



**BTEC PROCEDURES AND PRACTICE**

**Reviewed Annually:**  
September 2021

**Next Scheduled Review:**  
September 2023

**This policy covers the following:**

1. Registration, Certification and retention of learner work and assessment records
2. Assessment and Assessment rules (including guidance on the new rules regarding feedback)
3. Internal Verification
4. Appeals
5. Assessment Malpractice
6. Learner Induction
7. Consortia Arrangements
8. Blended Learning Arrangements

**1. Registration, Certification and retention of learner work and assessment records**

**Aim:**

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

In order to do this, Hessle High School and Sixth Form College will:

- Register each learner within the awarding body requirements
- Register each learner on the appropriate programme code, before any assessment activity is completed
- 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 any withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

The Audit of certificates will take place at a meeting between the Examinations Officer and the Quality Nominee who will check:

- That certification is both accurate and all candidates are included. This will be checked off against learner registrations and result claims on unit achievement forms
- Certificates will be checked prior to issue
- Any inaccuracies will be reported to Edexcel
- Keep all records safely and securely for three years post certification.

<b>Registration and Certification Steps</b> <b>Version 1 December 2021</b> <b>To be reviewed: September 2023</b>		EO - Exam Officer CT - Class Teacher LSV - Lead Standards Verifier QN - Quality Nominee	
<b>Step Order</b>	<b>Procedure</b>	<b>Staff Roles and Responsibilities</b>	<b>Dates and actions</b>
Registration	The Exams Officer checks class lists of new BTEC groups to confirm learners and completes registration.	EO / CT / LSV / QN	September
Consortia Arrangements	The exams officer will coordinate with the Consortia schools to ensure all registrations are completed for shared courses for Hessle students.	EO	September
Transfer	All class lists and changes reviewed by the relevant staff.	EO / CT / LSV / QN	September
Withdrawal	Any learners to be withdrawn, agreed with the Quality Nominee prior to withdrawal.  This will also be discussed across any consortia programmes.	EO / CT / LSV / QN	September or in response to a change mid-course.
Unit Certification	Class Teacher to submit internal assessment data to the Exam Officer, copied to the Quality Nominee following the full internal verification process. This will be done as soon as units are completed rather than holding these until the end of the course.	EO / CT / LSV / QN	Following the completion of a unit.
Certification	Exams Officer to submit marks on behalf of the class teacher prior to the identified deadline.  Any shared courses across the consortia will be coordinated by the exams officer in each centre.	EO / CT / LSV / QN  Consortia EO	At the end of the course.

Full documentation can be found from Pearson to support this procedure on the Pearson website. Please refer to the Information Manual.

#### **Retention of learner work and Assessment Records**

- Store all centre records securely and safely relating to learners and the various aspects of the Quality Management at each stage of the learner process through the centre and have all centre records, including current learner records of assessment feedback, available for Pearson verification processes and all other forms of scrutiny.
- Maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against the current programme specification and retain both internal and any external assessment learner and cohort summary records for centre and awarding organisation scrutiny for a minimum of three years following certification.
- Ensure all current learner evidence is available for centre and awarding organisation verification processes. Learner work will be retained until 12 weeks after the issue of learner certificates.

## **2. Assessment and Assessment Rules**

The BTEC Support Toolkit Series provides a document called: 'Guide to Internal Assessment for BTEC Firsts and Nationals.'

In addition, the BTEC Centre Guides to Internal Assessment, Internal Verification and Standards Verification which are produced annually will be made available to all Lead Internal Verifiers (LIV) as a hard copy and electronically, stored in Google Drive, BTEC Staff Resources.

This document is a very useful and helpful guide, there are subject specific versions which include reference to the following important areas:

- Giving feedback to learners – before/during and following assessment
- Submission of learner evidence
- Opportunities for resubmission of learner evidence
- Procedure for resubmission of learner evidence
- Retakes (QCF)
- Grading and Resubmissions
- Standardisation
- Internal Verification of Assessment decisions
- The Assessment Plan
- Assignment Briefs
- Observation Records
- Assessment Records

This document must be referred to and used consistently and effectively in order to ensure consistency in all areas of assessment across all subject areas.

