



BTEC Policy and Procedures

Date reviewed	January 2021
Frequency	Annually
Next review date	October 2021
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed:.....

Dated: 11.02.2021

Chair of Governors

Signed:.....

Dated: 11.02.2021

Principal

Contents

<u>Contents</u>	2
<u>Key staff involved in the BTEC policy</u>	4
<u>Roles and Responsibilities</u>	4
<u>Senior Managers</u>	4
<u>Quality Nominee</u>	4
<u>Responsibilities</u>	4
<u>Examinations Officer</u>	5
<u>Responsibilities</u>	5
<u>Programme Team</u>	5
<u>Programme Leader</u>	5
<u>Lead Internal Verifier</u>	6
<u>Responsibilities</u>	6
<u>Registration</u>	6
<u>Internal Verifiers</u>	6
<u>Responsibilities</u>	7
<u>Planning</u>	7
<u>Implementation</u>	7
<u>Assessment and Internal Verification</u>	7
<u>Follow up</u>	7
<u>Standardisation</u>	8
<u>Continued Professional Development</u>	8
<u>Assessors</u>	8
<u>Responsibilities</u>	8
<u>Registration and Certification</u>	8
<u>Aim:</u>	8
<u>In order to do this, the Exams Officer at Goldington Academy will:</u>	8
<u>Assessment</u>	9
<u>Aim:</u>	9
<u>In order to do this, Goldington Academy will:</u>	9
<u>Internal Verification</u>	9
<u>Aim:</u>	9
<u>In order to do this, Goldington Academy will:</u>	10

<u>Internal Verifier Schedule</u>	10
<u>Selection of Work</u>	10
<u>Internal Verification of Assessment Decision</u>	11
<u>Feedback and Follow-Up</u>	11
<u>Sample Size</u>	11
<u>Allocation of Time for Internal Verifiers</u>	11
<u>Interpretation of National Standards</u>	11
<u>Appeals Policy</u>	11
<u>Aim:</u>	11
<u>In order to do this, Goldington Academy will:</u>	12
<u>Appeals Procedure</u>	12
<u>Assessment Malpractice</u>	12
<u>Aims:</u>	12
<u>In order to do this, Goldington Academy will:</u>	13
<u>Definition of Malpractice by Learners</u>	13
<u>Definition of Malpractice by Centre Staff</u>	13
<u>BTEC Blended Learning Policy</u>	14
<u>Links</u>	15

Key staff involved in the BTEC policy

Role	Name(s)
Quality Nominee	Leanne Chapman
Programme Leader	James Pinkney
Internal Verifier	Francis Galbraith
Assessors	James Pinkney
	Francis Galbraith
	Danielle Morgan
Exams Officer	Jodi Henderson

Roles and Responsibilities

Senior Managers

The Head of Centre is formally responsible for ensuring that the centre acts in accordance with Pearson's terms and conditions of approval.

Other senior managers will often work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. They may be required to support putting actions in place in response to reports on quality assurance.

Quality Nominee

Every vocational centre must identify a member of staff as the Quality Nominee for vocational provision. This person is the main point of contact for information related to quality assurance.

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 Engagement 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 that Standards Verification can take place.

Responsibilities

The Quality Nominee should ensure the effective management of all BTEC programmes and actively encourage and promote good practice within the centre.

The Quality Nominee will liaise with the centre and Pearson staff to ensure that:

- all programmes are approved and registrations are accurate and up-to-date
- approval conditions and policy requirements are being implemented consistently and effectively
- all staff are aware of all support and guidance available and understand requirements
- assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes
- there is a registered Lead Internal Verifier in place for each Principal Subject Area, where required
- where required, Standards Verification is completed successfully
- all staff are kept up to date with policy and procedure changes with an annual meeting.

Examinations Officer

This is the person designated by a centre to take responsibility for the correct administration of learners.

The Examinations Officer normally acts as the administrator for Edexcel Online, which provides direct access for learner administration.

Responsibilities

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners by 1 November (for programmes starting in September) or within one month of enrolment (for other start times)
- Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required
- Give Edexcel Online access to the Quality Nominee
- For relevant programmes, give Edexcel Online access to Lead Internal Verifiers so that they can register onto the OSCA system and access standardisation materials
- Give Edexcel Online basic access to all other BTEC staff as necessary
- For programmes that include externally assessed units, ensure that all exam entries are made according to Pearson requirements.

