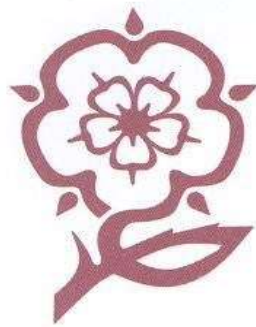


Bullers Wood School for Girls

BTEC Policy Booklet



Quod Potes Tenta
Strive to your Utmost

Policies created by: Quality Nominee	Date of Adoption: October 2023	Date to be Reviewed: October 2024	To be reviewed by: Governors
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Roles and Responsibilities

Head of Centre & Assistant Head Teacher (Applied)

The Head of Centre is responsible for the management and delivery of BTEC qualifications at Bullers Wood School. The main responsibility is to ensure that the centre acts in accordance with Pearson's conditions of approval, regulations and any other terms and conditions or policies. The Head of Centre will sign the Centre Declaration Document prior to commencement of the annual Quality Assurance Process

The Assistant Head Teacher (Applied) will work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. The AHT will support with putting actions into place in response to reports on quality assurance.

Quality Nominee

The Quality Nominee is responsible for

- Ensuring that all BTEC programmes are managed effectively and actively encouraging and promoting good practice in the centre. The QN will attend BTEC Quality update briefings and hold termly BTEC team meetings with Programme Leaders and Lead Internal verifiers to feedback on BTEC updates and all quality requirements.
- Acting as the centre contact who will be involved with the annual quality assurance process and will liaise directly with the VQA/SSV
- Being the initial point of contact for the Standards Verifier (all programmes) and working with Lead Internal Verifiers to ensure that Standards Verification can take place.
- Carrying out an annual review of all BTEC policy documents and sharing these with all staff involved in the delivery of BTEC Programmes

The Quality Nominee will ensure that

- All programmes are approved and registrations are accurate and up-to-date
- All approval conditions and policy requirements are being implemented consistently and effectively
- All staff are aware of all support and guidance available and understand BTEC requirements
- Assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes
- Assessment, standardisation and moderation is effective on BTEC Tech Award programmes
- There is a registered Lead Internal Verifier in place for each Principal Subject area and that standardisation is completed by all programmes annually prior to assessment
- Standards Verification is completed successfully.

Exams Officer

The Exams Officer is responsible for

- The correct administration of all learners with Edexcel, to include registration, certification, withdrawal and transfer. The Exams Officer acts as the administrator for Edexcel Online, facilitating direct access to learner administration.

The Exams Officer will

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Liaise with programme leaders to ensure the correct registrations are made for all external assessment and external re-sit opportunities
- Ensure the appropriate conduct of external assessments
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners for the correct programmes, checking that these are the specific titles and versions that learners are following
- For BTEC Tech Awards, register learners in the correct assessment window for the internally assessed PSAs and externally assessed components
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required.
- Check that certification details are accurate
- Give Edexcel Online access to Lead IVs so that they can register on to the OSCA system. Ensure that the access granted is appropriate; that is, it should not normally include access to registration or certification of learners.
- Ensure timely processing/submission of special consideration cases, follow the guidance stated in the JCQ handbook/The Equality Act 2010 definition of disability to ensure that all special needs are supported and access arrangements are met.

Programme Leader/Head of Department

The Programme Leader/Head of Department is designated by the Centre to be responsible for

- Overseeing the effective registration, certification, delivery, assessment and internal verification processes of BTEC programmes within their department. The Programme Leader may register as the Lead Internal Verifier in which case they will also be required to fulfil the responsibilities of that role

The Programme Leader/Head of Department will

- Liaise with the Quality Nominee and attend all update briefings to be made aware of all current quality assurance requirements
- Liaise with the Lead Internal Verifier, Internal Verifiers and Assessors to ensure that all quality assurance measures are effective within their department
- Liaise with the Exams Officer to ensure that effective registration, withdrawal, transfer and certification of learners takes place
- Safely store all learner work for twelve weeks after certification

For BTEC Tech Awards (2022)

- Liaise with the **Exams Officer** to ensure the registration of learners and entries for PSAs and external assessments are made in line with the key dates schedule and the department plan.
- Liaise with the **Quality Nominee** to ensure all quality assurance measures are met to include standardisation is carried out with all assessors prior to the assessment of PSAs and after PSA assessment referring back to standardisation evidence in the event of any disputes in marking.

Lead Internal Verifier

The Lead Internal Verifier is responsible for

- Verifying and signing off the assessment outcomes for the programme
- The assessment and delivery of all units being assessed
- Coordinating internal verification across assessors and other internal verifiers within the programme.

The Lead Internal Verifier will

- Register via OSCA, accessed through Edexcel Online
- Reconfirm registration each year via OSCA
- Undertake annual Lead Internal Verifier training, available as an online presentation via OSCA
- Access annual standardisation training materials via OSCA and work through these with the programme team, keeping a record of this activity
- Keep evidence of the standardisation process for the programme team
- Share information about standards with other internal verifiers and assessors to ensure that assessment across the centre is to national standards
- Agree and sign off an assessment and verification plan for all cohorts from the start of the programme, which is fit for purpose and meets regulatory requirements
- Support assessment and internal verification within the centre throughout the programme with the aid of the internal verification plan
- Oversee internal verification activity for the programme and ensure that it is consistently applied
- Sample verification and assessment across the qualifications and ensure that there is a suitable plan of activity.
- Where requested, authorise a maximum of one opportunity for any learner to resubmit work for internally assessed units following summative assessment, if requested.
- Ensure that assessment and verification plans are made available to the Standards Verifier on request
- Ensure that records of assessment and verification and current learner work are available for scrutiny by Pearson on request
- Liaise with the Standards Verifier to ensure that appropriate samples of assessed and internally verified learner work are available for sampling
- Sign the Lead Internal Verifier Declaration (to be found at: www.btec.co.uk/keydocuments) to confirm that samples sent for standards verification are complete, accurate and authentic.

