



# **BTEC POLICY**

Part of the Examination Suite of Policies

**Committee Responsible:**

**Curriculum and Achievement**

**Reviewed by:**

Kieran Robinson

**Review Date:**

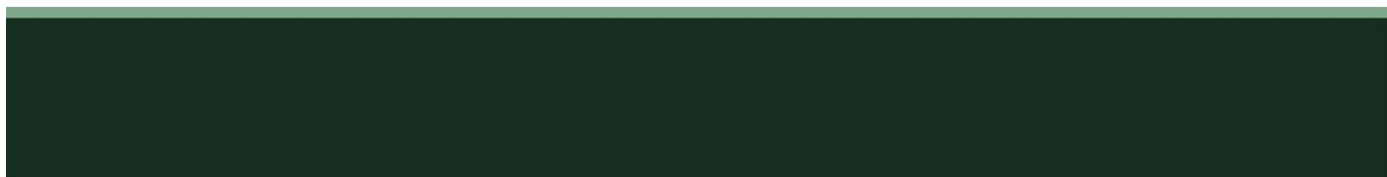
January 2026

**Ratified by Committee:**

20<sup>th</sup> January 2026

**Next Review Date:**

January 2027



# **BENTLEY WOOD HIGH SCHOOL**

## **BTEC Policy**

### **Introduction**

BTEC qualifications are vocational qualifications, which involve a learning and assessment style that is notably different from traditional GCSE and A-Level courses. Bentley Wood High School recognises that BTEC qualifications both complement and supplement GCSE and A-Level qualifications. BTEC qualifications are assessed through teacher-assessed assignments and external assessments. High quality assessment procedures are important in ensuring the integrity of vocational qualifications. The outcomes of the assessment process influence student progress through school and beyond. This policy relates to the BTEC qualifications offered by Bentley Wood High School.

Further information about BTEC courses, specifically BTEC Tech Award in Health and Social Care (Level1/2) and BTEC National Extended Diploma in Health and Social Care (Level 3) may be found on the relevant pages of the Pearson website: <https://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

### **BTEC Roles and Responsibilities**

#### **Head of Centre: The Headteacher**

The Head of Centre is formally responsible for the management and delivery of BTECs at Bentley Wood High School. Their main responsibility is to ensure that the centre acts in accordance with the conditions of approval, regulations and any other terms and conditions or policies.

#### **Quality Nominee**

The Quality Nominee (QN) is Pearson's point of contact at this centre for quality assurance. They are responsible for ensuring effective management of the BTEC programme and actively promote good practice within the centre. The QN is involved in monitoring and supporting the programme teams, and has responsibility for the BTEC curriculum at Bentley Wood High School.

The Quality Nominee will be the main point of contact for the Centre Quality Reviewer. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the Centre Declaration Document. Following the visit, they will manage the resolution of any Essential Actions and Recommendations.

The Quality Nominee will be the initial point of contact for the Standards Verifier and will work with other centre staff to ensure the Standards Verification can take place.

#### **Programme Leader / Head of Department**

A programme leader has overall responsibility for the effective delivery, administration and assessment of a BTEC qualification. For entry to Level 3 qualifications, the programme leader may also act as the Lead Internal Verifier if appropriate.

At the request of the Quality Nominee, programme leaders and/or Lead Internal Verifiers may be required to attend to provide:

- verbal evidence about how centre systems and procedures are understood and implemented at programme level,
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation etc.)

### **Lead Internal Verifier (level 3 only)**

The Lead Internal Verifier (Lead IV) acts as a single point of accountability for the quality assurance across Health and Social Care. This means that they are responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions. For BTEC programmes to Level 3, a Lead IV for the BTEC National Health and Social Care course will be allocated each academic year. The Lead IV will work with the IV's for each coursework unit to complete necessary internal verification of coursework and paperwork.

### **Teacher**

Effective implementation of the intended curriculum and assessment plan set out by the Programme Leader/Head of Department.