### **Aim:**

- a. To ensure that assessment methodology is valid, reliable and does not disadvantage any group of learners or individuals
- b. To ensure that assessment procedure is open, fair and free from bias to National Standards
- c. To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, Hessle High School and Sixth Form College will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment purposes
- Produce a clear and accurate Assessment Plan at the start of the programme/academic year
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure all 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 malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous Internal Verification procedure
- Provide samples for Standards Verification as required by the awarding body
- Monitor Standards Verification reports/External Exam reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme subject teams
- 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 the Pearson Approval Centre Agreement



Resubmission/Retakes	<p>Only one opportunity must be provided for summative assessment of completed work, at which point the Assessor will confirm the specific assessment criteria achieved.</p> <p>One further resubmission may be authorised by the LIV where required, but the learner must work entirely independently without any further guidance from the Assessor.</p>	<p>CT LIV</p> <p>LIV authorisation and oversight from the QN</p>	<p>During the Unit</p> <p>At completion of the unit</p>
Assignment Writing/ Assignment Brief	Subject Leaders will follow the Pearson model for writing assignment briefs and these will be checked by the LIV following the centres procedures.	HOD LIV	Prior to the delivery of a unit
Assessment Plans	The QN collects the Assessment Plans at the start of the Academic year following the IV process. These are reviewed regularly and are updated as and when changes become necessary.	HOD LIV QN oversight	At the start of the Academic year and reviewed as necessary
Assessment recording/tracking for learners	Tracking of assessment differs across the centre. All subject areas track by calculating points as learners complete units and by the use of RAG trackers. This is monitored by subject leaders and the AHT for Standards. The data is used at key data retrieval points throughout the year to update learners and parents of progress. The information is also used to support planning of intervention and programmes of support where necessary.	CT HOD AHT Standards	Data collection points and ongoing tracking of data upon completion of units and following any assessments
Consortia	Where courses are shared across the Consortia and students are taught outside of their usual centre, there will be coordination through the Exams Officer, Programme leaders and Heads of Sixth Form to ensure that Learners are provided with the QA process.	Heads of Sixth Form Programme Leaders EO QN	As required

Full guidance on these procedures can be found in the Guide to Internal Assessment for BTEC Firsts and Nationals: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments). This includes subject pages and templates.

### External Assessment

There are two different types of External assessment which are designed to ensure that learners are assessed in a way that is most appropriate for the sector in which they are studying:

- Paper based
- Set Tasks (Performing Arts)

### **Examination Entries – Level 3**

All LIV's should be aware of the one resit regulation. Students should not be entered for the examination a second time if they have already failed before the summer sitting of their final year.

### **Examination Entries – Level 2**

All new registrations would fall under the one resit rule. All LIVs should be aware of the one re-sit regulation. Students should not be entered for the examination a second time if they already failed before the summer sitting of their final year if the exam is available.

### **Internal Assessment**

All internally assessed unit grades are subject to Quality Assurance. This ensures that all learners get the grades that they deserve and that all centres assess every BTEC assignment to the highest standard.

It is important that all program staff refer to the following subject specific documents for clear rules and regulations regarding assessment and feedback:

- The new BTEC Support Toolkit Series, provides a document called 'Guide to Internal Assessment for BTEC Firsts and Nationals.'
- Subject specification grading guidance
- BTEC Guide to Internal Assessment

In order to calculate the final grade for a BTEC First, the Centre will look at the performance across each unit in the qualification using a point-based scale. Each individual specification contains detail as to how to grade each unit and calculate the overall qualification grade.