Other Lead Internal Verifier Centre responsibilities

- Maintaining a current subject specific student handbook based on the Centre template
- Uploading to the School VLE all documents requested by the Quality Nominee to include assessment plans, internally verified assignment briefs, tracking data, CPD records, programme self-evaluation documents and tracking data
- Maintaining a BTEC programme folder based on the template distributed by the Quality Nominee either in hard copy or electronic format.

Internal Verifier

The Internal Verifier is responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.

The Internal Verifier will

- Complete annual standardisation training overseen by the Lead IV
- Contribute to programme planning by becoming familiar with the qualification specification and updates where appropriate
- Be familiar with the requirements of both internal and external assessment
- Attend any relevant training or update events
- Complete Internal Verification of assessment decisions
- Complete Internal Verification of Assignment Briefs
- Follow the requirements of the Assessment Plan

Assessor

The Assessor is responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.

The Assessor will

- Have knowledge of how centre systems and procedures are understood and implemented at programme level including requirements of internal assessment
- Complete annual standardisation training overseen by the Lead IV
- Decide when learners have been sufficiently prepared to take their assignment
- Assess learner work and provide assessment records and learner work for both Internal Verification and Standards Verification
- Follow the requirements of the Assessment Plan

For BTEC Tech Awards

The **Assessor** will in addition to the above

- Assess PSAs and complete standardisation both prior to and after the assessment process before submission of learner work to Pearson for moderation

BTEC Registration & Certification Policy

Aims:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- 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.
- To ensure timely registration and entry for PSAs/external assessments (BTEC Tech Awards 2022) where required by published deadlines.

In order to do this, Bullers Wood School will:

- Register each learner within the awarding body requirements. The **Exams Officer** emails all **Programme Leaders** before the end of September requesting learner registration information and BTEC Course details including Programme Title and Course Code.
- Register each learner on the appropriate programme code, before any assessment activity is completed. The **Exams Officer** will circulate the learner registrations before the end of September and request all **Lead IVs/Programme Leaders** check that learners are registered to the correct course code. The **Quality Nominee** will carry out a final quality check and will inform all **Programme Leaders** that only registered learners qualify for the internal or external assessment of units. The **Exams Officer** will not enter any unregistered learners for an externally assessed unit and the **Lead IV** will not permit assessment of any unregistered learner coursework. Any learners joining courses after 1 November deadline registration date will be treated as late registrations and must be registered in order to follow the programme of study. All late programme entrants must be approved by the Quality Nominee who will request the Exams Officer to make the registrations. Internal school systems operate a cut-off date before the first half term for learners to transfer between courses which is before the final registration date for BTEC entries and will act as a further security mechanism and prevention of late registrations.
- Provide a mechanism for programme teams to check the accuracy of learner registrations. Two weeks prior to the final registration date (1 November) the **Exams Officer** will generate learner registration lists for checking by **Programme Leaders** to confirm accuracy of registrations to allow for amendments to be actioned. A final check is made prior to 1 November when paper records are cross checked between the **Exams Officer** and the **Programme Leader** before they are filed in the BTEC Programme Folder.
- The **Exams Officer** will liaise with the **Programme Leader** to register learners on **BTEC Tech Award programmes (2022)** to the correct PSA assessment/retake window by the deadlines published in the key dates schedule. The **Quality Nominee** will oversee the process and check that all learners are registered to the correct assessment series through a checking process with the **Exams Officer**.
- The **Exams Officer** is aware and will ensure that all retakes of internally assessed PSAs are subject to a new PSA set for the new window.
- The **Exams Officer** will ensure that the appropriate control measures are in place for all internally assessed PSAs and that the IT department have set up a robust system for learners to ensure that control measures are in place to meet all quality assurance requirements.

- A check will be made between **Programme Leaders** and the **Exams Officer** to ensure that no learner is registered for an externally assessed component until all internally assessed components have been completed in order to satisfy the terminal assessment requirement. The **Quality Nominee** will carry out a final quality check on each programme.
- Make each learner aware of their registration status. Following registration by the **Exams Officer**, confirmation of registrations is distributed to all **Programme Leaders** which is then shared with each registered learner.
- Inform the awarding body of withdrawals, transfers or changes to learner details. The **Exams Officer** is responsible for liaising with **Programme Leaders**, checking registrations and acting on information which requires withdrawal, transfer or a change of learner details by informing the awarding body and making amendments to the learner registration.
- Ensure that certificate claims are timely and based solely on internally verified assessment records. Prior to certification deadlines, the **Quality Nominee** will ask all **LIV'S** to provide spreadsheet tracking date of learner achievement in internally assessed units together with all learner work for approval of grades prior to submission to the **Exams Officer**. The Exams Officer will then enter the data which has been quality checked via Edexcelonline.
- Audit certificate claims made to the awarding body. Following data entry the **Exams Officer** generates a printout for each learner which is cross checked by the **Programme Leader** against the programme spreadsheet data for accuracy of data input.
- Audit the certificates received from the awarding body to ensure accuracy and completeness. The **Exams Officer** audits the certificates against programme spreadsheet data prior to distribution to students on results day. The **Exams Officer** will raise any queries directly with the awarding body.
- Keep all records safely and securely for three years post certification. The Lead Internal **Verifier** will keep tracking, assessment and internal verification records for a minimum of three years post certification. The **Exams Officer** will keep records of all certification claims for a minimum of three years post certification. **Programme Leaders** will keep student coursework for a minimum of twelve weeks after certification

This policy should be read together with the Centre's Examinations Policy

Teams/BWS-Girls Staff/Documents/General/Exams/Policies and Procedures/Examinations Policy 2022/23

BTEC Internal Verification Policy

Aims:

- To ensure there is an accredited Lead Internal Verifier 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 the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.
- To ensure that standardisation prior to and after assessment of BTEC Tech Award programmes for externally assessed components is completed and covers all Assessors and the Programme Leader.

