



BYRCHALL HIGH SCHOOL

BTEC Policies 2021/22

These procedures are reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
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Introduction

The BTEC qualification is a vocational qualification that involves a learning and assessment style that is different to traditional GCSE courses. Courses are assessed through a combination of teacher marked assignments and externally set and marked exams. Learners should be aware of the volume of work that needs to be generated on an on-going basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline.

Byrchall High School takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the learner experience and that the outcomes of assessment influence learners' future lives.

The range of the policies covers all BTEC courses offered at Byrchall High School but may well apply to other exam boards and other assignment-based courses should they be part of the curriculum or become a part of the curriculum in future.

BTEC REGISTRATION AND CERTIFICATION POLICY

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 to for each learner.
- Byrchall High School is committed to ensuring that standards of registration and certification are consistent, transparent and in line with the requirements of our awarding bodies
- To ensure all learner registrations and certification claims are accurate, open and transparent.

In order to do this, Byrchall High School 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 learner registration status. This is done via the Subject Leader/Class teacher.
- 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.
- Results are issued to learners on GCSE Results Day and Certificates are issued to learners during Year 11 Leavers Presentation Evening or by collection.
- Keep all records safely and securely for three years post certification.

Overall Responsibilities

- Exams Officer (EO): timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners. Inform awarding body of any reasonable adjustments or special consideration for individual students. Audit certificate claims and those received from the awarding body to ensure accuracy and completeness.
- Subject Leaders (SL): ensures an audit trail of learner attendance, assessment and achievement is accessible. Inform EO of any changes to student details, withdrawals or transfers. Inform EO of any special consideration or reasonable adjustments.

- **Lead Internal Verifier (LIV):** ensures that an audit trail of learner assessment and achievement is accessible and supports certification claims.
- **Quality Nominee (QN):** coordinates and monitors registration and certification procedures within the centre. Ensures external moderation exercises are completed.
- **Quality Nominee (QN):** ensures registration and certification policy and procedures are regularly reviewed, disseminated to staff and oversee the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

Key Processes

- **Registration:** All learners undertaking Pearson BTEC qualifications must be registered prior to the Pearson set deadline (usually 01 November) in their first year of the qualification.

The registration process is as follows:

1. In September of the first year of the qualification, all confirmed student class lists should be forwarded to the EO within the centre detailing the following on the estimated entry collection sheet:
 - i. Full title of the qualification to be studied/QAN number/all unit titles and unit codes
 - ii. Full name of student(s) to be registered via class list
 2. The EO is to register the students through the appropriate means, learners can only be registered late on to the course if circumstances prevented the learner from being registered at the start of the course e.g. MTA
 3. Once registration is confirmed, EO to send lists SL detailing the names of the students, their registration numbers and the course the students are registered for.
 4. The SL must then check and sign the list to confirm its accuracy and notify EO of any inaccuracies or changes and EO acts upon these.
 5. Copies of registrations are kept in the Exams Office.
- **Transfer:** Transfer between programmes at the centre and between centres is permitted. It is the responsibility of SL/LIV to advise the EO of any transfers needed and to ensure that these are accurate and timely, ensuring information about the student's position and progress is communicated. The learner must be advised of any additional work that may be needed to meet in full the requirements of the receiving centre. The initial centre must ensure that all completed units are notified to Pearson, and that all the relevant assessment records are passed to the receiving centre. The receiving centre should not process the transfer until all previous achievement has been notified. The EO will complete any necessary transfers using Edexcel Online.
 - **Withdrawal:** LIV/SL to inform EO when a learner leaves before completion. EO to make withdrawals via Edexcel Online. A withdrawn learner if required may be reinstated at a later date

- **Certification:** Before the centre can claim certification for any learner, the following must be completed and the learner must have completed all necessary components of the course.
 1. Any outstanding Internal Verification procedures must have been carried out.
 2. Any amendments/actions, as identified within the standards verification report, have been carried out, e.g. learners to improve work etc.

