



BTEC Appeals Policy 2025-2026

Aim:

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

In order to do this, the centre will:

- inform the learner at induction, of the Appeals Policy and procedure
- record, track and validate any appeal
- forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage 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
- 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.

Procedure:

- The Appeals procedure is outlined in the student handbook which is issued to all Learners at the start of the course.

This states:

If you disagree with marks awarded by your tutors for any formally assessed work you are entitled to appeal and request a remark.

This should be done by:

- Completing the '**NOTICE OF APPEAL**' form

- Hand the white copy to your tutor, retain the yellow copy

You will receive a decision from your tutor within five working days.

If you are **satisfied** with the remark grade you need to sign the form indicating acceptance.

The form is kept with the unit of work.

The yellow copy must also be signed by you and your tutor and retained by you.

If you **disagree** with the remark you can request for the work to be marked by another tutor.

To do this, please see the programme leader who will consider the request.

If a second remark is undertaken you will get the result within seven working days.

If you **disagree** with the decision made by the programme leader please contact the Quality Nominee who will consider all the evidence and make a final decision concerning the remark.

If you still disagree, learners can appeal to Pearson once all internal processes have been exhausted.

This policy will be reviewed every 12 months by Nikki McLellan



BTEC Assessment Policy 2025-2026

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for handout of assignments and deadlines for formative and summative assessment. These are to be provided to students, the sixth form team and quality nominee (NMC)
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- supply internal assessment grades to the exams officer for submission to the awarding organisation **AFTER** standards verification has been completed and approved by the awarding body
- share good assessment practice between all BTEC programme teams
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff

- provide resources to ensure that assessment can be performed accurately and appropriately.

Procedure:

- Programme leaders to write Assessment schedule at the start of each academic year according to current BTEC regulations. These are discussed and reviewed in the first BTEC meeting. Once agreed, this is to be shared with teaching teams, Exams officer and Quality Nominee.
- Assessment recording documentation is completed within departments and consists of either the use of Excel or Google Docs. Assessor is responsible for entering data once work has been marked and Internally verified. Students are able to view tracker to monitor progress. (Assessor/LIV have editing rights)
- Assessor to liaise with LIV regarding resubmission or retake requests.
- All Learner work is to be kept for 12 weeks after Certificates have been released. (Likely need to keep until around Feb half term)
- All Paper documentation must be kept for 3 years after certificates have been received.

This policy will be reviewed every 12 months by Nikki McLellan.



BTEC Employer involvement Policy 2025-2026

Aim

1. Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning and raises the credibility of the qualification
2. To ensure a designated lead for Employer Involvement
3. Requires all learners to undertake meaningful activity involving employers during their study
4. To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner
5. The contribution of meaningful activities to the qualification must be significant and relate to the qualification as a minimum.

In order to do this, The Angmering School will:

- Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification.
- Produce a clear and accurate meaningful activity plan that covers all learners
- Establish and agree milestones with employers to develop, execute and review meaningful activities for learners
- Confirm learner engagement against the defined meaningful activities identified.
- Ensure effective, reliable and accurate tracking/recording of individual learner involvement in meaningful activity in relation to the individual learner field of study
- Prepare the learner to engage actively and positively with opportunities offered with employer involvement
- Develop robust and accurate recording procedures that minimise the opportunity for malpractice
- Maintain a robust and rigorous quality assurance procedure
- Provide evidence for standards verification and quality management review as required by the awarding body
- Monitor SV and QMR reports and undertake any remedial action required
- Share good practice between all Technical qualification teams in reference to employer involvement
- Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.
- Provide resources to ensure effective employer involvement and accurate monitoring and recording.
- Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement
- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement
- Secure records of all activities are maintained

This policy will be reviewed every 12 months by Nikki McLellan

Historically this involves the following as part of the BTEC Level 1/Level 2 Tech Award in Enterprise. **We do not currently have students following this course.**



BTEC Internal Verification Policy 2025-2026

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, the centre will ensure that:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area and has undergone the necessary standardisation processes
- Lead Internal Verifier needs to be named on course overview document that NMC sends out at the start of the year. A second Lead IV needs to be identified and named on the document in the event that the Lead IV is unable to fulfil the role (absence/long term sickness/change of employment etc)
- each Lead Internal Verifier oversees effective Internal Verification systems in their subject area, once standardisation has been completed this must be marked off on course overview document.
- staff are briefed and trained in the requirements for current Internal Verification procedures
- effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- standardised Internal Verification documentation is provided and used
- all centre assessment instruments are verified as fit for purpose
- an annual Internal Verification schedule, linked to assessment plans, is in place
- an appropriately structured sample of assessment from all programmes, 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.

