BTEC Examination Policy

About this document:

Purpose: The purpose of this policy to outline to all stakeholders how we administer and manage BTEC qualifications at Daventry Hill School. It is to show that we comply with the requirements and guidance set out by the Pearson examination board.

Compiled by: L. A. Worts, January 2026
Agreed by: V.Bond, January 2028

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.
Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.
The Trustees of Creating Tomorrow take the health all employees seriously and are committed to supporting our staff. The Trustees ensure that support is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
    - Health Assured (confidential counselling support available through Perkbox account).
    - Education Support: telephone number 08000 562561 or website www.educationsupport.co.uk

Vision and Values of the School



Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community.

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1. Introduction and aims

Our school is committed to ensuring that exams are managed and administered effectively.
The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates.
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them.
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies.

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy.

2.2 Head of Centre

The Head of Centre:

- Has overall responsibility for the school as an examination centre
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments

Our Head of Centre is Vicki Bond

2.3 Exams Officer

The Exams Officer is responsible for the administration of exams. They:

- Manage the administration of internal and/or external exams
- Advise the senior leadership team (SLT), Phase Leader and class teachers, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries

- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges Line manage the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

Our Exams Officer is Louise Worts

3. Registration and Certification Policy

The Daventry Hill School is committed:

- 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 for each learner.

In order to do this, Daventry Hill School will:

- Register each student within the awarding body requirements. The Examinations Officer will liaise with the Secondary Assistant Head Teacher requesting BTEC Course details, Programme Number and QAN. (EO, HOL/LIV, QN).
- Provide a tracker to check the accuracy of the student registration. At the start of term the Examinations Officer is to send the Secondary Assistant Headteacher set lists for checking with Programme Number and QAN. The Secondary Assistant Headteacher is to return with any amendments. Meeting held between Examinations Officer and Assistant Headteacher regarding checking of entries. (EO, QN, HOL)

- The Examinations Officer will register students on **Edexcelonline** by the **1st of**

November. Confirmation will be printed and distributed to the Secondary Assistant Headteacher and Secondary Phase Leader.

- Make each student aware of their registration status. (Subject Leader/LIV, EO)
- Inform the awarding body of withdrawals, transfers or changes to student's details. (EO acting on information from Class teacher, Phase Leader/LIV, QN HOL)
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students. (EO, HOL/LIV)
- Ensure that certificate claims are timely and based solely on internally verified assessment records. (EO, QN, HOL/LIV)
- Audit certificate claims made to the awarding body. (EO and QN)
- Audit the certificates received from the awarding body to ensure accuracy and completeness. (EO)
- Keep all records safely and securely for three years post certificate. (EO, QN, HOL/LIV)

3. 1 Definitions of Key processes in more Depth

Registration: registration initiates our Quality Assurance processes. Learners following a standard academic year are registered by **1st November**.

Transfer: learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. Procedures need to ensure transfers are accurate and timely. They should also ensure that adequate information about the transferee's position and progress is communicated.

Withdrawal: Assistant Head Techer/Phase Leader/must let **EO** know when a learner leaves before completion, so that Withdrawals can be made via Edexcel Online and a withdrawn learner may be reinstated at a later date.

Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online or by paper Student Report Forms (SRFs). Claims can be made at any time of year, but claims for August certification should be received by the awarding organisation 5th July. As part of the internal verification process, claims will be sampled to **prevent fraudulent or inaccurate claims.**

3.2 Abbreviations:

EO - Exams officer;
QN - Quality nominee;
AHT - Assistant Headteacher;
PL - Phase Leader,
LIV - Lead Internal Verifier

4. Recognition of Prior Learning and/or Experience (RPL)

Daventry Hill School may make claims for some units or a whole qualification based on recognition of a student's prior learning and/or experience. Daventry Hill School will assess a student's claim and refer to the Policy on Recognition of Prior Learning which is on the Edexcel website: *www.edexcel.com/recognitionofprior learning*

4.1 Claiming a qualification by RPL

After accepting a learner for assessment of prior learning, registration should be made in the usual way and RPL achievement may then be reported and graded where appropriate using normal methods.