Programme Team

The programme team consists of the teachers who are responsible for the delivery, assessment and internal verification of BTEC programmes.

The size of the programme team will depend on the number of units and learners. As no one can internally verify their own assessment, where a single specialist practitioner is delivering the programme, arrangements must be made for their assignments and assessment decisions to be internally verified by someone with appropriate experience.

Programme Leader

A programme leader or programme manager is a person designated by the centre to take overall responsibility for the effective delivery and assessment of BTEC qualifications. The programme leader may also act as the Lead Internal Verifier if appropriate.

Responsibilities

- Liaise with the Quality Nominee to be aware of information updates and quality assurance requirements
- Liaise effectively with the Examinations Officer to ensure accuracy of registration and certification of learners
- Liaise with programme team to confirm assessment and internal verification schedules
- Ensure that there are sufficient resources to deliver the programmes and units
- Ensure that programme staff have the necessary expertise and, where relevant, qualifications

- Review reports arising from quality assurance and ensure that appropriate actions are taken.
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Make arrangements for handover to a colleague if unable to carry out the role.

Lead Internal Verifier

A Lead Internal Verifier is a person designated by the centre to act as a point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area. For BTEC programmes at Entry to Level 3, Lead IVs need to register through the online standardisation system, OSCA, each year.

The Lead Internal Verifier should be:

- a subject specialist. It is important that they have an understanding of the subject they are responsible for
- someone with the authority to oversee assessment. This may be the programme leader, as this would normally be a key part of their role
- directly involved in the assessment and delivery of a programme, so that they understand the units
- able to coordinate across assessors and other internal verifiers for a Principal Subject Area
- someone who has undertaken all appropriate BTEC training with regard to the role.

Responsibilities

- Ensure that there is an assessment and verification plan for programmes which is fit for purpose and meets requirements
- Sign off the plan and check that it is being followed at suitable points
- Where possible, undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that assessment plans, records of assessment and samples of learner work are retained for Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades
- All Lead Internal Verifiers must standardise their teams using the available standardisation materials for BTEC NQF.

Registration

New Lead IV's must register their details with Pearson on the Online Support for Centre Assessors (OSCA) platform. Once registered, re-registration needs to take place **before 30 September of each academic year**.

The LIV will undertake the standardisation exercise on OSCA during the available window.

Internal Verifiers

The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

Anyone involved in the delivery and assessment of the programme can be an Internal Verifier, but cannot internally verify their own assessment.

Internal verification is the quality assurance system used to monitor assessment practice and decisions, ensuring that:

- Assessment is consistent across the programme
- Assessment instruments are fit for purpose
- Assessment decisions accurately match learner work to assessment & grading criteria
- Standardisation of assessors takes place.

Responsibilities

- Agree an assessment and verification plan for each programme
- Check the quality of assessment instruments to ensure they are fit for purpose
- Ensure an effective system of recording learner achievement is in place
- Keep accurate and up-to-date records of the internal verification process
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency
- Use your subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable
- Ensure your own assessment decisions are sampled when teaching on the programme
- Ensure that appropriate corrective action is taken where necessary
- Take part in the formal stages of any appeal.

The role of the Internal Verifier is:

Planning

- Monitor that the internal verification schedule covers all units and all assessors on the programme.
- Co-ordinate assessment arrangements including multi-sites and consortia as appropriate.
- Internally verify all assignment briefs before issue to learners.
- Feedback to assessors on how briefs can be improved.

Implementation

- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers (where applicable).

Assessment and Internal Verification

- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness evidence with regard to level, sufficient, authenticity, validity, and consistency.
- Use subject specialism to sample assessed work to verify assessors' judgements.
- Check the quality of assessment to ensure that it is consistent, fair and reliable.
- Ensure own assessment decisions are internally verified by another person.
- Give feedback to assessors and identify action to be taken where appropriate.

Follow up

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeals.
- Advise the programme team of any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.

Standardisation

- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.

Continued Professional Development

- To check the Edexcel website for any changes to syllabuses.
- To check on the availability of BTEC courses that subject staff may be required to attend (including online courses).
- Liaison with other schools and providers to share good practices and moderation.
- Responsibility of the Quality Nominee to ensure CPD opportunities are made available to staff and ensure OSCA procedures are facilitated.

Assessors

An assessor is anyone responsible for the assessment of learners.