In order to do this, Bullers Wood School will ensure that:

- A **Lead Internal Verifier** is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes. In September, the **Quality Nominee** will monitor all Lead IV registrations and re-registrations to ensure that each programme has a registered Lead IV before 30 September.
- Each **Lead Internal Verifier** oversees effective Internal Verification systems in their subject area. The **Quality Nominee** will monitor standardisation to ensure that all NQF/RQF Lead Internal Verifiers hold a standardisation meeting with their teams prior to any formal assessments. The **Quality Nominee** will also ensure that all **Lead IVs** for NQF courses have ticked the box on edexcelonline to confirm that the standardisation meeting has taken place. The **Lead Internal Verifier** for each programme is responsible for keeping evidence of the standardisation process for their team and for producing an Assessment and IV Schedule which will be stored on the VLE and monitored by the **Quality Nominee**.
- Staff are briefed and trained in the requirements for current Internal Verification procedures. The **Quality Nominee** will brief all BTEC **Lead Internal Verifiers/Programme Leaders** annually at the beginning of each academic year to confirm current IV procedures and documentation. The **Lead Internal Verifier** will train and standardise all **Assessors** and **Internal Verifiers** to ensure that they understand national standards and are familiar with all current requirements and IV procedures. This process takes place in scheduled team meetings/briefings.
- Effective Internal Verification roles are defined, maintained and supported. The **Quality Nominee** defines and confirms the role of the **Assessor**, **Internal Verifier** and **Lead Internal Verifier** in accordance with BTEC requirements annually. It is the responsibility of the **Lead Internal Verifier** to maintain and support staff in these roles on their programme.
- Internal Verification is promoted as a developmental process between staff. The **Lead Internal Verifier** promotes internal verification as a developmental process through the standardisation exercises and the standardising of internal verification processes within their programme. Records are kept and shared at department meetings. The outcome of internal verification processes also forms part of programme self-evaluation and is discussed at team briefings led by the **Lead Internal Verifier** and shared with all **Assessors**.

- Standardised Internal Verification documentation is provided and used by all programmes. The **Quality Nominee** is responsible for briefing **Lead Internal Verifiers** annually of the documentation to be used to support assessment and internal verification with BTEC templates available for all programmes on the VLE.
- All centre assessment instruments are verified as fit for purpose, The **Lead Internal Verifier** is responsible for the internal verification of all Assignment Briefs to be fit for purpose. The **Quality Nominee** oversees this process. The **Internal Verifier** will check that the assignment brief:
 - has accurate unit and programme details
 - has clear deadlines and an appropriate timeframe for assessment
 - has a suitable vocational scenario or context
 - 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
 - has been approved by the assignment checking service
- If an assignment from the previous academic year is to be re-used, the **Internal Verifier** will check that dates and deadlines are updated and that the assignment is appropriate for the new group of learners.
- If the Authorised Assignment Brief is being used 'off the shelf' and is a Pearson authorised Assignment Brief then the **Internal Verifier** will internally verify it to check the dates and deadlines are appropriate only. If any changes have been made to the scenario or the tasks then these will also be internally verified and the Assignment will be sent to the assignment checking service for approval.
- An annual Internal Verification schedule, linked to assessment plans, is in place. The **Lead Internal Verifier** will keep an annual verification schedule which is linked to the assessment plan and monitor it within the department. The schedule is stored on the school VLE and is monitored by the **Quality Nominee**.
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is internally verified to ensure centre programmes conform to national standards. During the course of the programme, sampling from **Assessors** will cover every assessor, every unit, and work from every assignment. The **Lead Internal Verifier** will take into consideration the following points when structuring the sample for internal verification assessment
 - the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, will all be included in the sample if possible
 - the experience of the Assessor: new or inexperienced Assessors will have more work internally verified than an experienced Assessor
 - new BTEC programmes: when a unit or programme is first introduced, the sample will be increased
 - the size of the group of learners
 - known issues with internal verification: these may have been identified previously
- Secure records of all Internal Verification activity are maintained. The **Lead Internal Verifier** is responsible for maintaining internal verification records within the department together with the assessment tracking documents which are stored securely on the VLE and are password protected. The **Lead Internal Verifier** will ensure that all internal verification records are stored securely for a minimum of three years after the date of certification. Learner work will be retained for 12 weeks after the date of certification.

- The outcome of Internal Verification is used to enhance future assessment practice. The **Lead Internal Verifier** will review the outcome of Internal Verification and share this with the programme team to inform the self-evaluation process and identify ways of enhancing/improving future practice.
- The **Lead Internal Verifier** is responsible for working with the Standards Verifier and ensuring that assessment and verification plans are made available on request. The **Lead Internal Verifier** will liaise with the Standards verifier to ensure that the appropriate sample of assessed and internally verified work is available for sampling. The **Lead Internal Verifier** will sign the Declaration to confirm that the samples sent for standards verification are complete, accurate and authentic. The **Quality Nominee** will oversee this process

This policy should be read together with the BTEC Centre Guide to Internal Verification, the BTEC Centre Guide to Standards Verification and BTEC Centre Guide for Lead Internal Verifiers which are available on the Pearson website

Assessment and Verification templates are available on Teams/BTEC Lead IVs

For BTEC Tech Awards (2022)

The new moderation process unique to all BTEC Tech Awards will be followed

- The **Programme Leader** will ensure that the assessment team undertake standardisation exercises through the use of Pearson published resources prior to the marking period of the learner PSAs
- **Assessors** will undertake the exercises and retain the evidence in case of any dispute following assessment of the PSAs. The evidence will be retained by the **Programme Leader**
- Internal standardisation will take place following assessment of the PSAs between the Programme Leader and the Assessor(s) to ensure accuracy of marking prior to submission of marks for moderation by Pearson. All evidence will be retained by the Programme Leader
- The **Programme Leader** will ensure that, following standardisation, the sample requested is collated and includes the highest and lowest marked learners. These learners will be in addition to the learners requested if they are not already included in the sample.

