted onto the BTEC (insert course title)

Please sign below if you agree that you have discussed the following:

1. The timetable
2. The teaching staff
3. The course co-ordinator, centre nominee, exams officer
4. The units being studied
5. The course handbook
6. The class rules
7. The course rules including malpractice and plagiarism
8. The course requirements and assessment
9. What to do if they disagree with an assessment decision
10. The resources they require

Student name	Student Signature	Date

## Student Handbook

*Please follow this contents list to ensure consistency across BTEC subjects*

Contents	Person Responsible
Introduction to broad aims of the qualification, link to career aspirations and skills development	Lead IV / Subject Lead
Expectations	Lead IV / Subject Lead
Overview of programme and unit details	Lead IV / Subject Lead
Assessment plan	Lead IV / Subject Lead
Time management / independent learning	Lead IV / Subject Lead
Subject specific health and safety or equipment information	Lead IV / Subject Lead
BTEC Roles and responsibilities	Quality Nominee will provide
Assessment arrangements / resubmission	Quality Nominee will provide
External examination arrangements	Quality Nominee will provide
Appeals Procedure	Quality Nominee will provide
Plagiarism and malpractice policy and procedures	Quality Nominee will provide
Recognition of prior learning	Quality Nominee will provide
Registration and certification	Quality Nominee will provide