## **3. Internal Verification**

### **Aim:**

- To ensure there is an accredited LIV in each principal subject area (BTEC Entry Level – Level 3)
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
- To ensure that there is accurate and detailed recording of Internal Verification decisions.
- To ensure that the Internal Verification procedure is open, fair and free
  - from bias
- To ensure that accurate and detailed recording of internal verification decisions is carried out
- To ensure that all learner evidence is judged against the assignment criteria
- To ensure that assessment and grading within each subject area is consistent
- To ensure that feedback is provided in order to inform centre quality improvement

In order to do this, Hessle High School and Sixth Form College will:

- Where required by the qualification, a LIV is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal

Verification procedures, this will take place annually regardless of whether staff have been trained in previous academic years:

- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation as provided by Pearson is used and standardisation activities are carried out in each subject team area
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place. This is acknowledged as a working document and can/should be changed as the need arises
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

### **Internal Verification**

A quality assurance process which assures the assessment against the BTEC unit grading criteria and checks that all assignments are fit for purpose.

**Internal verification can be undertaken in a number of ways, but it should be recognised and supported consistently across the Centre, for example:**

- A recognised team of Internal Verifiers, who meet regularly to ensure standardisation of procedures.
- Internal Verification processes are agreed and published so that they are clearly understood by all members of the delivery team.
- BTEC Internal Verification forms are standardised across the Centre.
- Internal Verification schedules are drawn up to ensure timely implementation of the process.
- All Assessors are involved in the Internal Verification role.
- Standardisation meetings are seen as pivotal staff development.
- The time required to carry out Internal Verification is acknowledged.
- The Internal Verification process to be monitored by the LIV, BTEC programme leads and the QN.

### **Standardisation:**

- When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and Internal Verification has taken place.
- The standardisation process is to agree to the standard by discussing and mutually assessing a sample of the learner's work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification.
- Once agreement has been reached, the Assessors can then individually assess the work of their appointed learners, after which Internal Verification will take place.
- Standardisation can also be used as a staff development tool. Standardisation material for each BTEC subject area is published by Pearson. Each LIV can access the information via Pearson OCSA.

### **Internal Verification of Assignment Briefs**

Resources needed:

- The unit specification.
- The assignment brief.
- Internal verification of the assignment brief form.

The LIV should check that the assignment brief:

- Has accurate unit and programme details.
- Has clear deadlines for assessment.
- 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.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.
- Re-use of assignment briefs from previous academic years should be checked to ensure dates and deadlines have been updated and that the assignment is appropriate to the new groups of learners.
- Assignment briefs should be reviewed regularly to ensure they are fit for purpose and to make improvements based on experience of delivering and assessing them.
- All Pearson authorised assignment briefs (AAB) should be internally verified to check that dates and deadlines are appropriate, by use of the Pearson Internal Verification Form.

### **Giving Feedback to the Assessor**

- Internal Verifiers should use the feedback section on the form to provide advice and guidance to the Assessor.
- If an action is identified by the LIV, the Assessor should complete this and return it to the LIV for authorisation prior to the assignment being used to learners.
- LIV should provide feedback that makes any actions clear, using SMART principles – Specific, Measurable, Agreed upon, Realistic, Time-based. Good practice should be commented on.

### **Timing**

Assignment briefs are expected to be Internally Verified, with any issues addressed, before being distributed to learners.

### **Internal Verification of Assessment Decisions**

Resources needed:

- The unit specification.
- The assignment brief.
- Assessed the learner's work and accompanying assessment record.
- Internal Verification of Assessment Decisions Form.

### **The Internal Verification sample**

During the course of the BTEC programme, sampling from assessors should cover the following as a minimum:

- Every Assessor.
- Every unit.
- Work from every assignment.
- Every assessment site, where courses are taught in partnership across the Consortia. There is not a requirement that all learners must have been Internally Verified during the lifetime of the programme. If following a review of the sample, there are any assessment concerns, the sample can be re-selected. For example, if the group has been awarded high grades, the number of learners to be sampled for this grade can be increased.



A well-constructed sample should consider:

- The full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible.
- The experience of the Assessor: new or inexperienced Assessors should have more work Internally Verified than an experienced Assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Known issues with Internal Verification: these may have been identified previously.

### **Standards Verification**

This is an external verification process used to check centre assignments and assessment against BTEC standards, and Internal Verification processes.

### **The Internal Verification plan**

All BTEC programmes must have an internal verification plan at the start of the course/unit to identify an appropriate sample size. This will be based on risk factors such as:

- SV feedback about the unit or assessor in previous years.
- Assessor experience.
- Whether the unit has been delivered before.
- Any significant changes to the delivery of the unit.