Responsibilities

- Ensure that they have read and understood the programme specifications and the requirements of all units being assessed
- Agree an assessment and verification plan for each programme ensuring full coverage of the required units
- Teach learners the knowledge and skills required to achieve the qualification
- Design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content
- Provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content
- Accurately record all summative assessment decisions
- Follow up any advice from your internal verifier.

Registration and Certification

Aim:

1. To register individual learners in year 9 to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the Exams Officer at Goldington Academy 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.

The BTEC policy should be read in conjunction with Goldington Academy's Exams Policy and related policies found on the Academy website.

Assessment

Aim:

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

In order to do this, Goldington Academy 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 Assessment
- 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/external examination as required by the awarding organisation
- Monitor standards verification/external examination 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 assessment can be performed accurately and appropriately.

Internal Verification

Aim:

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

In order to do this, Goldington Academy will:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- 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.

Procedures

AT THE START OF THE YEAR - the Internal Verifier should request copies of all assignment briefs from Assessors.

Each assessment should be checked to ensure that it is of the appropriate quality and that the tasks will provide students with the opportunity to meet different grading criteria. Specifically, Internal Verifiers should check that for the unit/programme:

- All grading criteria are covered
- Assignments are vocationally relevant
- Assignments are presented in a standard format
- An appropriate range of assessment methods are used
- There is a balance of assessment across the course and students are not being over-assessed
- Grading criteria are available to students
- Goldington Academy's Record of Internal Verification should be used for this purpose.
- Curriculum meetings are used for moderation in order to ensure that all BTEC teachers are using same grade criteria and are agreeable on marks. In the event of weakness of assessment, staff development and IV training will take place.

Internal Verifier Schedule

Also at the start of the year the Course Coordinator/Internal Verifier should draw up a schedule for internal verification for their programme ensuring that:

- All modules and their Assessors are indicated
- All students taking each unit/module are listed
- The range of assessment methods are covered
- Internal verification is ongoing during each term

Selection of Work

Internal Verifiers should aim to cover:

- The range of work produced by students - eg presentations, written assignments, practical work, artefacts, etc.
- As many grades as possible: eg Refer, Pass, Merit, Distinction.
- In the case of new Assessors, the sample of work for verification may need to be increased. This should be agreed with the Head of Department.

Internal Verification of Assessment Decision

Since the aim of internal verification is to review students work to check that assessment is accurate and consistent, verifiers will need to re-mark the student's work, checking to see that they agree with the assessment decision.

Two processes could be followed when verifying:

- Look at the work submitted as a whole, then check against assessment and grading criteria;
- Look at assessment/grading criteria and identify within the work submitted where the evidence is found.

The Internal Verifier may choose whether to look at the Assessor's comments before or after carrying out the Internal Verification (blind marking).

NB: Internal verification should take place as soon after assessment as is possible.

Feedback and Follow-Up

Goldington Academy's Record of Internal Verification (assessment decisions) should be completed and decisions should be clearly stated and explained.

Copies of the Internal Verification record should be passed to the Assessor and Course Team.

Sample Size

For each unit/module a minimum of 4 assessment decisions should be internally verified to correspond with Pearson guidelines for External Verification.

In the case of new assessors the sample of work may need to be increased and this should be agreed with the Course Tutor/Head of Department.

Allocation of Time for Internal Verifiers

This will be allocated within the school's workload agreement.

Interpretation of National Standards

Where there is a query over the interpretation of National Standards, the Internal Verifier should contact the Head of Department and/or Head of KS4 who, if required, will liaise with Pearson for clarification.

Appeals Policy

Aim:

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

In order to do this, Goldington Academy 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.

Appeals Procedure

- As part of BTEC quality assurance procedure and equality of opportunity, each learner has the right to appeal against the grade awarded for submitted BTEC coursework. However, before an appeal is made the student should raise this informally with the assessor (the teacher who marked the work) for consideration.
- If they are unable to agree the student has the right to a Formal Appeal. All appeals must be made in writing to the school's Examination Officer and the Quality Nominee, stating clearly the:
 - Course title
 - Unit name and number
 - Assessor
 - Type of work submitted
 - Reason for the appeal
- The student will receive a written response inviting them to a meeting where they will be given the opportunity to put forward a case to the Appeals Panel. The student will be entitled to bring a representative, such as a parent/guardian or friend.
- The Appeals Panel will consist of at least 4 people:
 - Quality Nominee
 - HOD
 - The Assessor
 - The Internal Verifier
- This meeting will be minuted.
- The student will receive the Panel's final decision in writing, within 5 working days of the meeting.
- Before embarking on a formal appeal it is essential that the student is clear about why they disagree with the grade awarded. This is not the forum for expression of disappointment with a grade. An appeal can only be made against the grades awarded to the work submitted by the student, and not for other miscellaneous issues. Appeals must be made within one month of receiving feedback from the assessor, to ensure any amendments can be made before submission of grades to the exam board.

