



**WOODLANDS**  
**SCHOOL**

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

# BTEC Policy

Amended: June 2021

Approved by Trustees: June 2021

Review Date: July 2022

Woodlands School is part of Takely Education Trust, a company limited by guarantee, registered in England and Wales. Company number 9451372.  
Registered Office: The Appleton School, Croft Road, Benfleet, Essex, SS7 5RN

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## **Registration & Certification**

### **Aims:**

1. To ensure that students 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 EO/QN, LIV, IV and Teachers**

- 30<sup>th</sup> September 2021 – Completion of Annual Centre Declaration
- 30<sup>th</sup> September 2021 – Completion of standardisation
- 1<sup>st</sup> November 2021 – Deadline for EO to register students for Level1/Level2 BTEC Health and Social Care
- 21<sup>st</sup> December 2021 - Engage with Lead Standards verifier
- 10<sup>th</sup> January 2022 – 30<sup>th</sup> June 2022 – Standards verification

### **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. Candidates may re-sit an externally set assessment once, should they wish to improve their grade.

- External assessments are available for the BTEC Tech Award in HEALTH AND SOCIAL CARE Level 1/Level 2, candidates to sit in February and May/June. This will be sat in Year 11.
- 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 assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Assess learners 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
- 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
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external assessment as required by Awarding body
- Monitor standards verification/external assessment 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 the assessment can be performed accurately and appropriately.

### **Procedures:**

#### **BTEC Internal verification of assessments (assignment briefs)**

All assignment briefs, even ones 'bought in' from published sources, must be internally verified, **prior to issue** to the learner. This is to verify the brief is fit for purpose, by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria
- It is written in a clear and accessible language
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- The brief is appropriate to the centre and learner profiles

- Equal opportunities are incorporated.

Internal verification of the assignments is carried out by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. Internal verification should **always** be reported and recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

### **Assessing unit content**

The learner must have the opportunity to cover all of the unit contents within the delivery of each unit. The learning programme will need a learning order for learners to be meet the standard determined in the assessment and grading criteria.

Professional judgment is required but the following principles apply:

- A centre is expected to teach the unit fully.
- A learner is not required to provide evidence of the unit content but must provide sufficient evidence to meet the assessment and grading criteria to successfully achieve the unit.

### **Assessment**

The assessor decides when the learner is ready to undertake the assessment. It is essential learners work independently to prepare and produce the evidence for assessment. Each learner must understand;

- The assessment requirements
- The nature of the evidence required
- The importance of time management and in particular meeting the deadlines

### **Submission of evidence**

Upon the first submission of work, the assessor must formally record the assessment, confirming the achievement of specific assessment criteria.

Each learner should submit:

- Evidence for the targeted assessment criteria
- A signed and date declaration of authenticity with each assignment confirming the work is their own.

The assessor should on receipt of the submission:

- Formally record and confirm the achievement of specific assessment criteria
- Complete a confirmation that the evidence that has been assessed is the learners own work.

### **Resubmission of Evidence**

As every assignment contributes towards the final grade, learners are allowed **one** resubmission of evidence for each assignment.

The Lead Verifier can authorise a resubmission ensuring resubmissions are fair and consistent for all learners.

Should the lead Verifier authorise a resubmission, it must be;

1. Recorded on the assessment record
2. Given a deadline for resubmission within 15 working days
3. Undertaken by the learner with no further guidance

If a learner does not meet the conditions, the Lead Verifier must not authorise a resubmission.

### **Making assessment decisions using criteria**

After submission, assessors review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials.

The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### **Assessment records**

An assessment record is used to provide a formal record of an assessor's judgement of learner performance (process evidence e.g. during presentations, practical activities) against the target grading criteria. This is produced at the start of the academic year and is a working document. Flexibility may be required in a scenario of blended learning.