### **Retaining Documents**

- Internal Verification documentation, along with the assessment tracking documents should be stored for a minimum of three years after certification.
- Learner's work must be retained for 12 weeks after certification.

### **Internal Verification of Assignment Briefs**

Resources needed:

- The unit specification.
- The assignment brief.
- Internal Verification of the assignment brief form.

The LIV should check that the assignment brief:

- Has accurate unit and programme details.
- Has clear deadlines for assessment.
- 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.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.
- Re-use of assignment briefs from previous academic years should be checked to ensure dates and deadlines have been updated and that the assignment is appropriate to the new groups of learners.
- Assignment briefs should be reviewed regularly to ensure they are fit for purpose and to make improvements based on experience of delivering and assessing them.
- All Pearson authorised assignment briefs (AAB) should be internally verified to check that dates and deadlines are appropriate, by use of the Pearson Internal Verification Form.

### **Timing**

Assignment briefs are expected to be Internally Verified, with any issues addressed, before being distributed to learners.

### **Internal Verification of Assessment Decisions**

Resources needed:

- The unit specification.
- The assignment brief.
- Assessed the learner's work and accompanying assessment record.
- Internal Verification of Assessment Decisions Form.

### **The Internal Verification sample**

During the course of the BTEC programme, sampling from assessors should cover the following as a minimum:

- Every assessor
- Every unit
- Work from every assignment
- Every assessment site (for multi-site centres). There is not a requirement that all learners must have been internally verified during the lifetime of the programme. If following a review of the sample, there are any assessment concerns, the sample can be re-selected. For example, if the group has been awarded high grades, the number of learners to be sampled for this grade can be increased.

A well-constructed sample should consider:

- The full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible.
- The experience of the Assessor: new or inexperienced assessors should have more work internally verified than an experienced assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Known issues with internal verification: these may have been identified previously.

### **The Internal Verification plan**

All BTEC programmes must have an Internal Verification plan at the start of the course/unit to identify an appropriate sample size. This will be based on risk factors such as:

- SV feedback about the unit or assessor in previous years.
- Assessor experience.
- Whether the unit has been delivered before.
- Any significant changes to the delivery of the unit.

LIV's should be aware of any issues relating to sample selection, such as:

- Grades awarded by Assessors.
- Learner feedback.
- Staff issues such as absence or role changes.
- Feedback obtained at Quality Management Review or other Pearson training events.
- Other stakeholder feedback such as Ofsted, parents, colleagues at other centres.

### **The Internal Verification of Assessment Decisions Process**

The LIV reviews the Assessors' judgement against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification.

LIVs should check:

- The learner's work against the assessment criteria and judge whether it has been assessed accurately.
- The assessment criteria. This represents the national standard and all BTEC learners are measured against it.
- Coverage of the unit content in conjunction with the assessment guidance to ensure the Assessor has taken this into account. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.
- The feedback from Assessor to learner is accurate and linked to the assessment criteria.

### **Timing**

- For Internal Verification of assessment decisions to take place, the learner's work must have been formally assessed.
- Internal Verification must take place before learners receive confirmation of their achievement and feedback.
- If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor before results are made known to the learners.
- When issues are identified by the Internal Verifier, if appropriate these should be applied across the group.

### **Internally Verifying resubmissions**

- If a request for a resubmission is made and provided there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified.
- Completing best practice Internal Verification at the first submission stage should avoid issues around resubmission.