The process for claiming learner certification is as follows:

1. All grades are checked by the LIV in consultation with the relevant SL to ensure accuracy.
 2. The LIV or the relevant SL within each programme area is to record the grades and ensure they are submitted to the exam board before the identified deadline for the submission of grades.
 3. The SL will enter and submit the grades to the exam board via Edexcel Online grade submission process.
 4. Certification claims must be double checked for accuracy by the LIV.
 5. All certification claims must be complete via Edexcel Online by 5th July in any one academic year. However, where an assessment has taken place later than the above date then it will be as soon after as possible.
 6. EO to check accuracy of certificates against assessment records once received.
 7. EO to notify Pearson of any inaccuracies and recheck amended certificates on receipt.
 8. EO to organise and store certificates securely until issued to learners.
- **Retention:** LIV to ensure assessment records support learner achievement. SL to pass records to LIV for information and secure retention. External sampling is the responsibility of the LIV/QN.
 - **Audit:** QN to review implementation of procedures at key points throughout academic year for all active BTECs

BTEC ASSESSMENT POLICY

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

In order to do this, Byrchall High School centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Provide students with a learner induction to inform learners of all aspects of assessment and monitoring.
- Produce a clear and accurate assessment plan at the start of the programme/academic year.
- Provide clear, published dates for the handouts of assignments and deadlines for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Assess learners accurately to national standards against the unit criteria
- Ensure that assessment decisions are impartial, valid and reliable.
- To ensure units are consistently assessed and graded across the programme.
- Not limit to 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 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.

What is BTEC Assessment?

- Assessment is a crucial part of BTEC delivery because most BTEC assessments are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board
- All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification. Some units can be externally assessed.
- All BTEC programmes are assessed by reference to the assessment and grading criteria published in the programme specifications. The specifications can be downloaded from each BTEC qualification subject page.
- Units in some BTECs are graded (for example Pass, Merit or Distinction either level 1 or level 2)

Assessment Plan

- At the start of the programme an assessment plan needs to be agreed and signed by the lead internal verifier for the subject. The assessment plan is an important document which is required for standards verification. At the start of the verification process, the standards verifier will request a copy. Changes can be made to the plan and the standards verifier must be kept informed and provided with the most up to date version.
- The assessment plan must include the following:
 - Names of all the assessors and internal verifiers
 - Scheduling for assignments hand out and submission
 - Deadlines for assessments
 - Scheduling for internal verification
 - Scheduling for the opportunity for resubmission
 - Scheduling of external assessments so that a full programme plan is shown.
- BTEC offer an assignment checking service that can be used to check bespoke assignments.

Verification of Assignment Briefs:

- The school will use the authorised assignment briefs supplied by Edexcel with some modification in light of local context
- Assessor/unit leader will modify the authorised assignment briefs as appropriate
- IV will check assignment is 'fit for purpose' incorporating deadline for assessment, assessment criteria, task mapping against criteria, relevance of tasks, evidence, vocational context/scenario, timescale and language/presentation
- IV will suggest remedial action, if any, needed before brief is issued. Assessor and IV will confirm actions have been met
- Brief will be signed and dated by IV

- Brief will be distributed to students.

Submitting Work, Authenticity, Authentication and Deadlines.

- Only one submission is allowed for each assignment
- If a learner has missed a deadline, they should not be penalised purely for submitting work late, unless this is explicitly included in the assessment criteria.
- If a learner has a genuine reason for not meeting a deadline, such as illness then they can formally request extension by emailing their teacher. If this is granted, then the new deadline needs to be adhered to and recorded.
- Every piece of learner work submitted must be accompanied by and declaration of authenticity.

Standardisation

- When a programme is being delivered by more than one person, standardisation should be carried out before any formal assessment and internal verification has taken place.
- Standardisation should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification.
- Once agreement has been reached, the assessors can then individually assess the work of their learners.
- Centre standardisation materials can be found for each subject area, which the LIV can access via OSCA on Edexcel Online.

Assessment

- The assessor should decide when the learner is suitably prepared to undertake the assessment and issue the assignment.
- The assessor then formally records the assessment results and confirms the achievement of specific assessment criteria.
- Work should be assessed by using the published unit assessment and grading criteria only found in the subject specification.

Tracking Assessment

- A secure audit trail must be maintained. Tracking sheets are provided and should record: The assessment decisions made; when and by whom; which learners work has been internally verified, when and by whom; the decisions of internal verification; any alterations in unit grades to internal verification.