This policy should be read together with the BTEC Centre guide to Internal Verification

[btec-centre-guide-to-internal-verification.pdf \(pearson.com\)](https://www.pearson.com/uk/qualifications/btec/centres/btec-centre-guide-to-internal-verification.pdf)

BTEC Assessment Policy

Aims:

- 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.
- To ensure that PSAs are conducted within the set timeframe

In order to do this, Bullers Wood School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. The Centre promotes the use of Pearson designed Assignment Briefs for all programmes to ensure that that assignments are fit for purpose and will allow learners to generate appropriate evidence for assessment. In the event that any Assignment is amended or any scenario within the Assignment is changed, the **Lead Internal Verifier** will use the BTEC assignment checking service to confirm the Assignment remains fit for purpose before any teaching commences. All Assignment Briefs are internally verified annually, prior to teaching by the **Lead Internal Verifier**. Before commencing an assessment the **Assessor** will ensure that learners understand the assessment requirements, the nature of the evidence they need to produce and the importance of time management and meeting deadlines.
- Produce a clear and accurate assessment plan at the start of the programme/academic year. The **Lead Internal Verifier** is responsible for producing the assessment plan. The assessment plan is a working document and as a minimum requirement the assessment plan will include:
 - names of all **Assessors** and **Internal Verifiers**
 - scheduling for assignment hand out and submission
 - deadlines for assessments
 - scheduling for internal verification and the opportunity for resubmission

The assessment plan will be uploaded to the VLE and will be monitored by the **Quality Nominee**.

- Provide clear, published dates for handout of assignments and deadlines for assessment. The **Lead Internal Verifier** will record dates for handout of assignments and deadlines on the assessment plan and the dates will be clearly displayed on each Assignment. The **Assessor** will decide when learners have been suitably prepared and are ready to take the assignment.
- Assess learners' evidence using only the published assessment and grading criteria. **Assessors** will be required to use professional judgement, however the following principles apply to all BTEC programmes:
 - It is not a requirement that all of the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification.
 - The centre will teach the unit content fully.

- The learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully pass the unit.

The **Assessor** will refer to the grading criteria, unit content and the assessment guidance published in the specification when assessing the learner work.

- Ensure that assessment decisions are impartial, valid and reliable. The **Assessor** will have been involved in the standardisation process and will be familiar with impartial, valid and reliable assessment. Following assessment the internal verification process will begin – refer to the Internal Verification Policy – and the **Internal Verifier** will ensure that the assessment decisions in the selected sample are impartial, valid and reliable. Any concerns will be discussed and recorded between the **Internal Verifier** and **Assessor** and any actions required will be documented. The **Lead Internal Verifier** will be advised and will be responsible for informing the **Quality Nominee** of any concerns in the assessment process. **Programme Leaders/Lead Internal Verifiers** will initially offer a period of support and guidance (six months) and an action plan will be put into place. If a learner submits an assignment late BTEC guidelines must be adhered to and there must be no further opportunity for resubmissions of learner work (see BTEC Centre Guide to Assessment). Learners submit assignments electronically through Show My Homework which records if work is submitted on time or after the deadline. The **Lead Internal Verifier** will not authorise a resubmission for any learner who submits an assignment late unless an extension for genuine reasons has been granted by the **Assessor**.
- Not limit or cap learner achievement if work is submitted late. The **Assessor** will not limit or cap work which is submitted late and the **Assessor** will record the grade the learner has achieved. However, the **Lead Internal Verifier** will not authorise a resubmission in any circumstances following late submission unless an agreed extension has been granted by the **Assessor** for genuine reasons supported with evidence.
- Develop assessment procedures that will minimise the opportunity for malpractice. The **Assessor** will only accept authentic evidence. Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that the work is their own. When setting assignments **Assessors** will remind learners of the serious nature of plagiarism and, where possible, adopt methods which will reduce opportunities for collaboration or copying. The **Assessor** will use Google if authenticity is in doubt and if through the assessment process it is found that some or all of the evidence is not authentic then the **Assessor** will take appropriate action including invoking the malpractice policy. Learners will complete all coursework in school time to reduce the risk of plagiarism/use of AI and will be supervised by assessors
- Maintain accurate and detailed records of assessment decisions. **Assessors** will be required to record assessment decisions on programme unit tracking sheets which are stored on the VLE and are password protected. Following internal verification, the **Internal Verifier** will record which learners have been included in the sample for internal verification. All late submissions will be recorded on the tracking data by the **Assessor**. The **Quality Nominee** will monitor the tracking data to ensure it is kept up to date and is accurate. Following certification, the **Lead Internal Verifier** will keep all assessment records (feedback sheets) and all associated internal verification documentation for a minimum period of 3 years. Original learner evidence will be kept secure for a period of 12 weeks. The **Lead Internal Verifier** will ensure that assessed work for current learners is kept securely in the Centre and will only be made accessible to relevant staff.
- Maintain a robust and rigorous internal verification procedure. The Centre maintains a robust and rigorous internal verification procedure which fully supports BTEC quality

measures. The details of all internal verification procedures are fully recorded within the Internal Verification Policy.