<b>Internal Verification Plan</b> <b>Version 1 Dec 2021</b> <b>To be reviewed: September 2023</b>		EO - Exam Officer CT - Class Teacher HOD - Head of Department LSV - Lead Standards Verifier LIV - Lead Internal Verifier QN - Quality Nominee	
<b>Step</b>	<b>Procedure</b>	<b>Staff Roles &amp; Responsibilities</b>	<b>Dates and Actions</b>
IV Schedules	The IV processes are specified within the Assessment Plans. These are collected centrally at the start of each academic year	CT HOD QN	September
LIV Registration	The QN and Exams officer supports the relevant colleagues to complete their registration by the Pearson deadline	QO LIV QN	September
OSCA Accreditation/ Standardisation activities	Time is allocated to support colleagues to complete the standardisation activities in a timely manner and confirm completion to the QN	CT LIV Supported by QN	September/October prior to the Pearson deadline
IV of Assignment Briefs	All assignments are IV'd prior to teaching to check for accuracy and appropriateness	CT LIV QN oversight	Prior to teaching the unit
IV of Assessment Decisions	Upon completion of an assessment, the class teacher and LIV will complete the IV process following the key dates in the Assessment Plan	CT LIV QN oversight	Following the assessment deadline as scheduled in the Assessment Plan
Maintenance of IV Records	Class Teachers and LIV's hold the IV records and share a sample with the QN for reference	CT LV QN oversight	Ongoing throughout the course
Standards Verification (Entry to LS3)/External Examination Monitoring and Review	The centre participates in the SV process fully and responds to the feedback in order to improve provision and secure the quality of the programmes	QN with input from all relevant colleagues	Following the BTEC annual schedule
Consortia	If a course is delivered across two centres in the Consortium, the LIV will operate in the usual way to support the QA process	LIV in each program	As required

Full details can be found in the following Pearson documentation:

BTEC Centre Guide to Internal Verification  
BTEC Centre Guide to Standards Verification  
Assessment and Verification Tools/Templates  
BTEC Centre Guide for LIV

#### 4. Appeals

##### Aim:

- To enable the Learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the Learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a Learner's ultimate right of appeal to the Awarding Body and the Office of Independent Adjudicator (BTEC Level 4-7)
- To protect the interests of all Learners and the integrity of the qualification

In order to do this, Hessle High School and Sixth Form College will:

- Inform the Learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a Learner considers that a decision continues to disadvantage him/her after the internal appeals process has been exhausted
- Retain Appeals records for inspection by the Awarding Body for a minimum of 18 months
- Employ a staged appeals process
- Take appropriate action to protect the interest 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

<b>Appeals Steps</b> <b>Version 1 Dec 2021</b> <b>To be reviewed: Sept 2023</b>			
<b>Step</b>	<b>Procedure</b>	<b>Staff Roles &amp; Responsibilities</b>	<b>Dates and Actions</b>
Learner Induction, informing them of the Appeals Procedure	Learners are inducted and the handbook is shared which outlines the Appeals procedure	Class Teacher Subject Leader	September
Stages of learner Appeals procedure (internal and external stages)	Hessle High School follows the procedures as set out by Pearson and this is overseen by the EO and QN (Details are set out below)	Exams Officer QN	As required
Recording each stage of the Appeals procedure	Detailed records are kept of any Appeals and are held securely with the EO	Exams Officer QN	As required
Monitoring Appeals	All details are reviewed by the QN and Head of Centre. The AHT for Standards and the AHT Head of Sixth Form will be involved in a supporting role where appropriate for Consortia students.	QN Head of Centre AHT Standards/ AHT Head of Sixth Form	As required

##### Stages – Appeals Procedure:

- **Stage 1 – Informal:** The Learner will consult with the Assessor within a defined period of time following the assessment decision. If unresolved, the issues will be documented before moving to Stage 2
- **Stage 2 – Review:** A review of assessment decisions by the manager and/or LIV. The Learner will be notified of the findings and agrees or disagrees, in writing, with the outcome. If unresolved, move to stage 3.
- **Stage 3 – Appeal Hearing:** Senior Leaders/QN hear the Appeal, this is the last stage carried out by the centre. If unresolved, move to Stage 4.

- **Stage 4 – External Appeal:** The grounds for appeal and any supporting documentation must be submitted by the Centre to Edexcel within 14 days of the completion of Stage 4 when a fee will be levied.

**Recording Appeals:** each stage of the Appeals process must be recorded, dated and clearly indicate either agreement or disagreement with decisions. Documents must be retained for a minimum of 18 months.

