

# BTEC Policy

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## **Registration and Certification**

### **Aims:**

1. To ensure that pupils are registered for the correct BTEC courses in a timely manner before the examination board deadline
2. To claim valid learner certificates within agreed timescales
3. 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 to each learner

### **Objectives:**

- Registrations must be completed in a timely manner before the deadline (BTEC 1<sup>st</sup> November) set out by the awarding body. Late registrations incur additional fees.
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness

### **BTEC Key dates for Exams officer (EO)/Quality Nominee (QN), Lead Internal Verifier (LIV), Internal verifier (IV) and Teachers:**

- 2<sup>nd</sup> June 2025 – Release of Pearson Set Assignments (PSA) – internally assessed component - December/January series
- 14<sup>th</sup> October 2025 – Completion of **Edexcel Online Account Confirmation (previous Annual Quality Declaration)**
- 17<sup>th</sup> October 2025 – Deadline for learner entries for PSA December/January series
- 1<sup>st</sup> November 2025 – Deadline for EO to register pupils for Level1/Level2 BTEC
- 15<sup>th</sup> December 2025 – Deadline for PSA mark submission December/January series
- 15<sup>th</sup> December 2025 – Final deadline for entries and withdrawals of internal assessments. Following this deadline, any entries which have not been withdrawn will use up one of the 3 entries included in the registration fee
- 1<sup>st</sup> September 2025 – Release of Pearson Set Assignments (PSA) – internally assessed component – May/June series
- 23<sup>rd</sup> January 2026 - Deadline for amending marks following moderator feedback (where necessary) for internal assessments - December/January series
- 21<sup>st</sup> February 2026 - Deadline for learner entries for PSA - May/June series
- 21<sup>st</sup> February 2026 - Deadline for learner entries external assessment (Year 11) - May/June series
- 1<sup>st</sup> May 2026 – Final deadline for entries and withdrawals of internal assessments. Following this deadline, any entries which have not been withdrawn will use up one of the 3 entries included in the registration fee
- 15<sup>th</sup> May 2026 - Deadline for PSA mark submission – May/June series
- 26<sup>th</sup> June 2026 - Deadline for amending marks following moderator feedback (where necessary) for internal assessments– May/June series
- [Full dates schedule can be found by following this link.](#)

## **Procedures:**

### **Registration**

- At the start of the new academic year in September, the Exams Officer (EO) requests registration lists of candidates from the Head of Department (HOD) and informs them of the BTEC registration deadline 1<sup>st</sup> November
- The EO/QN checks the centre has the required approvals to run the course should the course be not current; the approval is requested through Edexcel online.
- Any staff changes for the BTEC courses reviewed on Edexcel online, ensuring the BTEC teachers have access to the BTEC area and teachers not teaching BTEC are removed. Roles for LIV and IV are also checked
- The EO enters the candidates onto the course, the registrations are reviewed and the EO may be advised to withdraw and/or add candidates on instruction from the teachers, HOD or a member of the Senior Leadership Team. This is completed before the Awarding body deadline of 1<sup>st</sup> November.
- The registration policy and procedure is updated at the start of the academic year by the EO, LIV and Senior Management

### **Transfer**

- Transfers are processed by the EO on instruction from the LIV

### **Withdrawal**

- Withdrawals are processed by the EO on instruction from the LIV

### **Unit certification**

- Claims for units for learners not completing their full programme of study, are administered by the Examinations Officer with the Lead IV, thus ensuring mistakes are not made. The claims must be completed using awarding body online, in time to meet the deadline. Records are securely held by the Examinations Officer and the Lead IV.