Procedure:

- Programme leaders are responsible for ensuring a Lead IV is provided for each course.
Quality Nominee to oversee and allocate registrations if necessary.
- Lead IV to write IV schedule ensuring BTEC requirements for time frame and sample size.
- IV schedules discussed and agreed at first BTEC Meeting (Term1) then distributed to teaching teams and Quality Nominee.
- Lead IV to complete standardisation tasks with teaching teams and update Google Spreadsheet that has been distributed by Quality Nominee. This is to be reviewed by Quality Nominee by October deadline. Evidence to be retained in Programme folders.
- Review IV of all current Assignments and IV of any new assignments to be completed by Lead IV for each programme of study prior to being issued to Learners.
- IV of assessment decisions to be undertaken according to schedule throughout the year.
Paperwork to be completed and filed within departments with the appropriate assignments.
- Standards Verification notifications to be forwarded to Lead IV when received by Quality Nominee.

This policy will be reviewed every 12 months by Nikki McLellan.



Aim:

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

In order to do this, the centre will:

- 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
- during induction explain the importance of producing their own work and that the use of Artificial Intelligence (AI) can cause them to commit malpractice which may attract severe sanctions
- 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. Staff to ensure they are using the up to date declaration forms supplied by BTEC which now includes the use of AI
- 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 / Principal / CEO and all personnel linked to the allegation. It will proceed through the following stages:
 1. Inform the QN for discussion with the Head of Centre.
 2. The QN to take statements from all parties and collate work sample from suspected parties.
 3. Head of Centre informs Edexcel if formal action is deemed necessary.
- 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:

1. Refuse to forward assessment/entry to board
2. The QN will reassess all subject entries
3. Head of Centre will inform Edexcel for formal proceedings to take place by the board.

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.
- 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).
- Use of AI to write assignments, some examples include:
 - copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
 - copying or paraphrasing whole responses of AI-generated content
 - using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations
 - failing to acknowledge use of AI tools when they have been used as a source of information
 - incomplete or poor acknowledgement of AI tools
 - submitting work with intentionally incomplete or misleading references or bibliographies
- 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.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Procedures

Addressing learner malpractice:

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

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit learner records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.
- Inform Edexcel of any malpractice or attempted acts of malpractice, which have compromised assessment. Edexcel will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to learner and staff disciplinary procedures.

Procedure:

The above examples of malpractice are included in the student handbook issued at the start of all BTEC courses. This is discussed with students so that all are aware.

Any concerns raised (Staff or learner) should be referred to Programme leaders who should collate evidence and then discuss with Quality Nominee. If Malpractice is agreed, QN will liaise with Edexcel who will advise on course of action.

This policy will be reviewed every 12 months by Nikki McLellan



BTEC Registration & Certification Policy 2025-2026

Aim:

- 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.

In order to do this, the centre will:

- register each learner within the awarding body requirements
- provide a mechanism for programme teams to check the accuracy of learner registrations
- make each learner aware of their registration status
- inform the awarding body of withdrawals, transfers or changes to learner details
- ensure that certificate claims are timely and based solely on internally verified assessment records
- audit certificate claims made to the awarding body
- audit the certificates received from the awarding body to ensure accuracy and completeness
- keep all records safely and securely for three years post certification.

Procedure:

- Staff are given registers of entry from Edexcel online and Bromcom and this is confirmed with teaching staff to ensure these are correct at the time.
- Following 6 week in assessment (to review suitability for the course) Programme leaders confirm registrations with the exams officer.
- Exam Officer to print final registrations which are passed to Programme leaders to check and sign if agreed.
- Passed then to Quality Nominee for filing.
- The exams officer is given the assessment plan for programmes that require an external assessment and they are planned in with the lead IV and programme manager for that subject. These are then reviewed and set again if needed in line with long term planning.

- Programme leaders to submit all certification claims to Exams officer (end May/start June). This is **only** to be done once the allocated standards verifier from Edexcel has cleared the programme for certification. Exams officer to enter all units/grades online with Edexcel.
- Quality Nominee to sit with Exam's Officer when results are being entered for Quality Assurance purpose.

This policy will be reviewed every 12 months by Nikki McLellan



BTEC Staff absence Policy 2025-2026

Have cover for long term absence and succession plans in place for all designated roles for BTEC programmes specifically, Quality Nominee, Lead Internal Verifiers and Assessor

The cover and succession plans for absence of key staff require further development but are as follows:

- Throughout the year the Quality Nominee models key processes for Lead Verifiers and the exam officer that in her absence quality assessment standards and processes are upheld. This is supported by clear handbook materials which are available in the QN's absence.
- Conversely the absence of Lead Internal Verifiers or Assessors is supported by the principle of the QN providing moderation and standardisation to subject areas.
- Each subject has at least two nominated BTEC teachers and in the event of the absence of the Lead Internal Verifiers the second teacher, normally the Assessor, works with the QN to perform necessary moderation and standardisation activities
- The exams officer has specific training related to the collation and submission of assessment data in the event of the QN's absence

This policy will be reviewed every 12 months by Nikki McLellan.