- Provide samples for standards verification as required by the awarding organisation. It is the responsibility of the **Lead Internal Verifier** to liaise with the Standards Verifier to ensure that appropriate samples of assessed and internally verified learner work are available for sampling. The **Lead Internal Verifier** will also sign the Lead Internal Verifier Declaration to confirm that samples sent for standards verification are complete, accurate and authentic. The **Quality Nominee** will oversee this process to ensure successful sampling outcomes.
- Monitor standards verification reports and undertake any remedial action required. The **Quality Nominee** will circulate standards verification reports to **Lead Internal Verifiers** who will share these with **Assessors** and **Internal Verifiers**. The **Lead Internal Verifier** will be responsible for undertaking any remedial actions and arranging for a second sample of learner work where required. The **Quality Nominee** will oversee this process. Any required actions will be discussed and shared with programme teams to improve future practice.
- Share good assessment practice between all BTEC programme teams. The **Quality Nominee** will co-ordinate this and share good assessment practice with **Lead Internal Verifiers** and **Programme Leaders** at Centre scheduled BTEC meetings. This will allow for reflection and evaluation to improve practice within the Centre.
- Provide resources to ensure that assessment can be performed accurately and appropriately. All assessment documentation, unit specifications and assessment guidance procedures can be accessed on the school VLE. The **Quality Nominee** is responsible for updating this area of the VLE.
- Ensure that BTEC assessment methodology and the role of the **Assessor** are understood by all BTEC staff. All **BTEC staff** will be briefed at induction and annually on the roles and responsibilities of all members of the BTEC team. At the same time the Quality Nominee will lead training for all BTEC staff to ensure that BTEC assessment methodology and the role of the **Assessor** are fully understood and will share the Centre Assessment Procedures documented below.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement. The **Lead Internal Verifier** is responsible for maintaining and storing all assessment and internal verification records within the department together with the assessment tracking documents which are stored securely on the VLE and are password protected. The Lead Internal Verifier will ensure that all assessment and internal verification records are stored securely for a minimum of three years after the date of certification. Learner work will be retained for 12 weeks after the date of certification.

CENTRE ASSESSMENT PROCEDURES

Meeting Deadlines

- All learners will be informed during the induction process of the importance of meeting deadlines for assessment. Work that is handed in late for assessment will be accepted by the **Assessor** but will not be marked until the end of the year. Learners will not be penalised for submitting work late.
- If an extension is to be granted, learners must provide a genuine reason supported with evidence before the **Assessor** will agree an extended date.

Authenticity and authentication

Assessors will only accept work for assessment that is authentic. All learner work must have a signed and dated declaration of authenticity attached.

Submission of Evidence and Retakes

- Before starting an assessment the **Assessor** will ensure that each learner understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The learners will also be aware of the restrictions in how the **Assessor** can provide support once the assessment has been started.
- Once the assignment has been handed out the **Assessor** will not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners must use their knowledge / notes / textbook to work independently towards the task.
- Only one submission is allowed for each assignment task. This must be handed in to the **Assessor** on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the **Assessor** and the learner. The **Lead Internal Verifier** must be informed of any agreed extensions.
- For each assignment task the learner must submit the following:
 - An assignment which consists of evidence towards the targeted assessment criteria
 - A signed and dated declaration of authenticity which confirms the evidence has been produced independently
 - Appropriately referenced work
- The feedback from the **Assessor** must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan.
- The **Assessor** will formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They will also complete a confirmation that the evidence they have assessed is authentic and is the learner's own work. Feedback confirms which assessment criteria have been achieved. The **Assessor** must not provide feedback on how to improve the work to achieve higher grading criteria.
- Taking a risk based approach, the **Lead Internal Verifier** will decide on the sample to be selected for internal verification. The sample will cover all grades - pass, merit, and distinction - and sample sizes may vary between **Assessors**.
- The **Internal Verifier** will complete the internal verification process within the timescale shown on the assessment plan.
- Following internal verification, the **Lead Internal Verifier** may authorise one resubmission of evidence for each assignment submitted. This can only be authorised if the following conditions are met
 - The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension

- The **Assessor** judges that the learner will be able to provide improved evidence without further guidance
- The original work has been authenticated by both the learner and **Assessor** and a signed and dated learner declaration of authenticity is attached
- If the **Lead Internal Verifier** does authorise a resubmission, it must be
 - Recorded on the assessment record giving a deadline for resubmission within 15 working days of the learner receiving the results of the assessment
 - Undertaken by the learner with no further support or guidance
- The Centre does not promote the practice of re-submissions and all learners must be encouraged to fully complete their assignment to maximise achievement by the first submission.
- If the learner has not achieved the targeted pass criteria following resubmission of the assignment, the **Lead Internal Verifier** may authorise one retake opportunity to meet the pass criteria only. This should only be authorised in exceptional circumstances. The following conditions apply
 - The retake must be a new task targeted at only the pass criteria
 - The **Assessor** must agree and record a clear deadline before the learner starts the retake
 - The learner and the **Assessor** must sign the appropriate forms to confirm the authenticity of the re submitted work
 - The learner will not be allowed any further retakes

WEAKNESSES IN ASSESSMENT

Lead Internal Verifiers and **Internal Verifiers** will check the accuracy of assessment decisions of all **Assessors** through the IV process and will report any persistent weaknesses in assessment to the **Quality Nominee**.

Programme Leaders/Lead Internal Verifiers will initially offer a period of support and guidance (six months) and an action plan will be put into place.

If accuracy of assessment remains a concern then the **Quality Nominee** will be informed and the concern will be raised with the **Deputy Head Teacher (Applied)** who will take further action in accordance with school policy

For BTEC Tech Awards (2022)

The **Programme Leader** will ensure that PSAs are conducted within the set time frame and allow for the following

- The opportunity for learners to complete the assessment within the allowed time of 6 hours
- The assessment of PSAs
- The opportunity for resubmissions
- The standardisation of assessment prior to submission to Pearson for moderation

In order to meet the above requirements, the Programme Leader will liaise with the Assessor(s) in advance of the release of the PSA and create a plan which will ensure that all stages are implemented within the Pearson set time frame. The **Quality Nominee** will oversee all plans which must be retained for internal purposes and relay this information to the **Exams Officer**.

