

# **BTEC FIRSTS (LEVEL 2) AND NATIONALS (LEVEL 3) POLICY AND PROCEDURES**

## **Guidance for Students, Parents and Staff**

This policy outlines the information regarding the rules, policies and procedures set by Edexcel Pearson regarding the BTEC family of qualifications and the roles and responsibilities of Hasmonean High School.

Section 7.1 contains a glossary of Edexcel terms used in this document.

## **1. APPEALS POLICY**

### **1.1 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 where appropriate.
- To protect the interests of all the learners and the integrity of the qualification.

### **In order to do this we will:**

- Inform the learner of the appeals procedure
- Record, track and validate any appeal and keep these documents for a minimum of 18 months at the request of the examining board
- Forward the appeal to the examining board at the learners request when all forms of internal appeal have been exhausted
- Have a staged appeal procedure
- Take appropriate action to protect the interests of all learners and the integrity of the qualification
- Monitor appeals to improve the quality of the provision provided.

## 1.2 Responsibilities

**Learner/Parent or Guardian:** Responsible for initiating the appeals procedure in the required format within the stated time frame.

**Assessor:** Responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learners appeal within the agreed time.

**Internal Verifier/Lead Internal Verifier/Senior Management:** Responsible for judging whether assessment decisions are valid, fair and unbiased.

**Director of Learning:** Responsible for submitting an appeal in writing to Edexcel if the learner remains dissatisfied with the outcome of the school's internal appeals procedures.

## 1.3 Procedures

All students studying the BTECs should be made aware of this policy and it should be displayed and accessible to learners should they wish to review it.

### Appeals Procedure Stages

**Stage 1 – Informal:** Learner consults with assessor within a **week** following the assessment decision to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2. The assessor is the teacher teaching that particular unit.

**Stage 2 – Review:** Review of assessment decisions by manager and/or internal verifier/lead internal verifier. Learner notified of findings and, in writing, either agrees or disagrees with the outcome. If unresolved, move to stage 3.

### Chain of review

**Internal Verifiers/Assessors (teachers):** Miss S Vashi (Business), Mrs M Berg (Work skills), Ms R Gaon and Mr S Wood (Media), Mrs T Akintunde (Food Science), Mrs R Carlier and Mr N Templeman (Health and Social Care), Mr R Charlton, Mrs G Felfeli and Mrs C Nwabue (Applied Science), Mrs O Giannopoulou and Mrs M Berg (Functional skills)

**Lead Internal Verifiers:** Miss S Vashi (Business), Mr S Wood (Media), Mrs R Carlier (Health and Social Care), Mrs M Berg (Work skills), Mrs C Nwabue (Applied Science), Mrs O Giannopoulou (Functional skills) and Mrs T Akintunde (Food science)

**Director of Learning for Vocational Studies:** Mrs G Felfeli

**Stage 3 – Appeal hearing:** Senior management hear the appeal, this is the last stage conducted by the centre. At this point parents/guardians will have the opportunity to engage in this process alongside the student and attend any hearing. The parents/guardian will be fully briefed on the procedures carried out in stage 1 and stage 2. If unresolved, move to stage 4.

Senior Management includes:

**Head Teacher (Senior management):** Mrs K Brice (Girls' school), Mrs D Lebrecht (Boys' school)

**Deputy Head Teacher (Senior Management):** Mrs M Langdon, Mr N Heddle

**Heads of Sixth Form:** Mrs C Valencia (girls' school), Mr M Cohen (boys' school)

**Heads of Year 10 & 11:** Mr S Simberg (boy's School), Mrs M Canoville (yr 11 girls school), R' S Gaffin (yr 10 Girls school)

**Stage 4 – External appeal:** The grounds for appeal and any supporting documentation must be submitted by the school to Edexcel within 14 days of the completion of stage 3; a fee is levied.

**Recording appeals:** Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

**Monitoring of appeals:** Undertaken by senior management to inform development and quality improvement.

## **2. ASSESSMENT MALPRACTICE POLICY**

### **2.1 Aim**

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

#### **In order to do this we will:**

- Seek to avoid potential malpractice by informing 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.
- Ask learners to declare that their work is their own by completing the learner declaration document with every piece of work submitted.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the senior teacher and all personnel linked to the allegation.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

## **2.2 Definition of student malpractice**

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

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

## **2.3 Definition of malpractice by centre staff**

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

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment, task, portfolio or coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records or 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

## **2.4 Responsibilities**

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

**Assessor:** Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work. Ensure that a bibliography is included with all work as necessary and when marking the work check the stated resources if there is any doubt of authenticity.