Records

- Teachers must keep records of learners and their assessed work.
- Teacher records must be monitored and sampled by the LIV and SL.
- Learner assessments and verification records must be stored securely by the SL until all the final grades have been submitted; certification has been received by the school and handed out to the learners. In the event of an appeal against a grade then the evidence of the assessments should be kept until the appeal has been concluded.
- Learner grades must be kept in a secure location for three years after certification.

Examinations

- The teacher will ensure adequate guided learning hours have been completed to prepare the learners for the external exams.
- The exams will take place in line with the assessment and exams plan on dates stipulated by Pearson.
- The exam will be conducted in line with Pearson guidelines overseen by the EO.
- Learners are informed of their results as soon as they have been received by the centre.
- Learners are to have the opportunity to resit exams (up to the limit determined by Pearson) if they have not reached their full potential.

BTEC INTERNAL VERIFICATION POLICY

Aim

- To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 3)
- 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 IV decisions.

In order to do this, Byrchall High School centre will:

- Where required by the qualification, a LIV is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- It is the responsibility of the LIV to ensure all of this has been completed within the agreed time frame on the assessment plan.
- IV is a requirement of BTEC delivery.
- IV is a system of quality checks made by someone in the centre to ensure that assignments have been written correctly and that assessment decisions are accurate.
- It is a recorded discussion between two professionals to ensure accuracy, fairness, consistency and quality of assessment. It does not involve the learner.
- The LIV will produce an IV schedule as part of the annual assessment plan, and will keep a record of which learner work has been sampled, and in which units. The amount of work to be Internally Verified will be determined by the LIV – but this should be a minimum of 4 pieces of work for each assessment. This should be made up wherever possible of a piece of work at all three levels of achievement (P, M & D) and one more of the most common grade.
- Further guidance can be found in the Guide to BTEC Quality Assurance on Pearson website

Lead Internal Verifier (LIV)

The Lead Internal Verifier is at the heart of quality assurance in all programmes. Their role, in terms of managing assessment, is that it consistently meets national standards. LIV will have the knowledge and qualifications relevant to the vocational qualification for which they are responsible to enable accurate judgements to be made regarding learner performance in relation to competence criteria. They will take responsibility for ensuring any changes to assessment requirements laid out by Pearson (as in 2020, due to COVID 19), are understood and implemented by all staff with responsibility for delivering or assessing the course. They will be required to complete the OSCA training set by Edexcel in order to carry out the role of the LIV. IV will be carried out by using the national standards:

1. Carrying out and evaluating internal assessment and quality assurance systems
2. Supporting assessors
3. Monitoring the quality of assessors' performance
4. Meeting external quality assurance requirements

Implementation of Internal Verification (IV)

- Students work will be marked by unit / assignment teacher
- IV will 'sample' work assessed as per the IV plan
- IV will feedback to assessor on awarding of criteria, accuracy, feedback to learner and grading decision. If remedial action is needed, this will be discussed and allocated a timeframe of review
- IV will follow up action recommended ensuring high quality standards are being met and maintained. IV will 'sign off' the assessment decisions form once satisfied
- IV will initial and date the 'IV Schedule-Assessment Decisions' form to document sampling. The form will ensure Internal Verification coverage of all learners and all criteria within units within each academic year.

Standards Verification

- All units are internally assessed and subject to external verification through National Standards Sampling (NSS).
- External verifiers will be responsible for carrying out the sampling process.
- Standards verifiers, through consultation with their centres, will agree dates when the sampling process will take place.
- The verifier's role is to monitor assessment practice to ensure that all:
 1. Assessment decisions are valid and reliable
 2. Evidence is attributable to the learner
 3. Evidence is current.
- In addition, the verifier will offer advice and guidance on the above where the centre is not meeting the criteria.
- Verification of assessment practice will normally be carried out either through postal sampling or a centre visit.

BTEC BLENDED AND DISTANCE 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.