## **BTEC National Extended Diploma in Health and Social Care**

### **Consortium arrangements**

Bentley Wood High School delivers the Level 3 Extended BTEC Diploma in Health and Social Care in collaboration with Whitmore High School. To ensure the effective delivery of the course across both schools, both centres will ensure:

- That exams officers communicate at the appropriate time regarding registration and entries for exams.
- Programme leads will meet regularly to jointly plan the programme and discuss student progress.
- Programme leads and pastoral teams will communicate on issues affecting student attendance and achievement.

### **Assessment Information**

#### **a) Assignment Requirements**

Unless the assignment is specifically a group assignment, then it must be the student's own work. The assignment schedule for each unit is flexible and can be adjusted to match the predicted workload. Teachers should try not to overload students on any unit and must monitor their own predicted workload; hence late delivery of completed assignments will not be readily accepted. To do otherwise penalises those students who are effective at planning their work and complete assignments without extra time. Work submitted late must be supported by a doctor's note. Occasionally the time constraint for an assignment may not be applied if the teacher agrees to waive it. Other circumstances may indicate that the time constraint is inappropriate, such as illness or previously agreed late delivery time. This will be negotiated on an individual basis.

An assignment cover sheet (declaration of authenticity) must be fully completed for every piece of work handed in to be assessed.

#### **b) Assessment and Grading**

The teacher will supply with every assignment the criteria for each assessment. Assessment for BTEC National qualifications is criterion-referenced, based on the achievement of specified outcomes. All units contributing to a programme carry either internal or external assessment. BTEC Health and Social Care have external assessments - a requirement on Pearson to formally mark and grade external units. All units have contextualised-grading criteria and will be individually graded as pass, merit or distinction with both internal and external units usually also having a U grade. Points are awarded for each grade. The overall grade is given on the basis of the learner's achievements across all units for each qualification. Qualifications are awarded as pass, merit or distinction at Levels 1, 2 and 3 with distinction star being available for Levels 2 and 3 qualifications. The overall result is determined by the learners' achievements across units. (This applies to the qualifications being offered by the school at the time of writing and information may be subject to change.) As points awarded per grade are subject to review by Pearson during the lifetime of the qualification, subject teachers will provide learners with the current information regarding grading for each internal and external assessment. Subject teachers will also make students aware of the calculation of qualification grades.

#### **c) Submission of work**

If a student submits an assignment/task on the allocated date and it has not achieved a pass grade, it shall be returned to the student identifying the requirement that it needs to meet the pass grade. A final re-submission deadline should be given that falls within 15 working days of the learner having the assessment returned to them, allowing the student time to carry out additional work in order that the student's work is graded. The 15 working days must not span across a holiday period and must be within the same academic year. The feedback given to students should not give exact details to the learner as to what should be improved. All re-submission of evidence must be verified by the Internal Verifier. This should not take longer than 10 working days. Students will not be allowed more than two attempts as per BTEC policy. General feedback and support should take place to ensure that the student is 'on-target' to complete the outstanding work by the agreed re-submission date and gain the minimum of a pass grade. If the student in that time, also achieves the merit or distinction criteria, they must be awarded those criteria. If a student still fails to achieve the pass after this process, the student will be required to sit an alternative qualification.

#### **Level 2 BTEC Tech Award in Health and Social Care**

The BTEC Tech Award internal assessment is reviewed by a thorough moderation process. Assessors involved in assessing internal assessments will meet as a team to standardise marking. The programme lead is responsible for ensuring this is carried out. Students chosen by Pearsons for sampling will be uploaded on to Pearsons Edexcel Online by the required deadline, this is coordinated by the programme lead and Exams Officer.

#### **Failure to Submit an Assignment**

If a student fails to submit an assignment for the first deadline, it shall be treated in the same way as if they had submitted an assignment, and it had not reached the pass criteria. If a student is in any of the above positions, a letter of concern is to be sent to their parent/carer from the Programme Leader outlining the seriousness of the situation. This letter will detail the process that the student is to follow, highlighting the position that if the student does not complete the work in the required time they will not pass that assignment or, if it is the case, the unit. It should be noted that this is a

supportive process, with the aim of ensuring that the student passes the assignment/unit. Each assignment is only to be graded once; thereafter the student will be deemed to have failed that assignment and the unit. In some courses, the opportunity may exist to be assessed against the 'not-achieved' criteria. Similarly, to increase grades from Pass to Merit and Merit to Distinction, only one re-submission is to be afforded to the student. There will be no other opportunity for this to be 'up-graded'.