**Monitoring of Appeals:** will be undertaken by Senior Leaders in order to inform development and quality improvement. They will then take any 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.

Hessle High School and Sixth Form College will make reference to all relevant Pearson documentation, including the qualification specifications and the Pearson policy – Enquiries and Appeals about Pearson Vocational Qualifications End Point Assessment Policy.

## 5. **Assessment Malpractice**

### **Aim:**

- To identify and minimise the risk of malpractice by Staff and/or Learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on Learners or Staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and associated BTEC qualifications

In order to do this, Hessle High School and Sixth Form College will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform Learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show Learners the appropriate formats to record cited texts and other materials or information sources
- Ensure that Learners declare that their work is their own
- Ensure that Learners provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head Teacher and all personnel linked to the allegation.

It will proceed through the following stages:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgement made
- Document all stages of the investigation

Hessle High School and Sixth Form College will also:

- Conduct an interview with the student and their parent/carer

- Produce reports/statements detailing evidence related to malpractice. These should now be shared with the QN.

Where malpractice is proven, this centre will apply the following penalties/sanctions:

- Work will not be accepted by the centre
- The candidate will receive zero marks for the assignment until re-submitted and staff are satisfied of its authenticity
- Where staff are satisfied that the student, despite intervention up to stage 6 is simply intent on beating the system, will only allow work under controlled assessment
- Finally, the student could be referred to Edexcel, who have the power to disqualify from the whole qualification and potentially the whole examination series

#### **Definition of Malpractice by Learners:**

**Often plagiarism occurs because of a lack of understanding by the student about acceptable practices rather than a premeditated desire to cheat.**

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

- Plagiarism of any nature. Examples include: buying a paper from the internet; getting someone else to do their work for them; giving false information; copying sections of someone else's work, such as a friend; having a friend or family member dictate some work; copying and pasting from the internet without stating the source; copying directly from a textbook without stating the source and/or omitting quotation marks from quotations
- 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
- 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 to take one's place in an assessment/examination/test

#### **Definition of Malpractice by School Staff**

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

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent certification claims
- 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 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

<b>Assessment Malpractice Steps</b> <b>Version 1 Dec 2021</b> <b>To be reviewed: September 2023</b>			
<b>Step</b>	<b>Procedure</b>	<b>Staff Roles &amp; Responsibilities</b>	<b>Dates and Actions</b>
How to minimise risk of Learner malpractice	The class teacher will outline expectations at the outset and throughout the course. This will be referenced in the subject handbook	CT HOD	September & ongoing
How to minimise risk of staff malpractice	The QN and LIV will monitor the documentation and processes and the staff team will be reminded of expectations through regular BTEC meetings and Briefing documents	LIV QN	Regular meetings and briefing documents as required
How we deal with malpractice	Hessle High School and Sixth Form College will follow the Pearson process set out above	QN Head of Centre	As required
Informing Pearson of any malpractice	Hessle High School and Sixth Form College will follow the Pearson process set out above	QN Head of Centre	As required
Consortia	The Consortia will follow the Pearson process as above	QN AHT Head of Sixth Form Consortia Lead Staff	As required

Hessle High School and Sixth Form College will refer to the following documents: Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications Plagiarism factsheet

## 6. Learner Inductions

Learner inductions should occur at the beginning of the first year of study on the course. Each subject team is responsible for producing their own course induction materials. This information should be revisited as necessary throughout the duration of the course.

It is crucial that all Learners on any BTEC courses are familiarised with how the delivery of the course and assessment will work.

Central to this will be the Course Handbook for each programme.

It is common practice to have a handbook in place and that time for an induction is planned into the course. At Hessle High School and Sixth Form College it is the responsibility of the LIV in consultation with the QN to have these in place for all courses starting in September each year.