### **Certification**

- On completion of the BTEC course, the EO/QN, LIV and teachers meet to discuss the status of each course and candidate ahead of the Awarding body certification deadline
- Teachers provide lists of the candidates with confirmed completions for the qualifications and given to the EO and LIV for checking
- The LIV and EO meet to process the completed units for each candidate on Edexcel online
- Each candidate achieved unit grade is checked by both the LIV and EO before submitting through Edexcel online
- On receipt of the BTEC certificates, the EO and LIV meet to check from the certification listing that the certificates are correct
- Any errors discovered, are then reported to Awarding body by the EO. Certificates are returned to Awarding body, after photocopying for reference purposes, until the amended certificate is received by the centre

- Certificates are kept secure in a locked cupboard, until candidates collect and kept for 12 months, by the EO.
- Signed records are kept as per the exams archiving policy, for 4 years by the EO.

### **External Assessment Registration**

Within the BTEC Tech Award in HEALTH AND SOCIAL CARE Level 1/Level 2, candidates have to complete one externally set assessments during the course. This will be completing during year 11.

External assessments for this qualification are available twice a year in January/February and May/June. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

- The QN instructs the course teacher and LIV the dates for the external set assessments, the preparation period and the submission date.
- Candidates are provided with a notification of the date of the externally set assessment via the teacher/HOD.
- Records are kept as per the Exams Archiving Policy by the EO.

### **Links:**

- The awarding body produces an information manual each year, which provides detailed information for Exams Officers about [registration](#) and [certification](#) procedures, for all Pearson Edexcel programmes. This can be found on the website.
- [BTEC entries and information manual](#)

### **Assessment**

#### **Aims:**

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

Woodlands School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of awarding body.

## **Objectives:**

- Ensure that learners are provided with Pearson Set Assignments (PSAs) which have been designed by the exam board to be fit for purpose, to enable them to produce appropriate evidence for assessment
- Assessment teams will conduct internal standardisation prior to the assessment period to ensure marks are consistently awarded
- Assess learners evidence using only the published assessment and grading criteria
- Ensure that Assessor formally record their assessment decisions against the mark bands on the Assessment Record sheet, [available here](#)
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Allow learners one resubmission of evidence for each assignment
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- 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 the assessment can be performed accurately and appropriately.

## **Procedures:**

### **Setting standards**

- Internal standardisation of the assessment team is required. This should be conducted prior to the marking of internally assessed components and ensure evidence of this activity is retained.
- This will replace OSCA Centre Standardisation Materials and Sample Marked Learner Work

### **Internally Assessed Components: Pearson Set Assignments (PSAs)**

- For each component, learners must be entered for the series in which they will sit the assessment.
- New PSAs are released for each of the two assessment series available per academic year –
- September release for December submission (September release for Performing Arts and November for Art and Design)
- January release for May submission (December release for Performing Arts)
- PSAs are completed in supervised sessions and are marked by centres.
- A resubmission is available (as in the legacy Tech Awards) and can be authorised by the Assessor. A resubmission must be completed in supervised conditions and within the same allocated hours for the PSA.
- Each learner's feedback and marks are to be recorded on an Assessment Record sheet (or centre devised documentation) and authenticated by the learner and Assessor. Our exemplar Assessment
- Internal standardisation of assessment decisions is required where there is more than one Assessor and recommended where there is only one Assessor, before the submission of learner marks for Moderation

## **Internally Assessed Components: Moderation**

- Moderation will be available in each assessment series.
- Centres will submit marks on Edexcel Online and a sample of learner work will be shared with the moderator via the digital Learner Work Transfer Platform (LWT).
  - Submission Deadlines: October PSA release = mid-December, February PSA release = early May.
- Moderators will feedback to centres to indicate whether assessment is accurate, or the revision of marks is recommended. If necessary, a two-week window will be given for mark amendments to be made.
- If a learner is unhappy with their final mark, they can retake the assessment in a future assessment series by completing a new PSA. All internal assessment, including any retakes, must be sat prior to or in the same series as the external assessment.

## **Providing feedback**

Following assessment, the Assessor will formally record their assessment decisions against the mark bands on the Assessment Record sheet. The Assessment Record sheet has been redesigned for the new Tech Award suite. Assessors should provide feedback and there is a section for learner and assessor declarations of authenticity and sample consent, removing the need for additional documentation.

