



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

STUDENT HANDBOOK FOR BTEC COURSES

Author:
Name of Committee approved:
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Date to be reviewed:

John Gregg
Full
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Rules for BTEC Internal Assessment (BTEC Firsts and Nationals) from 1st September 2014

Submission of evidence:

Only one submission is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Assessment criteria in each unit are assessed once only.

The assessor must:

- Formally record and confirm the achievement of specific assessment criteria.
- Complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not:

- Provide feedback or guidance on how to improve the evidence to achieve higher grades.

Each learner must submit:

- An assignment for assessment which consists of evidence towards the targeted assessment criteria.
- A signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

Opportunities for resubmission of evidence:

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

When can a Lead Internal Verifier authorise a resubmission?

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor judges that the learner will be able to provide improved evidence without further guidance.
- The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the learner.

What if a learner does not meet all of these conditions?

If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.

Procedure for resubmission of evidence:

Forms and deadlines

If the Lead Internal Verifier does authorise a resubmission, it must be:

- Recorded on the assessment form.
- Given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment.
- Undertaken by the learner with no further guidance, 10 working days must be within term time in the same academic year as the original submission.
- If you are studying part time, this is the equivalent of 10 days of “study time” to ensure we are being fair to all learners.

Standards verification:

- Our Standards Verifiers will require you to include evidence of resubmitted work in sampling, including:
 - Evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated.
 - The initial assessment record, the resubmitted learner evidence, accompanied by a signed-and-dated declaration of authenticity by the learner.
 - The resubmission assessment record detailing the additional learner evidence submitted and showing any related changes to the assessment decisions.
 - Confirmation from the assessor that the resubmitted evidence is authentic and is the learner’s own work.

Appeals:

Purpose/scope

- That there are clear procedures for learners to enable them to enquire about, question or appeal an assessment decision
- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal
- That the Head of Centre facilitates the learner’s ultimate right of appeal to Pearson, once the centre’s appeal procedure is exhausted.

Definitions/terminology

- Appeal: a request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her
- Appeals procedure: a standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

Responsibilities

- Learner: responsible for initiating the appeals procedure in the required format, within a defined time frame, when s/he has reason to question an assessment decision.
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner’s appeal within the agreed time.
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased.
- Head of Centre: responsible for submitting an appeal in writing to Pearson if the learner remains dissatisfied with the outcome of the centre’s internal appeals procedures.

Procedures

- Learner induction: should inform the learner of the appeals procedure.
- Learner appeals procedures: a staged procedure to determine whether the assessor:
 - ✓ used procedures that are consistent with Pearson's requirements;
 - ✓ applied the procedures properly and fairly when arriving at judgements;
 - ✓ made a correct judgement about the learner's work.

Appeals procedure stages

- Stage 1 - Informal: learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
- Stage 2 - Review: review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
- Stage 3 - Appeal hearing: senior management hears the appeal: last stage by the centre.

If unresolved, move to stage 4

- Stage 4 - External appeal: the grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of stage 4: a fee is levied.
- Recording 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: undertaken by senior management to inform development and quality improvement.

Plagiarism and assessment malpractice:

Purpose/scope

- That centres have policies and procedures in place to deal with malpractice.
- To ensure that issues are dealt with in an open, fair and effective manner.
- That centres provide appropriate deterrents and sanctions to minimise the risk of malpractice.

Definitions/terminology

- Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work (plagiarism, collusion, cheating, etc.)
- Assessor malpractice: any deliberate action by an Assessor which has the potential to undermine the integrity of BTEC qualifications.
- Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own.
- Minor acts of learner malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question.
- Major acts of learner malpractice: extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for the Assessor to deal with.

Responsibilities

- Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

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 Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson 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.