#### **d) Progression Learner Progress Review Policy/Procedures**

At the commencement of a student's BTEC studies assessors (teachers) will work with students to set a target grade for their overall achievement. This will be monitored throughout the course and actions for improvement/targets set to help students achieve their goal. Reporting of student progress to parents/carers and students via a monitoring report occurs three times per academic year. Student progress can also be tracked through the individual progress report sheet.

#### **Awarding an Overall Grade**

Each qualification will have an overall grade or grades awarded of pass, merit and distinction (or distinction star, where applicable). The overall grades will be calculated on the total points achieved from internally assessed units combined with the grade points from external assessment. Each grade will be determined by fixed grade boundaries.

#### **e) Assessment Appeals Procedure**

The aim of this procedure is to enable the learner to enquire, question or appeal against an assessment decision in order to reach agreement between the learner and the assessor at the earliest opportunity.

The procedure will support openness and fairness by standardising and recording any appeals and by facilitating a learner's ultimate right of appeal to the awarding body, where appropriate. The interests of all learners and the integrity of the qualification remain paramount.

In order to do this, the centre will:

- inform the learner 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.

#### **Stage 1 - Informal**

Where a student disagrees with the assessment given, they must explain the reasons for this to the assessor concerned as soon as possible. In most circumstances this will be immediately after/on the same day as receiving the assessment decision. If, after discussion, the student agrees with the decision thus provided then the appeal need not proceed further. Where the student remains unhappy with the decision reached, the appeal must proceed to Stage 2.

#### **Stage 2 - Review**

The student must submit the Centre Assessed Marks Appeals Form to the Examinations Officer within 5 working days of receiving the assessment decision. The Examinations Officer scans and saves the Centre Assessed Marks Appeals Form as a PDF document to the allocated BTEC Appeals folder and

forwards it by email to both the Assessor and the nominated Internal Verifier for the relevant BTEC programme within 48 hours of receiving it.

The Internal Verifier must reconsider the assessment decision and this will normally involve an evaluation of:

- the student's evidence,
- the assessor's rationale for the decision,
- the opinion of another assessor,
- the opinion of the student.

In doing so the Internal Verifier must provide the student with the reconsidered decision, within 5 working days of receiving the appeal. Where the student remains unhappy with the recorded assessment decision, the appeal must proceed to Stage 3.

### **Stage 3 – Appeals Panel**

Students have the right to forward their case to an Appeals Panel. The Internal Verifier concerned must forward relevant details to the person who co-ordinates the Internal Verifiers in the Centre which is also the QN.

The Co-ordinator must convene a panel comprising:

- the Co-ordinator,
- the stage 2 Internal Verifier,
- the student,
- the original Assessor,
- the student's parent/carer. The panel must reach a decision and inform the student of the result within 10 working days, both orally and in writing.

### **Stage 4 – External Appeal**

If, after the above procedures have been undertaken, a student still feels that an inappropriate decision has been reached, then the student may appeal directly to Pearson. (This will involve a fee.) Records of the appeals are to be logged and made available as appropriate to the quality assurance group and those with responsibility for assessment. All appeals to Pearson (including work assessed by Pearson) must be accompanied by supporting evidence, which must be relevant to the grounds on which the decision in question was made.

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

**Monitoring of appeals:** All appeals will be monitored by senior leadership to inform development and quality improvement. For example, appropriate action may be taken to protect the interests of other learners and the integrity of the qualification should the outcome of an appeal question the validity of other results.

This procedure will be reviewed annually by the Quality Nominee and the BTEC team.

### **f) Special Assessment Arrangements**

Students with special assessment requirements are to discuss these with their teacher at an early stage, so that any alternative arrangements for the completion of coursework and examinations can

be made in good time. These arrangements will be in line with Bentley Wood's Access Arrangements and Special Consideration Policies (as applicable), both of which also apply to BTEC.