The 2020 pandemic has brought about challenges for secondary school teaching and learning which previously and predominantly took place in classrooms, under the instruction of teachers, within a highly structured day. Working with the restrictions and obstacles, Byrchall High School has ensured a consistent, formalised and structured approach to blended learning. A digital strategy is in place, which includes guidance for all staff on the delivery of 'live' or remote lessons. This guidance is followed by those delivering the BTEC qualifications, as in all other cases.

This policy will outline the types and methods of blended learning; provide guidance on the approach to blended learning that should be taken by staff, pupils and parents; and, aim to ensure consistency of approach across all departments in Byrchall High School delivering BTEC programmes. Byrchall High School will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home.

Aim

This policy is written to ensure that all pupils who cannot access work within the school environment get the same opportunity to succeed as all pupils in the cohort Intent:

- 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
- To ensure a seamless and efficient blend of in-school and at-home learning, thus allowing pupils to make progress while staff workload remains manageable

In order to do this, Byrchall High School centre will:

- Ensure that teaching / delivery / assessment is timetabled to support blended learning when learners are working remotely
- Communicate with parents / carers and learners about the potential disruption to teaching time and the plans to address this
- Be given alternative methods of learning, which will be communicated via Edulink
- Whenever possible, deliver lessons "live" through Microsoft Teams, at the time when the timetabled lesson would be taking place in school or at appropriate pre-arranged times for additional intervention
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner

- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Byrchall High School recommends 'remote supervision' (where pupils complete independent work whilst logged into their normal lesson on Teams, with teacher and pupil cameras turned on) as good practice during the completion of assignments.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement
- To ensure pupils have access to the required technology (eg. internet, a device with a keyboard) to access the work set, and to inform the school of any pupils who report not having this access

The role of the Subject Leader is to:

- Lead and support the department in the design and development of high-quality blended and distance learning experiences for learners, by ensuring that departmental plans are fit for purpose and audience;
- Monitor and evaluate the provision of blended and distance learning through departmental self-evaluation;
- Communicate with learners and parents, as appropriate, to ensure engagement and progress with the blended and distance learning experience;
- Disseminate excellent practice amongst colleagues, both formally and informally.
- Ensure all Byrchall High School school-wide guidance on distance/blended learning is followed by teachers delivering the BTEC (see Teaching & Learning handbook and Live Lesson checklist)

The role of the teacher is to:

- Continue to deliver consistently excellent lessons;
- Engage with CPD training to ensure proficiency in delivering effective blended and distance learning;
 - Follow all Byrchall High School school-wide guidance on distance/blended learning is followed by teachers delivering the BTEC (see Teaching & Learning handbook and Live Lesson checklist)
- Collaborate with colleagues to design and develop high-quality blended and distance learning experiences for learners;
- Plan and deliver blended and distance learning experiences for all learners, including those with additional learning's needs, taking into account Individual Development Plans and ensuring that pupils' needs are fully catered for;
- Communicate with learners and provide timely feedback;
- Carefully monitor learners' work completion and deadline compliance;
- Communicate with learners and parents / carers, as appropriate, to ensure engagement and progress with the blended and distance learning experience.

Pupils should:

- Record tasks set at the end of each face-to-face lesson in school, noting the due date for completion;
- Dedicate appropriate time to distance learning, in order to complete the tasks set by the due date;
- Check EduLink for information on tasks, assignments and resources daily, throughout the school week;
- Follow all school rules, including those in place for online learning
- Identify a comfortable and quiet space to study/learn;
- Engage in all learning set with academic honesty;
- Submit all tasks and assignments in accordance with provided timelines and/or due dates;
- Engage with Live Lessons when working at home.

Parents / Carers should support their child(ren) in their learning by:

- Providing an environment conducive to learning;
- Engaging in conversations about resources, tasks and assignments provided/posted;
- Monitoring time spent engaging in online and offline learning;
- Helping to provide emotional balance through ensuring ample room and time for reflection, physical activity, conversation, rest and play.
- Inform the school if their child does not have the required access to technology or computer-based resources to complete the work set as part of BTEC courses

ASSESSMENT MALPRACTICE POLICY

Learners have a responsibility to ensure all work they hand in to be marked is their own. Any additional help or support that they have received must be reported to the assessor before the candidate signs the authentication of work statement.

If Candidate Malpractice is suspected, this will be reported to the SL / EO who will inform the QN and the Headteacher. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation.