5. Assessment Policy

Daventry Hill School is committed:

- 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 decision.

In order to do this, Daventry Hill School will:

- 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.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimize 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 as required by the awarding body.
- Monitor Standards Verification 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.

6. Assessment of Assignments

Assessment has two purposes

- To provide you with regular feedback about how your work is progressing.
- To measure and record your achievement of units towards the qualification.

You should regard all assessment marks as provisional until the assessment board has agreed results.

6. 1 Assignment Briefs

Your assessment is carried out through various types of assignments. Assignment briefs are issued at the start of a unit. They are your reference point for assessment throughout the unit and therefore should always be at hand; especially when writing your assignments. Each assignment brief will tell you the:

- Assignment title
- Date issued
- Hand in date
- Qualification covered
- Learning aims covered
- Units covered
- The scenario
- Evidence you must produce for the task
- Criteria covered by the task
- Sources of information

6.2 The Assignment Brief and Assessment

If you have any doubt about the requirements of an assignment, you should ask your teacher for clarification, well before the deadline.

6.3 Submitted Work

Always check the brief to ensure you have completed all the necessary tasks. You should always keep an electronic copy of each completed assignment for your reference. All Assignments graded and returned to you must be placed in your own student file which must remain in school. All work within the assignments must be your own work. It should not be copied from another student, nor cut & pasted from articles on the internet. This is regarded as malpractice. More details on what constitutes malpractice can be found on the following pages.

6.4 Deadlines

Assessments have to be in by the pre-set deadline. Approval of late submission is at the

discretion of your teacher, and will only be granted for genuine reasons.

6.5 Marking and Moderation

All assignments are marked by your teacher in relation to the set criteria appropriate to each unit learning outcome. You will be awarded either a Pass or fail for each assignment. The assessment process is then subject to internal verification from a second marker from within the department. Moderators second mark samples of work to ensure that marking is consistent and reflects appropriate standards of achievement. If you are dissatisfied with the result, you will have the opportunity to appeal to your teacher – a detailed appeals procedure can be found further into this handbook. Edexcel will also check the grading of randomly selected assignments, alongside the general operation of the assessment process.

7. Internal Verification Policy

Daventry Hill School is committed:

To ensure there is an accredited lead internal verifier in each principal subject area

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, Daventry Hill School will ensure that:

- A lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise.
- Each lead internal verifier oversees effective internal verification systems within each principal 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, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements.
- Secure records of all internal verification activity are maintained.
- The outcome of internal verification is used to enhance future assessment practice.

7.1 Internal Verifiers

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.

7.2 Assessors

An assessor is anyone responsible for the assessment of learners.
Responsibilities

- Ensure that you 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

8. Appeals Policy

Daventry Hill School is committed:

- 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, Daventry Hill School 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.

8. 1 Appeals procedure

Stage 1 – informal discussion with member of staff assessing. If a resolution is found, the member of staff should record the discussion for reference only, as part of best practice. If a resolution is not achieved, the discussion should be formally recorded and passed on to the programme leader, unless the decision under review is that of the programme leader. If this is the case, the QN or the Lead Internal Verifier (LIV) for the subject area should be approached.

Stage 2 – formal review. Programme leader and IV/Lead IV review the assessment decision. A written reply will be given to the learner within 2 school weeks.

Stage 3 – Appeal hearing. The learner must apply to the Head Teacher in writing within 4 school weeks of the initiation of the stage 2 formal review. An appeal panel, appointed by the Headteacher, will meet and review the evidence. A formal response will be given to the learner.

Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

- Students will be informed about the appeals procedure and have access to a copy of the written procedure.
- The Quality Nominee and the Exams Officer will be responsible for the management of internal appeals.
- The Head of the Centre will be provided with any appeals and their outcome.
- Appeals will be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision).

- A clear timescale in terms of the student getting a response to the appeal is laid out on the appeals form.
- Students will be allowed representation by a parent/guardian/friend if requested.
- Written records of all appeals will be kept by the school including the outcome of the appeal and reasons for the outcome.
- A copy of the appeals record will be given to the student.
- Edexcel will be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school.
- Full details of any appeal must be made available to Edexcel on request.

8.2 Grounds for appeal

Students can only appeal on the following grounds:-

1. If they feel the grading criteria is being met.
2. If they feel that they have not been supported during the assessment of the unit.
3. If the teacher is not willing to accept alternative evidence as meeting the evidence requirement.

9. Assessment Malpractice Policy

Daventry Hill School is committed:

- To identify and minimise the risk of malpractice by staff or learners.
- To 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, Daventry Hill School will:

- Seek to avoid potential malpractice by using the induction period and the student 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.
- 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. Of the avenues for appealing against any judgement made.
- Document all stages of any investigation
- Inform the individual
- Give the individual the opportunity to respond to the allegations made.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head Teacher and all

personnel linked to the allegation. It will proceed through the following stages:

1. Examination of evidence [including meeting between learner, their parents, assessor and lead IV or QN as appropriate]
2. Decision reached
3. Inform those involved of the decision.
4. Inform the individual of the avenues for appealing against any judgment made.
5. Document all stages of any investigation.

Where malpractice is proven, Daventry Hill School will apply penalties/sanctions

Appendix A – Internal Appeal Form

Internal Appeal Form

BTEC Qualification:	**Unit No:**
Student:	**Assessor:**
Internal Verifier:	**Quality Nominee:**
Stage one (unit Assessor)	**Response within 5 working days**
Reason for appeal (please give full details): **Date:**	**Outcome:** **Date:** **Assessor/LIV signature:** **Headteacher signature:**

I agree/disagree with the outcome of Stage one of the appeal.

Student signature: ……..

Stage two (LIV & assessor)	**Response within 5 working days**
Please enter here the reason for disagreement with the outcome of the first stage of the appeal: **Date:**	**Outcome:** **Date:** **Assessor/LIV signature:** **Headteacher signature:**

I agree/disagree with the outcome of Stage two of the appeal.

Student signature: ……

Stage three (Headteacher)	**Response within 5 working days**
Please enter here the reason for disagreement with the outcome of the second stage of the appeal: **Date:**	**Outcome:** **Date:** **Headteacher signature:**

I confirm that I have received and read a copy of this internal appeal form.

Headteacher name: ……

Headteacher signature: ……

Date: ……

Appendix B - Roles & Responsibilities- who does what.

Role	Name	Responsibility
Lead verifier	Louise Worts	Monitors and coordinates the internal verification process Registers details and access standardisation exercises on Edexcel Online to use with the assessment team Completes and submits standardisation exercise during live window to gain accredited status
Internal Verifier Examinations Officer	Louise Worts Kelly Kerr Christie Powers Louise Worts	Undertakes verification of; • Assignment briefs • Assessment decisions
Quality Nominee	Kelly Kerr	Monitors the quality assurance systems outlined in policy and practice.
Lead Internal Verifier Assessor	Kelly Kerr	Designs the unit assignment brief; supports learners to achieve the unit grading criteria; makes the final judgement of learner work and gives feedback on learner performance. Does not need formal assessor qualification.
Lead Internal Verifier Assessor	Christie Powers	
Lead Internal Verifier Assessor	Anna Ellis	
Lead Internal Verifier Assessor	Nicola Cartwright	
Lead Internal Verifier Assessor		
Lead Internal Verifier Assessor		

Please note: LIV groups are Anna Ellis, Nicola Cartwright – BTEC Level 1 vocational studies