This policy should be read together with the BTEC Blended Learning Policy see page 23

This policy should be read together with the BTEC Centre Guide to Internal Assessment which can be found on the Pearson Website [btec-centre-guide-to-internal-assessment.pdf \(pearson.com\)](https://www.pearson.com/uk/qualifications/btec/centres/btec-centre-guide-to-internal-assessment.pdf)

Assessment and Verification templates are available on Teams Lead IVs for all BTEC Tech Awards and Nationals

BTEC Appeals Policy

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 of appeal to the Awarding Body and the Office of the Independent Adjudicator Level (4 – 7) where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, Bullers Wood School will:

- Inform the learner at induction of the Appeals Policy and procedure. The appeals procedure will be contained within the Student Handbook.
- Record, track and validate any appeal.
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him 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.
- 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.

Assessment Decisions – Student Appeals Procedure

Students will be informed about the appeals procedure in their induction handbook.

The **Quality Nominee** will be responsible for the management of internal appeals.

Appeals Procedure Stages

Informal: The Learner should consult the **Assessor** within 1 week of the assessment decision to discuss the assessment outcome. If unresolved then the issues are documented by the **Assessor** and the **Quality Nominee** will be informed.

Review: The **Quality Nominee** will nominate the **Lead Internal Verifier** to lead the review together with the **Internal Verifier** and an **Assessor** who has appropriate competence but no previous involvement in the assessment of that student and has no personal interest in the outcome of the review. **The Lead Internal Verifier** will inform the learner in writing of the findings of the review within a period of 3 days.

Appeal Hearing: Senior Management, including the **Head of Centre** will hear any appeal following review. Learners may be allowed representation by a parent/guardian or friend if requested. This is the last stage by the Centre.

External Appeal: The grounds for appeal and any supporting documentation must be submitted by the Centre to Pearson within 14 days following the appeal hearing. The learner is required to contact Pearson at vocationalqualitystandards@pearson.com

Recording Appeals: Each stage will be recorded, dated and will show the final outcome. All documents must be kept for a minimum of eighteen months and made available to Pearson on request.

Monitoring of Appeals: Undertaken by **Senior Management** to inform development and quality improvement in the Centre. Appropriate action will be taken if the outcome of an appeal questions the validity of other results, and the **Lead Internal Verifier** will be instructed to review the assessment and internal verification procedures of the unit in question.

Students can only appeal on the following grounds: -

- If they feel the grading criteria is being met
- If they feel that they have not been supported during the assessment of the unit
- If the teacher is not willing to accept alternative evidence as meeting the evidence requirement

Guidance on assessment can be found in the BTEC qualification specification

This policy is further supported by the Pearson document 'Enquiries and Appeals about Pearson Vocational Qualifications' and also the school's Examinations Policy

[Internal assessment in vocational qualifications review and appeals policy \(pearson.com\)](#)

[Appeals - JCQ Joint Council for Qualifications](#)

BTEC Assessment Malpractice Policy

Aims:

- 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 report all alleged, suspected and actual incidents of malpractice to Pearson
- 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 the Centre and BTEC qualifications.

In order to do this, Bullers Wood School will:

- Foster a culture in which all learners and staff feel able to report any concerns or wrongdoing by anyone. Student voice will be heard through anonymous questionnaires and student class representatives will be appointed to encourage and support this. An open-door policy exists between students, programme leaders and the Quality Nominee.
- 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. As part of the induction process, **Programme Leaders** will make all learners aware of what constitutes malpractice, the different types of plagiarism, including the use of AI which must be referenced and supported with copies of the full context of the interaction with AI and the serious consequences associated with it. Learners will be advised of the centre's practice for the completion of coursework which requires that all coursework is completed in school with filters on browsers to block the use of AI. To control this, the centre will open a coursework account for each student which is only accessible in school. Learners will be referred to the policy regarding malpractice in the student handbook and to the definition of plagiarism contained within it. All learners are required to sign a declaration confirming that they understand what constitutes plagiarism, the consequences of it and the procedure which will be followed in the event of plagiarism being detected. The signed declarations are retained by the **Programme Leader** and filed in the Programme File.
- Show learners the appropriate formats to record cited texts and other materials or information sources. As part of induction, students will receive study skills training which introduces them to legitimate ways of recording information through the referencing of cited texts and the use of bibliographies. These strategies are also incorporated into teaching and learning and are revisited prior to the issue of assignments.
- Ask learners to declare that their work is their own. All learners are asked to accompany every completed assignment with a signed declaration form confirming that their work is their own. Learners will use the BTEC/Pearson template for this purpose. Internal **Assessors** are responsible for checking the validity and authenticity of the learners' work and the **Lead Internal Verifier** will oversee this.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used. All learners are taught to include a full

bibliography with each assignment to confirm that they have acknowledged all sources of information which have been interpreted and synthesised within their assignment.

- Coursework accounts to be set up for all students for the completion of all coursework in school. Time to be built into the assessment plans thereby further ensuring the integrity of BTEC qualifications by avoiding potential malpractice through the use AI
- In cases of alleged, suspected and actual plagiarism, the centre will conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the **Programme Leader** and all personnel linked to the allegation. It will proceed through the three stages detailed below in the Learner Malpractice policy.
- The process will be documented by the Quality Nominee. **All incidents of malpractice whether alleged, suspected or actual incidents will be reported to Pearson in accordance with JCQ Suspected Malpractice Policies and Procedures** [Malpractice - JCQ Joint Council for Qualifications](#)
- 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 - see procedures below.
- Give the individual the opportunity to respond to the allegations made – see procedures below.
- Inform the individual of the avenues for appealing against any judgment made – see procedures below.
- Document all stages of any investigation – see procedures below.
- Seek to avoid the risk of staff malpractice. The Centre will ensure that all staff are recruited with integrity and are suitably qualified to teach on the assigned programmes of study. **Assessors** will be expected to undertake BTEC CPD to become fully conversant with the specifications and the requirements of BTEC methodology for each programme following an induction programme completed with the **Quality Nominee**. All BTEC staff will be fully informed of the seriousness of staff malpractice through induction and annually by the **Quality Nominee** at BTEC scheduled meetings. The information concerning staff malpractice is also contained within the BTEC Staff handbook.