The record will:

- relate directly to the evidence requirements in the grading grid of the unit specification
- may confirm achievement or provide specific feedback of performance against national standards for the learner
- provide primary evidence of performance
- is sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance
- confirm that national standards have been achieved.

Assessment records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- note how effectively these were used to meet the grading criteria
- record the assessor's comments
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made

- be signed and dated by the assessor and the learner
- also include learners' comments.

### **Retakes**

If a learner has met all of the conditions but not achieved the targeted pass criteria following a resubmission of an assignment, the lead Internal Verifier may authorise one retake opportunity to meet the **pass** criteria, ensuring that these conditions are met:

- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary and fair to do so.
- The retake must be a new task or assignment targeted to pass criteria which was not achieved in the original assignment.
- The assessor must record a clear deadline before the learner starts the retake.
- The learner and the assessor must sign declarations of authentication as prior submissions.

Please note;

*The assessor cannot award a merit or distinction for a retake*

*The learner will not be allowed any further resubmissions or retakes.*

### **Meeting Deadlines**

It is important that learners are assessed fairly and consistently and that some learners are not advantaged by having additional time to complete assignments.

### **Giving feedback to learners**

- Feedback can be given to pupils in line with centre marking policy during teaching and learning of component content.
- During assessment
  - Guidance on how to approach the knowledge and skills required
  - Guidance on appropriate behaviour and approach, confirmation of deadlines.
  - Confirm and clarify the assignment brief.
- Following assessment
  - On the assessment record, clear give feedback on the criteria the learner achieved
  - The criteria not achieved (without a list of instructions on how to get a higher grade)
  - Guidance and information on resources, assignment brief and general behaviour including conduct, approach, and grammar can be given.

### **Links:**

[BTEC assessment and verification tools](#)

### **Internal Verification**

#### **Aims:**

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Level1/2)
2. To ensure the Internal Verification is valid, reliable and covers all Assessors and programme activity

3. To ensure the internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions

### **Objectives:**

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

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes (OSCA)
- The 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
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardisation 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, in place
- 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.
- To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation and internal verification.
- To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

### **Internal Verification process**

- a) The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b) Each course will have an identified Internal Verifier (IV) who is not otherwise involved in the assessing or setting of work for the course.
- c) Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

### **Lead IV registration**

- Registration as New Lead Internal Verifier for QCF/NQF/RQF courses – to be complete prior to September programme delivery and prior to assessment activity with cohort.
- Continuing Registration as Lead Internal Verifier (to be completed annually and in line with deadlines set by Pearson at the beginning of each academic year)

### **OSCA accreditation / standardisation activities**

- Lead IV to access induction and standardisation materials from Edexcel Online and complete standardisation task with all BTEC assessors and internal verifiers for that course.
- To be completed the term before any assessment decisions are made.
- Update Edexcel Online to state that centre standardisation has occurred for the BTEC course.

### **The Internal Verifier's procedure**

- The Internal Verifier must not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
- Complete the template and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the External Verifier
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify a suitable sample of assessment decisions, sampling all assessors and range of assessment decisions.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the External Verifier and records kept.

Internal verifiers are responsible for:

- Verifying assignment briefs prior to distribution to learners
- Verifying a sample of assessment decisions
- Developing the skills of assessors, especially those new to assessment.
- Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

It is the responsibility of the Exams Officer

- To facilitate the IV process
- To meet the deadlines for registering learners with the awarding body
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- To claim learners' certificates as soon as appropriate
- To claim unit certification when a learner has not been able to complete the full programme of study.