**Internal Verifier/Lead Internal Verifier:** Responsible for malpractice checks when internally verifying work.

**Quality Nominee:** Required to inform Edexcel/exam board of any acts of malpractice. Please refer to 4.2 which identifies the Quality Nominee and defines the role

**Senior Teacher:** Responsible for any investigation into allegations of malpractice.

## 2.5 Procedures

### Addressing learner malpractice:

- Promote positive and honest study practices
- Learners should declare that work is their own: check the validity of their work
- Ensure learners know how to use appropriate citations and referencing for research sources
- Assessment procedures should help reduce and identify malpractice.

### Addressing staff malpractice:

- Use robust internal verification and audited record keeping
- Audit learner records, assessment tracking records and certification claims.

### Dealing with malpractice

- Inform the individual of the issues and of the possible consequences
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond and make any adjustments and alterations as necessary
- Investigate in a fair and equitable manner.

If this is not done to a satisfactory standard the following steps must be taken:

- Inform Edexcel/exam board of any malpractice or attempted acts of malpractice, which have compromised assessment. Edexcel/exam board will advise on further action required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures.

## 3. ASSESSMENT POLICY

### 3.1 Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

**In order to do this, the centre will:**

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late (within 1 week of deadline and before official examination date submission)
- 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 and provide samples for Standards Verification as required by the awarding body
- Monitor standards verification 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.

### **3.2 Responsibilities**

**Programme Leader:** Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

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

**Lead Internal Verifier:** By registering with Edexcel, has access to standardisation materials which may be used with assessors to ensure that national standards are understood.

### **3.3 Procedures**

**Learner induction:** Should inform learners about all aspects of assessment and progress monitoring. Reference should be made to national standards, assessment deadlines, the need for authentic work, and learner appeals. The induction will also highlight what constitutes student malpractice.

**Assignment design:** Should have a practical vocational focus and reference unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates should be planned and monitored during delivery of the programme.

**Assessment schedule:** Annually agreed to ensure coverage of all grading criteria.

**Assessment of learner work:** Should be to the published unit assessment and grading criteria only. The punitive 'capping' or limiting of grades is not allowed.

**Tracking assessment:** A secure audit trail must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit/credit achievement for the programme. These records will be held securely for 3 years after certification.

**Certification claims:** Need to be based on accurate, audited records.

## **4. INTERNAL VERIFICATION**

### **4.1 Aim**

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity
- To ensure that the internal verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of internal verification decisions.

#### **In order to do this, we will ensure that:**

- A lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise
- Each lead internal verifier oversees effective internal verification systems within each principal subject area:
  - Miss S Vashi (Business)
  - Mr S Wood (Media)
  - Mrs C Nwabue (Applied Science)
  - Mrs M Berg (Work Skills)
  - Mrs R Carlier (Health and Social Care)
  - Mrs T Akintunde (Food Science)
  - Mrs O Giannopoulou (Functional skills)
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, sites and teams is internally verified to ensure centre programmes conform to national standards and standards verification requirements
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

### **4.2 Responsibilities**

**Quality Nominee:** Ensures that centre internal verification and standardisation processes are adhered to, and acts as the centre coordinator and main point of contact for BTEC programmes. The quality nominee ensures Edexcel reports are monitored and any remedial action is carried out.

**Quality Nominee – Mrs G Felfeli**

**Lead Internal Verifier:** A member of the team within a Principal Subject Area who oversees the implementation of an effective internal verification system. The Lead Internal Verifier gains accreditation via the successful completion of an online standardisation exercise. This is the key to releasing certification for their Principal Subject Area.

**Lead Internal Verifiers -** Miss S Vashi (Business), Mr S Wood (Media), Mrs C Nwabue (Applied Science), Mrs M Berg (Work Skills), Mrs R Carlier (Health and Social Care), Mrs T Akintunde (Food Science), Mrs O Giannopoulou (Functional skills)

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

**Internal verifiers –** Miss S Vashi (Business), Mrs M Berg (Work Skills), Ms R Gaon and Mr S Wood (Media), Mrs T Akintunde (Food Science), Mrs R Carlier and Mr N Templeman (Health and Social Care), Mr R Charlton, Mrs G Felfeli and Mrs C Nwabue (Applied Science), Mrs O Giannopoulou (Functional skills)

**Standards Verifier:** Where allocated to a Principal Subject Area, the standards verifier samples the quality of the assignments, assessment and internal verification.

**Standards Verifier – Mrs G Felfeli**

### 4.3 Procedures

**Staff briefing:** All assessors, lead internal verifiers and internal verifiers require regular briefing on BTEC processes.

**Verification schedules:** Annually agreed to cover all assessors. Schedules should be drawn up and monitored through the year.

**Internal verification of assignments:** Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned.

**Internal verification of learner work:** Should be verified sufficiently to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.