Definition of Malpractice by Learners

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

- Plagiarism of any nature, including the misuse of AI tools
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

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/coursework
- Facilitating and allowing impersonation
- Failing to provide reasonable adjustments where these have been approved, such as a scribe or reader
- 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 certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Procedures for dealing with Learner Plagiarism and Malpractice – Internally Assessed Units

Stage One

The Quality Nominee and Head of Department must be informed of the malpractice with accompanying evidence. A thorough investigation will be undertaken and both the Quality Nominee and Head of Department will speak to the learner(s) giving the opportunity to respond to the allegations made. The learner will also be advised of the appeals process if the allegation is proven.

In cases where plagiarism is proven the Head of Department will give the learner a verbal warning. The submitted work will be cancelled and the learner will be given the opportunity to amend the work and re-submit it within a given timescale. A signed learner declaration form must be attached to the re-submitted work. Details of the meeting and the sanctions applied will be formally recorded and a copy stored on the student record. Parents/Guardians will be informed.

In cases of serious malpractice which is proven, where the breach is of a serious magnitude, parents will be invited to a meeting with the Quality Nominee and Head of Department to discuss the seriousness of the offence, and the learner will be given a verbal warning. The submitted work will be cancelled and the learner will be given the opportunity to amend the work and re-submit it

within a given timescale. Details of the meeting and the sanctions applied will be formally recorded and a copy stored on the learner record.

If malpractice or serious malpractice is proven the learner will receive a period of two days in inclusion

The process will be documented by the Quality Nominee.

Stage Two

If the learner fails to remove the plagiarised material or re-submits work which contains further plagiarised content which is proven following investigation by the Quality Nominee and Head of Department then parents will be invited to the school and the learner will be given a final warning. The learner will also be given one final opportunity to re-submit the work. A signed learner declaration must be attached to the re-submitted work. The learner will receive a further period of two days in inclusion.

The process will be documented by the Quality Nominee and a copy recorded on the learner record.

Stage Three

Should the situation remain unresolved, the Quality Nominee will inform the Head of Centre and a further investigation will follow. Consequences will depend on the outcome of the investigation but if the malpractice is proven and the learner has failed to remove the plagiarised content then this may result in the learner being withdrawn from the course and the malpractice being reported to the exam board.

All stages of the Investigation will be documented and the learner will be advised of the appeals procedure. Parents/Guardians will be informed.

All incidents of malpractice whether alleged, suspected or actual incidents will be reported to Pearson. The Head of Centre will inform the exam board immediately by completing a JCQ Form M1, and submitting this and all supporting documentation to the Investigations Team at candidatemalpractice@pearson.com. Parents/Guardians will be informed.

All incidents of malpractice whether alleged, suspected or actual incidents will be reported to Pearson in accordance with JCQ Suspected Malpractice Policies and Procedures
Malpractice –
[Malpractice - JCQ Joint Council for Qualifications](#)

Procedures for dealing with Learner Plagiarism and Malpractice – Externally Assessed Units

Where a learner is suspected of malpractice in relation to externally assessed units, the Head of Centre will inform the exam board immediately by completing a JCQ Form M1, and submitting this and all supporting documentation to the Investigations Team at candidatemalpractice@pearson.com. Parents/Guardians will be informed.

Procedures for dealing with Suspected Centre Staff Malpractice

Where there is suspicion of staff malpractice the Head of Centre will inform the Investigations Team of the alleged or suspected malpractice before any investigation is undertaken. The Head of Centre will contact the Investigations Team by submitting a JCQ Form M2(a) with supporting documentation to pgsmalpractice@pearson.com. The Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist. The Head of Centre will inform the suspected member of staff of their responsibilities and rights.

Following the outcome of the Pearson investigation, and if malpractice is confirmed, the Head of Centre will write to the member of staff no less than 5 working or 7 consecutive days in advance if a disciplinary is to be held. Bullers Wood School Staff Disciplinary Procedures will subsequently be followed as contained within the school policy adopted in March 2017 and due to be reviewed in March 2020.

This policy conforms to JCQ Suspected Malpractice Policies and Procedures

[Malpractice - JCQ Joint Council for Qualifications](#)

This policy is supported by the Pearson Centre Guidance Document on dealing with malpractice and maladministration in vocational qualifications

[Centre guidance: dealing with malpractice and maladministration \(pearson.com\)](#)

This policy is supported by the Pearson published Plagiarism Guide 2023

[btec-centre-guide-to-plagiarism.pdf \(pearson.com\)](#)

This policy links to the Centre's Examination Policy and the Staff Disciplinary Policy

BTEC Blended Learning Policy

Aims:

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

In order to do this, Bullers Wood School will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. **The Centre Remote Teaching and Learning Framework for Teaching Staff 2020** ensures that all lessons support blended learning and fit into normal timetabled slots with normal timings for all double lessons taught in school or remotely. CPD has been provided to ensure that all staff are aware of the procedures to follow in the event of students working remotely and which require Teachers to go to shut down bubble areas/normal classrooms to teach **live** sessions following the agreed Centre lesson format. Individual students who are self-isolating will join timetabled lessons as detailed in the Centre Remote Teaching and Learning Framework document and Teachers will provide lessons and materials through Microsoft Teams or SMH.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner. **The Centre's** chosen remote teaching platforms are Microsoft Teams and Show my Homework (SMH). **Programme Leaders, Teachers and Assessors** will set assignments in live lessons and upload these to chosen remote platforms where learners will be requested to submit their assignments through these platforms to meet Centre deadlines and allow **Lead IV's** to monitor and **Assessors** to manage feedback. Feedback to students will be provided in lessons or remotely through these platforms and will follow BTEC quality procedures and be guided by dates set in assessment plans. Question Time will form part of live lesson time both in school and remotely with learners also able to direct questions through the messaging systems of Teams, SMH and school email. Feedback will be provided by the **Assessor** in a timely manner following the Pearson published guidelines and the Assessment Plan deadlines. Feedback will be provided to learners in live lessons, through Teams or SMH and school email.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear. **Programme Leaders and Assessors** will ensure that assignments are set in face to face sessions or live sessions in the event of Centre closure. **Lead Internal Verifiers** will ensure that all hand out and hand in dates are published by email to both students and parents in advance of assignments being set and that these dates are clear. Dates will also be published on Teams or SMH for further clarity and where students can check and record hand in dates in Calendar.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. **All BTEC staff** attend CPD training annually at the start of the Autumn term to be briefed on malpractice (both staff and student), what constitutes plagiarism and methods to detect it. At the start of each school year in the Autumn Term the **Assessor** will provide all new students with the Student Centre

Handbook and students are taught what constitutes plagiarism and the consequences of malpractice with reference to the policy contained within the Student Handbook. All new students are required to sign a declaration to confirm that they have understood what constitutes plagiarism and the consequences of it. All students download a copy of the Student Handbook and save it to their user area on the School VLE. In the Autumn Term, all students commencing the second year of their course are reminded of the school malpractice policy and referred to their Student Handbook. To fulfil the requirements of blended learning, the **Assessor** will attach a plagiarism factsheet to each assignment to remind the learner of what constitutes plagiarism. The **Assessor** and **Lead Internal Verifier** will ensure that a completed Learner Declaration accompanies all submitted work. In the event that students are unable to submit a signed declaration then authentication will be confirmed by the use of the learner's school email address as a substitute for a learner signature. This complies with BTEC directed practice in Centres. **The Assessor** will ensure that plagiarism checks are performed through comparison of learner work, Google assisted checks and literature checks to confirm authenticity. The **Assessor** will raise any concerns in the first instance with the **Lead Internal Verifier** who will be guided by the Centre Malpractice Policy and inform the **Quality Nominee** and **Head of Department**.

- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement. The **Lead Internal Verifier** is responsible for maintaining and storing all assessment and internal verification records within the department together with the assessment tracking documents which are stored securely on the VLE and are password protected. The **Lead Internal Verifier** will work together with the **Assessor** through any periods of blended learning to ensure that all assessment and internal verification records are stored/filed securely and are kept for a minimum of three years after the date of certification. Learner work will be retained for 12 weeks after the date of certification.

The policy should be read together with the Centre's Remote Teaching and Learning Framework for Teaching Staff 2020

This policy should also be read together with the BTEC Assessment Malpractice Policy see page 19 above

BTEC Special Consideration and Reasonable Adjustments

Aims

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

In order to do this, Bullers Wood School will:

Reasonable Adjustments

- Conduct annual spot checks to ensure the school's Access Arrangements are in line with the JCQ regulations.
- Explore and provide access to programmes for candidates identified as requiring reasonable adjustments. Failure to comply with the regulations will constitute malpractice which may impact on a candidate's result. This will be the responsibility of the **SENCO who will be supported by the Exam Access Arrangements Co-ordinator and the Exams Officer**
- Consider reasonable adjustments on a case by case basis and the **Exams Access Arrangements Co-ordinator** will collate the required evidence.
- Hold the required evidence as detailed in the JCQ regulations and make it available to Pearson if requested.
- The **Exams Access Arrangements Co-ordinator/Exams Officer** will inform the learner where an application has been submitted to Pearson.
- Ensure that an access arrangement is designed to support a student who would otherwise have an unfair disadvantage; an access arrangement will not provide a student with an unfair advantage and the Centre will comply with JCQ guidance.
- The Centre/**Programme Leader** will record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make it available to Pearson on request.
- **The Access Arrangements Co-ordinator** will ensure that all reasonable adjustments to external assessments are in line with the deadlines published by Pearson
- The **Exams Officer** as informed by the **SENCO** will ensure that any reasonable adjustments made during an assessment reflect the normal learning/working practice of the learner and fully comply with JCQ guidance
- The Centre complies with JCQ guidance and all word processors/other aids are supplied by the IT department and are all generally commercially available.

- The responsibility for managing, recording and storing information for access arrangements is the responsibility of the **SENCO**.
- All information is stored on a secure area of the Centre's network and is password protected.

Special Considerations

- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Investigate any requests for special consideration should a student be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself.
- The **Exams Officer** must be made aware immediately so that evidence can be collated to ensure that any special consideration claim can be fully supported by appropriate and current evidence within five days of the exam. All evidence will fully support current JCQ guidance.
- The **Exams Officer** will only make a claim if the evidence supports the fact that there has been a detrimental effect on learner performance in either an internal or external assessment.
- Make all applications to Pearson on a case by case basis dependent upon the evidence presented for consideration, on the appropriate form and authorised by the Head of Centre. This will be the responsibility of the **Exams Officer**
- All applications and supporting evidence will be recorded and safely stored by the **Exams Officer** together with responses from Pearson for further scrutiny if required. Information is either stored on a secure area of the Centre's network and is password protected or in paper format by the Exams Officer.

This policy should be read together with

The School Examinations Policy which provides a fully detailed account of the special consideration and reasonable adjustments policies

[JCQ Access Arrangements and Reasonable Adjustments Regulations 2022-23 \(pearson.com\)](https://www.pearson.com/qualifications/jcq-access-arrangements-and-reasonable-adjustments-regulations-2022-23)

[Access arrangements | Pearson qualifications](#)

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