The Assessment Record provides a formal opportunity for the assessor to give formal feedback and this form is to be submitted with the learner's work for moderation. The Assessor should give clear feedback on:

- overall achievement in the assessment
- the task / learning outcome grade descriptors the learner has achieved and done well
- the task / learning outcome grade descriptors not achieved or missing elements
- information or guidance available to the learner they could have drawn on (e.g., class notes or other resources, if permitted)
- general behaviour and conduct, approach, grammar etc.

However, you must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher mark as this would affect any resubmission opportunity. You can justify why the mark has been awarded or not awarded but you cannot tell the learner what to do to improve their mark

## **Externally Assessed Component**

- For the externally assessed component, learners must be entered for the series in which they will sit the assessment.
- The new Tech Awards have a terminal external assessment requirement. This means the internal component assessments, including any retakes, must be sat either prior to or in the same series as the external component assessment.
- Learners can sit in the January/February series and re-sit (if necessary) in the May/June series for written examinations. Task-based external assessments in creative sector subjects are available in the May/June series only. As such, on-programme re-sits for these subjects are not available.
- If the learner is happy with the results achieved, certification should be claimed. However, if a learner is not happy with the result and intends to re-sit, we would advise that the initial result is not used to claim certification

## **Staff Briefing/Annual Updating**

- Policies and procedures will be review annually
- Copies of the policies and procedures will be available via the website
- Pupil induction programmes and course handbooks will highlight key aspects of these policies and procedures
- Training for assessors will be given as part of staff induction if necessary

### **Links:**

[Assessment and verification tools/templates](#)

## **Assessment Malpractice**

### **Aims:**

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

Woodlands School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of the awarding body.

### **Objectives:**

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- 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
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
  - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
  - Give the individual the opportunity to respond to the allegations made
  - Inform the individual of the avenues for appealing against any judgment made
  - Document all stages of any investigation.
- Where malpractice is proven, this centre will apply the following penalties/sanctions:
  - a) There will be an investigation if pupil misconduct is suspected which may lead to disciplinary action.
  - b) Pupils who attempt to gain an award by deceitful means will automatically have their result(s) suspended pending a thorough investigation by a member of senior staff. The pupil

will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.

- c) The outcome of the investigation will determine the appropriate course of action to be taken by the school. Any case where pupil malpractice is found to be substantiated will be reported to the awarding body.
- d) If no evidence is found that the pupil cheated, then the benefit of the doubt should be given to the pupil and the grade achieved should be awarded.

**Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.**

### **Definition of Pupil Malpractice**

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the school reserves the right to include any other type of cheating under the terms of this policy.

- Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as one's own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books
- Copying the work of other pupils with or without their permission and knowingly, allowing another pupil to copy one's own work.
- Colluding with other pupils to produce work unless this is specifically required or allowed by the assessment criteria.
- Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes
- Submitting work done by another pupil as one's own
- Fabrication of results or evidence

### **Definition of Staff Malpractice**

The following are examples of malpractice by school staff. This list is not exhaustive and other instances may be considered by this school at its discretion:

- Improper assistance to candidates
- Failure to keep any candidate coursework/portfolios of evidence secure
- Alteration of awarding body assessment and grading criteria
- Assisting pupils 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 School staff producing work for the pupil
- Producing falsified witness statements, for example for evidence the pupil has not generated
- Allowing evidence, which is known by the staff member not to be the pupil's own, to be included in a pupil's assignment/task/portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special pupil requirements,
- Failing to keep pupil computer files secure
- Falsifying records/certificates, for example by alteration, substitution, or by fraud

- Fraudulent certificate claims, that is claiming for a certificate prior to the pupil completing all the requirements of assessment
- Improper retention of certificates

### **Procedures:**

#### **Authentication of Candidate's Work**

- On each assignment, pupils must sign that the work submitted is their own and teachers/assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the pupil hands in an assignment and teachers suspect it is not the pupil's own work, the matter should be reported to the Examinations Officer.