Through Learner Inductions consider developing Learners understanding of the following:

- The specification (basic structure and content)



- The way that BTEC grading grids work and how the assessment criteria work towards a final grade for individual units and the overall course
- Level of programme and equivalency (GCSE/A Level)
- The purpose of assignment briefs and the vocational context
- The relationship between the task given in an assignment and the assignment brief
- Internal assessment procedures
- The concept of handing out/in dates and deadlines
- The concept of vocational and work-related learning on the programme
- Learner responsibility
- Learner tracking of unit achievement
- Malpractice and Appeals procedures

**NB the Malpractice and Appeals Procedure should be re-visited at least once every term as directed by the LIV**

## **7. Consortia Arrangements**

### **Aim:**

- To identify and collaborate with key members of staff in specific departments within the Consortia schools
- To ensure consistency of teaching and assessment on all BTEC courses throughout the Consortia
- To demonstrate and model good teaching to all BTEC students within the Consortia

In order to do this, Hessle High School and Sixth Form College will:

- Correspond regularly via e mail in order to keep all teaching staff updated on the progress of all BTEC learners throughout the Consortia
- Subject leaders will report periodically to Consortia SLT in order to update/inform them of the progress of individual learners within the Consortia on BTEC courses
- Subject leaders will meet periodically with KS5 students within their home schools in order to check on progress
- All teaching staff will ensure that they attend all Consortia KS5 meetings in order to update themselves on learner progress on their course
- All teaching staff will ensure that they attend all Consortia KS5 meetings in order to liaise and collaborate with all other staff within the Consortia teaching the same course
- Where students are taught on a BTEC course away from their home school, their work will be marked where they are taught and then moderated across the Consortia
- Where a BTEC course is being taught at more than one Consortium school, the same moderator will be requested across the Consortium

**Current Hessle High School Teaching Responsibilities within the Consortium:**

<b>Course</b>	<b>Lead School</b>	<b>Partner School</b>	<b>Responsibilities</b>
Pearson BTEC Level 3 Extended Certificate in Applied Science  601/7436/5	Hessle High School Centre No: 44133	N/A	<b>Assessment:</b> Jen Chappell Joe Boyes Chris Bowers  <b>Internal Verification:</b> Chris Bowers  <b>Registration &amp; Certification:</b> Caroline Smith/Francine Ashforth  <b>Quality Assurance:</b> Louise Price

**Current Wolfreton High School Teaching Responsibilities within the Consortium:**

<b>Course</b>	<b>Lead School</b>	<b>Partner School</b>	<b>Responsibilities</b>
Pearson BTEC Level 3 Extended Certificate in Engineering  601/7584/9	Wolfreton High School: Centre No: 44207	Hessle High School	<b>Assessment:</b> Paul Kilkenny (W) Louise Price (H)  <b>Internal Verification:</b> Paul Kilkenny  <b>Registration &amp; Certification:</b> Wendy Saverton  <b>Quality Assurance:</b> Rachel Appleyard

<b>Course</b>	<b>Lead School</b>	<b>Partner School</b>	<b>Responsibilities</b>
Pearson BTEC Level 3 Extended Certificate in Psychology  603/3058/2	Wolfreton High School Centre No: 44207	N/A	<b>Assessment:</b> Debbie Vitta  <b>Internal Verification:</b> Debbie Vitta  <b>Registration &amp; Certification:</b> Wendy Saverton  <b>Quality Assurance:</b> Rachel Appleyard

Course	Lead School	Partner School	Responsibilities
Pearson BTEC Level 3 Extended Certificate in Health and Social Care  601/7197/2	Wolfreton High School Centre No: 44207	N/A	<b>Assessment:</b> Debbie Vitta  <b>Internal Verification:</b> Debbie Vitta  <b>Registration &amp; Certification:</b> Wendy Saverton  <b>Quality Assurance:</b> Rachel Appleyard

Course	Lead School	Partner School	Responsibilities
Pearson BTEC Level 3 Extended Certificate in Sport  601/7218/6	Wolfreton High School  Centre No: 44207	N/A	<b>Assessment:</b> Lisa Garnier /Sarah Bates  <b>Internal Verification:</b> Jamie Bates  <b>Registration &amp; Certification:</b> Wendy Saverton  <b>Quality Assurance:</b> Rachel Appleyard

