

# BTEC Assessment Policy

## BTEC Tech Awards (2022)

*Updated (September 2025)*

### Key staff involved in the plan

Role	Name(s)
Head of Centre	Angela Wallace
Senior Leader (Exams)	Andrew Rabbitts
Quality Nominee	Liam Davis
Exams and assessment manager	Mathias Tummey
Date of next review	September 2026

*This policy will be reviewed annually by the BTEC Quality Nominee*

## The purpose of this exams policy is:

To ensure appropriate and effective systems are in place and to provide accurate assessment and recording of BTEC units of work in line with Pearson [BTEC Quality Assurance](#)

## BTEC Tech Award assignments

1. BTEC assignment briefs and students' assignments are managed in accordance with Pearson's requirements. They are quality assured through Pearson's internal and external verification procedures, overseen by the academy's Quality Nominee. Pearson's annual Centre Quality Review verifies these processes are in place.
2. Students are responsible for their own work until it is submitted. They store it on their home drive and submit it through the shared drive. It is then kept in secure storage unless a teacher is marking or moderating it.
3. Moderation processes are managed by the subject lead and recorded.
4. The Quality Nominee confirms and verifies the samples required, and timeline for external Verification. Samples are collated, checked and uploaded into the Pearson Learner Work Transfer (LWT) by the Examinations and Assessment Manager.

## Communication to students and parents

1. Subject Leaders/Quality Nominee/HoDs explain all procedures and expectations relating to non-exam assessments to students. This includes talking through the JCQ guidance to candidates which is also available on the academy's website.
2. Parents are informed of the assessments within each course through options booklets and course information. They are pointed to relevant JCQ guidance on the academy's website through information at parents' events.

## Assessment Policy

Our Assessment policy ensures 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 achieves national standards. To ensure that there is accurate and detailed recording of assessment decisions.

### Accordingly, the school will:

- Ensure that learners are registered, prepared, entered and assessed for all internally assessed components and externally assessments.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.

- Ensure that assessment decisions are impartial, valid and reliable.
- 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 as required by the awarding body.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Annually update the VQ Learner tracker and cohort declaration before awarding body deadline.

**Re-submission of work - Only permitted where permission given by the Lead Internal Verifier (LIV) and where the following criteria is met.**

The learner has met initial deadlines set in the assignment or has met an agreed deadline extension.

The Assessor 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.

## Registration and Certification

- Students are registered on the BTEC Tech Awards (2022) programme from September each year and submissions are made by the normal deadline of 1 November.
- Learners are made aware of their registration and entry status.
- Students are entered for internal component assessment (Pearson Set Assignment – PSA)/external assessment.
- Programme Leads to check the accuracy of learner registrations and entry for PSA/external assessments.
- Externally assessed units are entered for in a timely manner meeting awarding body entry deadlines.
- There are two assessment series: December/January and May/June.
- Awarding body is informed of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims/cash-ins are timely and based solely on internally verified assessment records and The VQ Learner Tracker.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

## Internal Standardisation and Verification

This seeks to provide a procedure for standardisation and verification. The Pearson exemplar standardisation materials (ESM) help teachers to how know to mark internally assessed components accurately and consistently. This ensures all coursework are valid and true reflection of the candidate's ability.

### **In order to do this, the school will:**

- Ensure that the current PSA for the series have been used as evidence for a previous PSA series cannot be submitted.
- Ensure that all assignment briefs are verified as fit for purpose.
- Run an internal standardisation meeting so that assessment decisions are fair and consistent for all students.
- Verify an appropriately structured sample of assessor work from all programmes/teams, to ensure centre programmes meet national standards.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- All students assessment work, marks and records are in a shared area for final verification.
- Before assessment deadline, students' marks are entered on Edexcel Online and sample work uploaded to the Learner Work Transfer platform
- Use the outcome of internal verification to enhance future assessment practice.

## Malpractice Policy

The school will respond to any incident of alleged malpractice promptly and objectively. We aim to identify and minimise the risk of malpractice by staff or learners, respond promptly, report all alleged, suspected and actual incidents of malpractice to Pearson.

We aim to protect the integrity of the school and BTEC qualifications.

### **In order to do this, the school will:**

- Seek to avoid potential malpractice by using the induction period to inform students of the school's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone.
- Show students the appropriate formats to record cited texts and other materials or sources of information.
- Require students to authenticate their work as their own.

- Ask students to provide evidence that they have interpreted appropriate information and acknowledged any sources used.
- Advise learners of our rules regarding the use of AI tools (e.g ChatGPT)
- Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Deputy Headteacher with responsibility for BTEC, the Examinations officer and all students/staff linked to the allegation.

If Mulberry Academy Woodside discover or suspect a learner or member of staff of having committed malpractice, the following actions will be taken:

1. The individual will be fully aware at the earliest opportunity of the nature of the alleged malpractice and the possible consequences should malpractice be proven.
2. Cases of suspected learner malpractice in external assessment will be reported to Pearson immediately.
3. The Head of Centre will complete JCQ Form M1 and submit along with all supporting documentation to Pearson's investigation processing team ([candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com))
4. For internal assessment, cases of learner malpractice will be reported to Pearson if the learner has **signed the declaration of authentication.**
5. Where learners have not completed the declaration of authentication, the internal malpractice process will be followed: Statements will be collected from all parties concerned, a meeting will take place to discuss and investigate the allegation, the concerned parties will be informed of the penalties/sanctions to be imposed.

### Learner Malpractice

This list of examples is not exhaustive:

- Plagiarism of any nature, including the misuse of AI tools
- 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 to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### Staff Malpractice

This list of examples is not exhaustive:

- Improper assistance to learners

- Inventing or changing marks for internally assessed work (Coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learners' coursework/portfolios of evidence secure
- 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
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- Falsifying records/certificates, for example by alteration, substitution, or fabrication
- Improper certificate claims, e.g claiming for a certificate prior to the learner completing all the requirements of assessment

## Appeals Policy

At Mulberry Academy Woodside we maintain the right of our centre Quality Nominee to challenge, on our behalf, the findings of an External Verifier which we disagree with.

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.

### **Accordingly, the school will:**

1. Inform the learner at induction, of the Appeals Policy and procedure.
2. Record, track and validate any appeal.
3. 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.
4. Keep appeals records for inspection by the awarding body for a minimum of 18 months.
5. Have a staged internal appeals procedure.
6. 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.
7. Monitor appeals to inform quality improvement
8. Comply with the requirements set out in the [JCQ Appeals Information](#)

## Appeals against internal assessments

The academy is committed to ensuring that staff mark candidates' non-examination assessments and assignments fairly, consistently and in accordance with the awarding body's specification and subject-specific requirements.

Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where a number of teachers are involved in marking candidates' work, internal moderation and standardisation ensures consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, they may make use of the appeals procedure

The main points are:

- appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- appeals should be made in writing to the Head of Centre (Executive Principal, Mulberry Academy Woodside) who will decide whether the assessment process met requirements.
- appeals should be made as early as possible and no later than a week before being submitted to the Awarding Body for moderation.

The Head of Centre's findings will be notified in writing to the candidate, copied to the Examinations and Assessment Manager and recorded for awarding body inspection.

## Additional Links

Further information can be accessed via:

[BTEC Centre Guide - Policies and Procedures](#)  
[BTEC Quality Assurance](#)  
[Vocational Quality Assurance Page](#)  
[Quality Assurance - BTEC Tech Awards](#)  
[BTEC Tech Awards - Useful Documents](#)  
[Centre Guidance - Malpractice Maladministration](#)  
[JCQ Appeals Information](#)