It is the responsibility of the Quality Nominee for the school

- To act as a conduit for information from awarding bodies to course teams,
- To ensure standardisation of processes and documentation across the programmes

### **Standards verification**

- At the beginning of each academic year all Lead Internal Verifiers log into OSCA to confirm they are responsible for a Principal Subject Area. Pearson will allocate Standards Verifiers to Principal Subject Areas that require standards verification between December and February.
- Once programmes have been allocated, the Quality Nominee will be contacted by the Standards Verifier between late December and early March.
- The Lead Internal Verifier should provide the assessment plan(s) for all registered learners including:
  - who is assessing each unit and learner, and when assessment is expected to be completed
  - who is internally verifying the assessment decisions and when internal verification is expected to be completed
  - planned resubmission opportunities
- The Standards Verifier will use the assessment plan to agree:
  - when they will need to receive the sample by post or the date they will visit the centre
  - the sample size
  - the date when learners' final grades will be provided to allow the sample to be selected
- The assigned Standards Verifier will request a list of learner grades for each unit near to the agreed sample date. They will select units from each level of programme offered. The number of units required for sampling depends on the programmes being delivered at your centre. Once the SV has the final grades they will then confirm the final selection of the learner's work to be sampled.
- For each learner selected as part of the sample, we need to provide the Standards Verifier with definitive evidence of the assessment process for an entire unit, which they'll use to confirm whether the national standard is being applied.
- The materials sent to the Standards Verifier will include: Assignment briefs, learner evidence and assessment records, internal verification documentation, a full audit trail of any resubmissions.
- The sampling method will be determined upon discussion with the SV – either electronically or by post. Only copies will be sent.
- Standards Verifier will produce a report within 10 working days of reviewing your sample. Once the report has been completed, Quality Nominee will receive an email to let them know the report is available to view on Edexcel Online.

- There are two possible outcomes of standards sampling: certification release or certification block.
- A second sample is required following a certification block. Once the second sample has been reviewed, the Standards Verifier will submit a second report within 10 working days. The Quality Nominee will receive an email to let them know the report is available to view on Edexcel Online.
- There are two possible outcomes of standards sampling: certification release or certification block.
- Following a second block a Principal Standards Manager will meet with the LIV to agree a remedial action plan. An action plan must be completed before the Principal Standards Manager will release certification for the academic year.

Pearson links: [BTEC Centre guide to Standards Verification](#)

### **Staff briefing / annual updating**

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

### **Links:**

[BTEC Centre Guide to Internal Verification](#)  
[BTEC Centre guide to Standards Verification](#)  
[Assessment and verification tools/templates](#)  
[BTEC Centre Guide for lead internal Verifiers](#)

### **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 student misconduct is suspected which may lead to disciplinary action.
  - b) Students 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 student 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 student malpractice is found to be substantiated will be reported to the awarding body.
  - d) If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

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

### **Definition of Student 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 students with or without their permission and knowingly, allowing another student to copy one's own work.
- Colluding with other students 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 student 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 students 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 student
- Producing falsified witness statements, for example for evidence the student has not generated
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special student requirements,
- Failing to keep student 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 student completing all the requirements of assessment
- Improper retention of certificates

## **Procedures:**

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

- On each assignment, students 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 student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Examinations Officer.

### **Preventing Student Malpractice**

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

- Using the induction period and the course handbook to inform students of the school's policy on malpractice and consequent penalties.
  - Showing students, the appropriate formats to record cited texts and other materials or information sources including websites. Students 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 student 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 student's progress.
  - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
  - 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 students.
  - Using oral questions with students to ascertain their understanding of the concepts, application, etc. within their work.
  - Assessors getting to know their students' styles and abilities.
- b) Ensuring access controls are installed to prevent students 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 students work submitted
- e) Ensuring students 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 students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

### **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 students 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 student 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 student/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 students/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 student version of this policy is available and given to candidates as part of their students handbook.***

### **Links:**

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

[Enquiries and appeals about Pearson vocational qualifications and end point assessment policy](#): This is Pearson's policy on learner appeals, which does not apply until internal centre processes have been exhausted.

[Pearson Internal assessment in vocational qualifications: reviews and appeals policy](#)

Signed:   
Head Teacher

Dated: 13<sup>th</sup> September 2021

Signed:   
Chair of Trustees

Dated: 13<sup>th</sup> September 2021