**Current Cottingham High School Teaching Responsibilities within the Consortium:**

Course	Lead School	Partner School	Responsibilities
Pearson BTEC Level 3 Extended Certificate in Business  601/7159/5	Cottingham High School Centre No: 44123	N/A	<b>Assessment:</b> Amanda Welsh  <b>Internal Verification:</b> Michelle Lister  <b>Registration &amp; Certification:</b> Adele Sissons  <b>Quality Assurance:</b> Amanda Welsh

Course	Lead School	Partner School	Responsibilities
Pearson BTEC Level 3 Extended Certificate in Creative Digital Media Production  601/7467/5	Cottingham High School Centre No: 44123	N/A	<b>Assessment:</b> Michelle Lister  <b>Internal Verification:</b> Amanda Welsh  <b>Registration &amp; Certification:</b> Adele Sissons  <b>Quality Assurance:</b> Amanda Welsh

**Specific Duties and Responsibilities:**

**Member of staff responsible for registering learners on all BTEC Level 3 courses:**

**Hessle High School:**

Louise Price (QN)

Caroline Smith/Francine Ashforth (EO)

**Cottingham High School:**

Amanda Welsh (QN)

Adele Sissons (EO)

**Wolfreton High School:**

Rachel Appleyard (QN)

Wendy Saverton (EO)

**Member of staff responsible for the claiming of certificates and the deadline for doing so:**

**Hessle High School:**

Caroline Smith/Francine Ashforth (EO)

**Cottingham High School:**

Adele Sissons (EO)

**Wolfreton High School:**

Wendy Saverton (EO)

The deadline for claiming certificates is 5 July annually.

The lead school applies for the course approval by issuing a programme number online, this issue of a programme number serves as the approval for all three schools to register Learners on the course.

The statement below is taken from the UK centre guide to BTEC Consortia:

‘Once the consortium application has been agreed, we’ll issue the lead centre with a programme number (the number with ‘consortium’ in the title) which will also be visible to all the home centres. Each home centre will be responsible for their learners’ registration against this consortium programme.’

**8. Blended Learning**

**Aim:**

- a. To ensure that Blended Learning delivery meets the guidelines set by the awarding organisation
- b. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual Learners

In order to do this, Hessle High School and Sixth Form College will:

- Ensure that teaching/delivery/assessment staff are timetabled to support Blended Learning when Learners are working remotely
- Ensure that there is a process to manage feedback on assignments, 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 and that deadlines are clear

- Ensure that when Learners submit work, measures are taken to ensure the work is authentic and has been completed by the Learner
- Maintain and store securely all assessment and internal verification records in accordance with the Pearson Centre Agreement

<b>Blended Learning Steps</b> <b>Version 1 Dec 2021</b> <b>To be reviewed: Sept 2023</b>			
<b>Step</b>	<b>Procedure</b>	<b>Staff Roles &amp; Responsibilities</b>	<b>Dates and Actions</b>
Provide remote learning work for learners	Hessle High school and Sixth form College are following the TCAT policy for Blended Learning and all learning will be provided remotely when students are unable to be in the school. Wherever possible, lessons will be online and will follow the school timetable. When an individual is isolating, work will be set for completion independently	CT HOD DHT (leading on Remote Learning)	September and ongoing
Set assignments face-to-face	All assignments will be set when the group are present in school and if an individual is absent, the teacher will individually revisit the assignment brief with the learner	CT	In class as per the assessment plan
Manage feedback in a timely manner	We will continue to follow the assessment plan and feedback time frame. Work can be shared via Teams or Google Classroom and students can receive electronic feedback when absent from school	CT HOD LIV	As required per the assessment plan
Authentication of work	Learners will be informed of the requirements for authentication. Parents will be informed of the process and learner declaration will be completed	CT HOD LIV QN	Prior to completing work and on submission
Secure storage of all records	Hessle High school and Sixth form College will store all documentation appropriately on the school system in the usual way	CT HOD LIV QN EO	As documents are produced
Consortia	The Consortium students will be provided with Blended Learning in accordance with the TCAT Blended Learning Policy	TCAT	Throughout the programme

Hessle High school and Sixth form College will follow the TCAT Blended Learning Policy and the BTEC Guidelines for remote learning.