#### Procedure for internal verification of briefs and assignments

BTEC	UNIT TEACHERS	INTERNAL VERIFIER
Media	Ms R Gaon Mr S Wood	Mr S Wood
Functional Skills	Mrs O Giannopoulou Mrs M Berg	Mrs O Giannopoulou
Business	Miss S Vashi	Miss Vashi



<b>Health and Social Care</b>	Mrs Carlier Mr N Templeman	Mrs Carlier
<b>Food Science</b>	Mrs T Akintunde	Mrs T Akintunde
<b>Work Skills</b>	Mrs M Berg	Mrs M Berg
<b>Applied Science</b>	Mr R Charlton Ms C Nwabue Mrs G Felfeli	Mrs C Nwabue

## 5. PLAGIARISM POLICY

### 5.1 Aim

Hasmonean High School takes plagiarism very seriously and will take all the necessary steps to ensure that, students are aware as to what constitutes plagiarism and the correct procedure is followed should plagiarism be detected.

Students will have the opportunity to be given feedback on their assignments on submission. They will be entitled to 15 school days to work on their assignments and resubmit. If the deadlines set for handing in the work are missed, Students will not have the opportunity to receive feedback and make improvements to their work. Extensions are only allowed in **exceptional circumstances** and must be applied for **before** the hand in date.

All work submitted for assessment must be word processed and include the learners name, page numbering and a bibliography of all the internet sites, books and articles used.

Books/leaflet should be as follows:

Name of book – publisher – year published – name of article/chapter or what it contains. The reference should include what the student used the article for or which part of the work it was used for.

Internet sites should be as follows:

The **full** web address (cut and pasted) and the reference should include what the student used the article for or which part of the student's work it was used for.

Learners cannot cut and paste articles straight from the internet or copy them directly from books, this will constitute **Plagiarism**. Learners must read the information and write it in their own words. Teaching staff will ensure students are made aware of the nature of plagiarism

### 5.2 If plagiarism occurs

- A student will have **five school days, from the date of the teacher identifying the issue,** to rectify any plagiarism. This includes work which is not referenced correctly, work

which has not been sufficiently individualised from a source or work which bears striking similarity to another students work.

- In instances where there is a question over whether the student has completed the work independently (there may be concern over language, phrasing and terminology which is out of character for the student or bears little similarity to previously submitted work) a VIVA (oral test) will be performed.
  - The student will be informed by the class teacher that there are concerns regarding the work and the subject leader and Director of Learning will be informed.
  - The assignment will be returned to the student and the student will have an opportunity to read through their work.
  - Two members of staff – one with knowledge of the subject and one impartial observer (this may be the Head of Sixth Form, Director of Learning for Vocational Studies, a Head of Year or senior member of staff) will perform the VIVA and complete an observation and witness form.
  - If the student is able to sufficiently explain the assignment they have written it will be accepted as a submission.
  - If the student is unable to explain what they have submitted the student will be given five school days to reconstruct the assignment for hand in OR they will be able to achieve credit for the assignment to the standard that they were able to verbally evidence.

## **6. TRANSFER OF STUDENTS FROM OTHER CENTRES TO OUR BTEC CENTRE**

### **6.1 Procedures**

On acceptance of the student, Hasmorean will contact the originating school/centre to ask for:

- Original student work for units that have been completed
- Any internal verification documents related to the students work
- A copy of the assignment brief(s) used for the unit
- Internal verification of the assignment brief(s)
- Any external documentation received as a result of moderation for the students work

Hasmorean will then:

- Ensure the student is registered for the course at our centre
- Contact Edexcel and request any transfer documentation for the student's work.
- On receipt of the student's work and assignment brief, check through the assignment brief and verification of the brief and the student's work and perform an internal verification of the work. It may be that the scenarios are different in the assignment briefs from the ones delivered at Hasmorean so a note must be made that, should this work be requested by an external moderator, the assignment brief will be different from our standard brief and a copy of the brief should be sent with the students work.
- If there are no discrepancies and the work and assignment brief are suitable, this unit can be entered to its achieved level on the submission of the student's unit.
- If the work/assignment brief is not adequate, individual criteria must be assessed to see what is appropriate and feedback given to the student (within a suitable and recorded timeframe) on how to improve these and the work must be remarked and re-moderated.

- The above two points can also be used to assess the same criteria that may appear in two different BTECs which may overlap e.g. physiology units/criteria that appear in both sport and health and social care BTEC, where the same work can be marked and submitted for different BTECs where appropriate.

## **7. GLOSSARY AND ADDITIONAL INFORMATION**

### 7.1 Glossary of terms used

Centre – Hasmorean High School

Assessor – Classroom teacher

Internal Verifier / Lead Internal Verifier – Line manager of classroom teacher

Quality Nominee – Director of Learning for Vocational Studies

Senior Teacher – Member of the Senior Leadership Team

### 7.2 Additional Information

For additional information regarding BTEC procedures, please visit

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/student>

Checked by Maxine Zeltser – Local Governor  
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