### **Registration & Certification**

The aim of this policy is to register individual learners on the correct programme and to claim valid certification within agreed timescales. A secure, accurate and accessible audit trail is in place 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 on internally verified assessment records and examinations if apt,
- provide a mechanism for programme teams to check the accuracy of assessment grades submitted for certification (the internal verifier will countersign the results sheet before final grades are submitted),
- audit certificate claims made to the awarding body,
- audit the certificates received from the awarding body to ensure accuracy and completeness,
- notify Pearson (via senior leadership) in the case of any late or potentially false certification claims,
- keep all internal verification and assessment tracking records at criterion and unit level safely and securely for three years post certification,
- keep all learner work for twelve weeks following date of certification.

This policy will be reviewed annually by the Quality Nominee and the BTEC team.

### **Assessment**

The aim of this policy is to ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals. It also seeks to ensure that the assessment procedure is open, fair and free from bias, that it conforms to national standards and that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment,
- assess 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,
- 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,
- annually provide samples for National Standards Sampling (NSS) as required by the awarding body,
- monitor National Standards Sampling (NSS) reports and undertake any remedial action required,

- share good assessment practice between all BTEC programme teams,
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff,
- provide resources to ensure that both internal and external assessment can be performed accurately and appropriately

**Exam Registration Procedure:** Regarding external assessments, Programme Leaders are responsible for notifying the Examinations Officer of the units for which Learners should be entered for external assessments and the date(s) when they are to sit them. The Examination Officer provides entries dates and student data for checking by Programme Leaders on entry to confirm that the correct learners are entered for the correct external assessments. Should learners be eligible for and require a re-sit for any external assessments the same process is applied on any subsequent occasion. Learners may be required to pay the entry fee for re-sits.

This policy will be reviewed annually by the Quality Nominee and the BTEC team.

### **Internal Verification**

#### **Aims:**

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

#### **In order to do this, Bentley Wood High School will:**

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and external verification requirements.
- Produce a clear and accurate assessment plan at the start of the academic year and plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles. A lead internal verifier for each key stage for Health and Social Care is accredited by Pearson via the successful completion of an online standardisation exercise.
- Assess students evidence using only the published assessment and grading criteria.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current IV procedures.
- Maintain accurate and detailed records of all assessments.
- Maintain a robust and rigorous internal verification procedure.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation through providing samples for standards verification/external examinations as required by Pearson.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Use the outcome of internal verification to enhance future assessment practice.
- 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.
- Monitor standards verification and external examination reports and undertake any remedial action required.
- provide standardised internal verification documentation,



- use the outcome of internal verification to enhance future assessment practice,
- within each department create an internal verification plan. As a guide, where a sample group is less than 10 students, 50% of a learners' work will be internally verified, covering the range of grades awarded. Where there are larger cohorts, 3 pieces of coursework will be reviewed at pass, 3 at merit and 3 at distinction. However, this is a guide only and can be adjusted by Lead Internal Verifiers based on the experience and record of each assessor. Should there be improvement needs identified in assessment, the internal verification plan will be further adjusted to reflect this.

#### JCQ ICE/ICEA Compliance (2025–26)

- Internal verification processes must adhere to the JCQ Instructions for Conducting Examinations (ICE) and Non-Examination Assessments (ICEA).
- The LIV will ensure that all assessment briefs, learner work, and feedback comply with JCQ protocols, including secure storage, authentication, and record-keeping.
- All assessors will receive annual training on ICE/ICEA requirements, including the handling of assessment materials, candidate authentication, and reporting of any irregularities.
- The internal verification schedule will include checks for compliance with ICE/ICEA, and any issues identified will be addressed promptly and documented.

This policy will be reviewed annually by the Quality Nominee and the BTEC team.

At Bentley Wood High School, the following procedure will be implemented:

- **Staff Briefing/Annual Updating:** There will be regular briefing or updates on BTEC Quality Assurances through email, BTEC bulletin to the BTEC team consisting of all Assessors, Lead Internal Verifiers and Internal Verifiers, Programme Manager and Exam Officer. In addition to the updates, there will be a BTEC meeting every term with agenda and minutes documented. The programme manager is briefed on all Quality Assurances once every half term.
- **LIV Registration for Level 3 qualification:** For each programme delivered there will be a Lead Internal Verified on Edexcel online for different levels.
- **Internal Verification of Assignments:** The LIV will verify authorised assigned briefs of internally assessed units ensuring that they are fit for purpose, confirming accuracy of unit/component, appropriacy of deadlines, suitability of context and assessment criteria and the evidence. If changes are made to the scenario or the tasks, the LIV will fully verify before delivering.
- **Resubmission and Retakes:** The LIV will also authorise resubmission and retake of an assignment. LIV will permit only one submission per assignment if 3 criteria are met; Learner has met initial deadline, agreed deadline of the extension and the assessor judges improved evidence without support. Retake is permitted if all conditions for resubmission have been met, the learner not yet achieved all pass criteria. The LIV will authorise a retake in exceptional circumstances.
- **Internal Verification of Assessments:** IV is critical aspect of quality assurance. The process of internal verification of assessments will be developmental, supportive and positive. The LIV will internally verify learner work against assessment criteria and feedback to the assessor. The Internal Verification of the assessments will take place

shortly after assessment decisions have been made before receiving confirmation of the achievement. Any assessment concerns or actions will be applied to the entire cohort not just the sampled learners.

- Standard Verification: The Lead Internal Verifier will be responsible for organising the sample size required from each assessor. The LIV will also plan an annual internal verification schedule which is published to all relevant BTEC assessors and Internal Verifiers. This is done on the template called IV Assessment Plan published by Pearson.

### **Assessment Malpractice**

The aim of this policy is to identify and minimise the risk of malpractice by staff or learners by responding to any incident of alleged malpractice promptly and objectively. Standardised procedures and records of any investigation of malpractice will be employed to ensure openness and fairness. Appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven will take place 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 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 any malpractice allegation.

### **Cyber Security (JCQ 2025–26 Requirements)**

- The centre will ensure that all digital systems used for assessment, storage, and transmission of learner work are secure and comply with JCQ cyber security guidance.
- Staff will receive annual training on cyber security risks, including phishing, unauthorised access, and data breaches.
- Access to assessment materials and learner work will be restricted to authorised personnel only, with robust password protection and audit trails.
- Any cyber incident or suspected breach affecting assessment integrity will be reported immediately to the Head of Centre and to the awarding body, following JCQ protocols.
- The centre will maintain up-to-date anti-virus and security software on all devices used for assessment purposes.

### **Non-Exam Assessments (JCQ 2025–26 Requirements)**

- All non-exam assessments (NEAs) will be conducted in accordance with JCQ Instructions for Conducting Non-Examination Assessments (ICE/ICEA).
- The centre will ensure secure storage of NEA materials, both physical and digital, before, during, and after assessment.

- Staff will be trained annually on the correct administration and authentication of NEAs, including the management of candidate work and the completion of required documentation.
- Any suspected malpractice in NEAs, including plagiarism, collusion, or unauthorised assistance, will be investigated and reported in line with JCQ procedures.
- The centre will ensure that all NEA work is the candidate's own and that authentication statements are completed and retained as required.

Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:

1. 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.
2. Give the individual the opportunity to respond to the allegations made.
3. Inform the individual of the avenues for appealing against any judgment made.
4. Document all stages of any investigation.

Where malpractice is proven, this centre will apply any of the following penalties/sanctions:

1. Written/verbal warning and letter to go home to parents/carers.
2. Resubmit work.
3. Refer to senior leadership.
4. Removal from the course.
5. Inform Pearson of any malpractice which has compromised assessment.

Information about how to report malpractice can be found here:

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html>

Furthermore, the centre agrees that they:

- report malpractice as soon as it is discovered, by completing the appropriate documentation, any established, suspected or alleged case of malpractice. A report must be made to an awarding body whether involving a candidate (during examinations or following the authentication of controlled assessment, coursework or verification of other assessed qualifications) or malpractice or maladministration by a member of staff,
- investigate any instances of suspected malpractice in accordance with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures, 1 September 2019 to 31 August 2020 and provide such information and advice as the awarding body may reasonably require.

### **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)

- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment, examination or test

#### **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 and 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 that is not the learner's own to be included in a learner's assignment, task, portfolio and/or coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/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

This policy should be read in relation to all relevant school policies which have implications, including the Examination Policy, IT Acceptable Use Policy, AI Policy and Cyber Security Policy.

This policy will be reviewed annually by the Quality Nominee and the BTEC team.