Please see Goldington Academy's Internal Appeals Policy.

Assessment Malpractice

Aims:

1. To identify and minimise the risk of malpractice by staff or learners

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

In order to do this, Goldington Academy 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
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation.

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

1. Any mark/grade awarded for work in question will be withdrawn. Work will need to redone with supervision.
2. In cases of severe and deliberate malpractice, the individual will be withdrawn from the course and Edexcel advised.
3. Individual has right of appeal. Circumstances will be investigated by BTEC MANAGER/EXAMINATIONS OFFICER plus SCHOOL GOVERNOR.

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 / exam / 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.

BTEC Blended Learning Policy

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience and to be able to continue to deliver the course in the event of an individual pupil or group of pupils who are isolating or a local or national lockdown due to the Covid-19 pandemic.

During such time Goldington Academy will adopt a variety of approaches depending on the scenario presented:

Small group isolation – Where a small number of pupils are self-isolating, if this coincides with teachers who are also in isolation, they will deliver online lessons using Microsoft teams. The schedule of lessons will be entirely dependent on circumstance. If live lessons are not possible then tasks will be set on 'Show My Homework' (SMHW) which should be handed in to their subject teacher on their return to school.

Whole class isolation - Teachers will deliver online lessons using Microsoft teams. The schedule of lessons will be entirely dependent on circumstance. If live lessons are not possible then tasks will be set on 'Show My Homework' (SMHW) that can be completed during the students timetabled lesson slot. Students will be expected to hand in any work completed during the isolation period to their subject teacher on their return to school.

Whole year group isolation - Teachers will deliver online lessons using Microsoft teams. Tasks will also be set on SMHW or Microsoft Teams Assignments for students to complete independently. Students will be expected to hand in any work

completed during the isolation period to their subject teacher on their return to school.

Whole school isolation - Teachers will deliver online lessons using Microsoft Teams in all subjects. Tasks will be set on SMHW or Microsoft Teams Assignments for students to complete independently. Students will be expected to hand in any work completed during the isolation period to their subject teacher on their return to school.

Local or UK lockdown (All schools closed) – A lockdown timetable will be implemented using Microsoft Teams'. BTEC lessons will be included within this schedule. Additional work will be set for all subjects on SMHW or Microsoft Teams Assignments to supplement the online lessons.

Aims:

- To ensure that 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 the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. - All remote sessions will be delivered via timetabled Teams lessons. This platform is invite only and can only be assessed by relevant teaching staff and pupils enrolled on the BTEC course.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner. – All feedback will be given within BTEC guidelines via Teams lessons or SMHW.
- Ensure the setting of assignments is undertaken in the face-to-face sessions wherever possible and that deadlines are clear. – Assignments will be set during Teams lessons. Deadlines will be given via SMHW so that all pupils have a written record of all deadlines.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Learners will self-authenticate to confirm that the work they produce whilst working remotely is solely theirs. – All learners will be required to complete self-authentication form.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement. – All work submitted will be stored in a secure folder accessed by relevant Goldington Academy Staff.

BTEC Distance Learning Policy

- We are not currently engaging in distance learning for any students.

Links

Below are links to key Pearson and centre documents that may be helpful for staff when reading or using the BTEC policy & procedures.

[BTEC Centre Guide to Internal Assessment](#)

[Assessment and verification templates](#)

[BTEC Centre Guide to Internal Verification](#)

[BTEC Centre Guide to Standards Verification](#)

[BTEC Centre Guide for Lead Internal Verifiers](#)

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

[Enquiries and appeals about Pearson vocational qualifications and End Point Assessment Policy](#): This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

[Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications](#): This is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes

[Plagiarism Factsheet](#)

[Goldington Academy Exams Policy](#)

[Goldington Academy Internal Appeals Policy](#)