#### **Preventing Pupil Malpractice**

The school will take positive steps to prevent and reduce the occurrence of malpractice by pupils. These will include:

- Using the induction period and the course handbook to inform pupils of the school's policy on malpractice and consequent penalties.
  - Showing pupils, the appropriate formats to record cited texts and other materials or information sources including websites. Pupils should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the pupil has interpreted and synthesised appropriate information and has acknowledged any sources used.
- a) Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
- The requirement for interim work to be handed in before final deadlines to give a picture of the pupil's progress.
  - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the pupil.
  - Altering assessment assignments/tasks/tools on a regular basis.
  - The assessor assessing work for a single assignment/task in a single session for the complete cohort of pupils.
  - Using oral questions with pupils to ascertain their understanding of the concepts, application, etc. within their work.
  - Assessors getting to know their pupils' styles and abilities.
- b) Ensuring access controls are installed to prevent pupils from accessing and using other people's work when using networked computers.

#### **Preventing Staff Malpractice**

The school will take positive steps to prevent and reduce the occurrence of malpractice by staff. These will include:

- c) Ensuring passwords and access to computers are protected
- d) Record keeping of pupils work submitted
- e) Ensuring pupils coursework/portfolios are held securely in a lockable cupboard
- f) Claims for certificates are administered by the Exams Officer and Lead IV
- g) A secure audit of certificates is completed
- h) Staff changes to BTEC courses are updated on Edexcel online
- i) Ensure the BTEC assessment methodology and the role of the assessor is understood by the BTEC staff
- j) Ensure the BTEC staff are briefed and trained in the requirements for the current Internal Verification procedures
- k) Effective Internal Verification roles are defined, maintained and supported and Internal Verification is promoted as a developmental process between staff
- l) Record internal standardisation, moderation and verification decisions using agreed documentation
- m) Follow staff protocol on whistleblowing

**Links:**

Pearson guidance and administration: [malpractice and plagiarism](#).

**Appeals**

**Aims:**

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right to appeal to the Awarding Body where appropriate
- To protect the interests of all learners and the integrity of the qualification.

Woodlands School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way pupils' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our pupils.

**Objectives:**

- 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 them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

**Internal Assessment Appeals Procedures:**

## Overview

- a) It is the responsibility of the school as an assessment centre, to make all pupils aware of the appeals procedure and give them access to a copy of the procedure. This is provided at the start of the course and included in the pupil handbook.
- b) The Examinations Officer is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- c) Written records of all appeals should be maintained by the School. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

## Grounds for Appeal

A pupil/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- The work is not assessed according to the set criteria or the criteria are ambiguous.
- The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- The internal verification procedure contradicts the assessment grades awarded.
- There is evidence of preferential treatment towards other pupils/candidates.
- The conduct of the assessment did not conform to the published requirements of the Awarding Body
- Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the school was aware of prior to the submission deadline.
- Agreed deadlines were not observed by staff.
- The current Assessment Plan was not adhered to.
- The decision to reject coursework on the grounds of malpractice.

## Formal Appeal Procedures

- a) If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- b) A member of the Leadership Team with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Leadership team member and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
- c) The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the Internal Programme Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- d) The outcome of the appeal may be:
  - Confirmation of original decision;

- A re-assessment by an independent assessor;
- An opportunity to resubmit for assessment within a revised agreed timescale.

***A pupil version of this policy is available and given to candidates as part of their pupils' handbook.***

**Links:**

BTEC [qualification specifications](#) provide guidance on assessment for each qualification.

Appeals: [Post-results services](#) | [Pearson qualifications](#)



Signed: \_\_\_\_\_  
Head Teacher

Dated: 15<sup>th</sup> September 2025



Signed: \_\_\_\_\_  
Chair of Governors

Dated: 15<sup>th</sup> September 2025