Aim

- To identify and minimise the risk of malpractice by staff or learners and 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, Byrchall High School centre will:

- Seek to avoid potential malpractice by informing 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 proportionate 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.
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues of appeal
- Document all stages of any investigation
- What to do when you suspect malpractice or maladministration:
 1. If you discover or suspect anyone of malpractice, you must make the individual fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 2. You must report any incident of:
 - a. malpractice or attempted malpractice by centre staff;
 - b. maladministration by centre staff;

- c. malpractice or attempted malpractice by learners in relation to externally assessed units.
3. Incidents should be reported to us using the following email addresses:
 - a. Learner malpractice: candidatemalpractice@pearson.com
 - b. Centre/centre staff malpractice or maladministration: pqsmalpractice@pearson.com
4. Suspected learner malpractice relating to internally assessed units
 - a. Cases of suspected learner malpractice relating to internally assessed units should be managed following your own malpractice policy.
 - b. If malpractice has occurred after certificates have been issued, you should immediately contact Pearson Investigations team by emailing pqsmalpractice@pearson.com.
5. Suspected learner malpractice relating to externally assessed units
 - a. Where learners are suspected of malpractice in relation to externally assessed units of vocational qualifications, Golborne High School to inform Pearson at the earliest opportunity, by completing and submitting a JCQ Form M1 and all supporting documentation to candidatemalpractice@pearson.com.
6. Suspected centre staff malpractice
 - a. Golborne High School to inform Pearson Investigations team of any alleged or suspected malpractice by centre staff, before any investigation is undertaken.
 - b. Heads of Centre need to contact our Investigations team by submitting a JCQ Form M2(a) with supporting documentation to pqsmalpractice@pearson.com.
7. Heads of Centre or their nominees need to inform learners and centre staff of suspected malpractice of their responsibilities and rights.

Where malpractice / maladministration is proven, Golborne High School will apply sanctions based on the Pearson's outcome following their review / investigation and their sanctions' recommendations.

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 / 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 a scribe, 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.

Penalties and sanctions applied by Pearson

- Where malpractice / maladministration is proven, Pearson will consider whether the integrity of our assessments might be at risk if the centre / staff member / learner in question were to be involved in future Pearson assessments and may act to protect the integrity of future qualifications.
- For vocational qualifications, this action may include:
 1. Refusing to accept assessment / examination entries from a centre in cases where malpractice is proven;
 2. Withdrawing programme / centre approval where malpractice has been identified;
 3. Refusing to issue certificates;
 4. Recalling / invalidating certificates;
 5. Debarring a centre staff member from involvement in the delivery of Pearson qualifications for a number of years / life;
 6. Or debarring a learner from taking Pearson qualifications for a number of years.

APPEALS POLICY AND PROCEDURE

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, Byrchall High School centre will:

- Have a published appeals procedure relating to internal assessment decisions in accordance with JCQ regulations.
- Make this document available and accessible to candidates.
- 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

If learners have any concerns with regards to their individual assignments, then the following steps should be followed:

- **Stage One:** within 2 school days learner to contact the teacher / assessor who has set and marked the assignment to discuss the assessment decision. If the learner still remains dissatisfied with the outcome they should proceed to the next stage.
- **Stage Two:** learner to contact the Head of Department and put forward reasons why his/her assignment should be re-assessed. This should be done within 3 school days of meeting / speaking to teacher / assessor. The assignment will be reassessed by an Internal Verifier who will provide the

learner with feedback within 5 school days of the concern being received. If the student remains dissatisfied and wishes to proceed to the next stage.

- **Stage Three:** learner to contact the Quality Nominee who will forward relevant details to the External Verifier.

Byrchall High School will maintain a written record of all appeals. The school will inform Pearson of any change to an internally assessed mark as a result of an appeal.

For information on Pearson appeals policy please refer to “Internal assessment in vocational qualifications: Reviews and appeals policy”

Grounds for Appeal

Appeals may be made under the following circumstances:

- If a student has substantial evidence that work has been incorrectly marked
- If there is a material error in the case of reassessment
- If the student has any personal circumstances which may have affected his/her ability to complete assignments and meet deadlines.