



Roding Valley
HIGH SCHOOL

BTEC Policy

2024-25

**This Policy Is Reviewed Annually to Ensure
Compliance with Current Regulations**

Reviewed: March 2025

Approved: March 2025



BTEC REGISTRATION AND CERTIFICATION POLICY AND PROCEDURES

Aim:

To ensure that individual students are registered on the correct programme within agreed timescales.

To ensure valid student certificates are claimed within the timescales specified by the awarding body.

To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate, which is issued for each student.

The Centre will:

1. Register each student within the awarding body requirements.
2. Provide a mechanism for programme teams to check the accuracy of the student registration.
3. Make each student aware of their registration status.
4. Inform the awarding body of withdrawals, transfers or changes to student's details.
5. Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.
6. Ensure that certificate claims are timely and based solely on internally verified assessment records.
7. Audit certificate claims made to the awarding body.
8. Audit the certificates received from the awarding body to ensure accuracy and completeness.
9. Keep all records safely and securely for three years post certificate.

Links

Information manual: this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes: <https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual>



BTEC ASSESSMENT AND INTERNAL VERIFICATION POLICY

ASSESSMENT

Assessment is used by teachers to judge learner's attainment. For learners, assessment indicates successful learning and the need for further study or further evidence. Assessment can be formative and summative; teachers will use both in assessing learners' attainment.

NEW ASSESSMENT POLICY / PROCEDURE

(APPLICABLE TO ALL REGISTRATIONS AT LEVEL 2 & 3, NQF AND QCF)

Before starting an assessment the assessor must ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.

Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge / notes / textbook to work independently towards the task.

Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must be informed of any agreed extensions.

For each assignment task the student must submit the following:

1. An assignment which consists of evidence towards the targeted assessment criteria
2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
3. Appropriately referencing

The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification. This would normally be 4 pieces from each assessment – one pass, one merit, one distinction and one from the most common grade. Each assessment is an opportunity for the internal verifier to check the assessment of different students. Internal verification should be within a maximum of 10 working days of the assessor's decision. The date for this must also be identified within the assessment plan.

The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the students' own work. Feedback confirms which



assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

If the internal verifier questions the award of grades the 'loop' must be completed by the assessor before the work is given back to the student.

The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
2. The assessor judges that the student will be able to provide improved evidence without further guidance.
3. The original work has been authenticated by both the student and the teacher

If any of the above three conditions are not met the Lead IV must not authorise a resubmission

If the Lead IV authorises a resubmission it must be:

1. Recorded on the assessment feedback form.
2. Completed within 15 working days of the student receiving the results of the assessment.
3. Undertaken by the student without any further guidance.
4. The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

Re takes are not available to students on NQF programmes of study

Reference – '[Guide to Internal Assessment for BTEC Firsts and Nationals](#)'

This can be accessed through the Pearson web site: <http://www.btec.co.uk>- quality assurance - key documents



WHAT IS BTEC ASSESSMENT?

All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification.

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); others are only achievable as a Pass. The NQF units allow for a Level 1 Pass, in addition to Level 2 achievement.

In NQF programmes there are units, which are externally assessed, contributing 25% of the final grade

WHY IS IT IMPORTANT?

Assessment is a crucial part of BTEC delivery because most BTEC assessment 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

ASSESSMENT EVIDENCE

Can take many forms: written-formal essays, evaluations, notebooks; viva; records; studio logs; timesheets; plans; tutor observation and witness statements; photographic/digital.

Can be practical work within the specialist area of the qualification. Should be timed carefully to reduce overload.

Course leaders and teachers should use a range of assessment strategies as this can enhance learning; improve knowledge of the grading criteria and of how to progress to higher-grade achievement.

If group work is used, teachers must be aware of the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation sheets or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria are one way of doing this.

DEADLINES

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future. However, once evidence is accepted for assessment, learners cannot be penalised for work submitted after the deadline. Criterion referenced qualifications demand that **only** the grading criteria for the units can be used for assessment decisions. The Lead IV can only authorise a resubmission if the agreed deadline date has been met by the student.



RECORDS

Teachers must keep records of learners and their assessed work.

Teacher records must be monitored and sampled by the Lead Internal Verifier and Programme Manager.

Learner assessments and verification records must be stored securely by the Programme Manager 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.

WEAKNESSES IN ASSESSMENT

Where there is an identified weakness in the assessment process the following will happen:

Quality Nominee / Lead Internal Verifier's will initially offer support and guidance.

This will include setting actions as per Edexcel / school documentation and making sure the actions are followed up.

If necessary the Quality Nominee and senior staff will become part of the support and guidance process.

INTERNAL VERIFICATION

Internal verification is a requirement of BTEC delivery. It is carried out on two levels in subject areas:

1. Internal verification of assignment briefs.
2. Internal verification of assessment decisions.

It is the responsibility of the Lead IV to ensure all of this has been completed within the agreed time frame on the assessment plan.

WHAT IS INTERNAL VERIFICATION?

Internal Verification (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 Lead IV 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 IV'd will be determined by the Lead IV – 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. It is recommended that this number is increased for either new assessors to BTEC (> to 50% for first assessed piece of work) or for programmes with large cohorts of students (>20)



WHY IS IT IMPORTANT?

Assessment is a crucial part of BTEC delivery because most BTEC assessment 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.

Assessment decisions of internally assessed units are totally in the hands of centre staff. Internal Verification checks that the standards set by the awarding body are being maintained.

Further guidance can be found in the **Centre Guide to Managing Quality** on the Key Documents page of the BTEC website:
www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

NEW STAFF

Any new member of staff (not just NQT's) will need an induction programme to make sure they fully understand all the BTEC requirements of their role. They must also review the Brompton Hall School BTEC policies. This will normally be a Departmental responsibility but extra support will be offered by senior staff (usually the Deputy Headteacher) if necessary.

The induction programme will include:

- Recommended 50% of assessed work sampled during the induction period (Quality Nominee to oversee and decide how long the induction period needs to be – this will vary with the experience of staff).

- The 'buddying' of new staff with experienced BTEC staff (this could be from other Departments).

- Quality Nominee / Lead Internal Verifier will identify any areas to improve and offer the necessary support.

STANDARDS VERIFICATION

When a Principal Subject Area is going through standards verification the following will apply:

The Quality Nominee will initially take the lead in liaising with Edexcel re Standards Verification.

After the initial contact either the Quality Nominee or Lead IV will liaise with the allocated standards verifier re the sample requested.

If there is an unsuccessful outcome from the 1st sample there will be a 2nd sample. It is essential at this stage that the Lead IV consults with the Quality Nominee to ensure that the second sample is checked thoroughly and that the advice and guidance given by the Standards Verifier is applied to this sample.

If the second sample has an unsuccessful outcome the Regional Quality Manager will set up a remedial action plan.

Before the agreed sample date the standards verifier will need the following:



1. A list of all completed mandatory units.
2. A list of anticipated learner grades.
3. A list of which learner work has been Internally Verified.

The Standards verifier will then select a sample from the list and for the sample they will require:

1. The assignment brief(s) for the whole unit with evidence of internal verification.
2. For each learner sampled, a portfolio of work for the complete unit with, evidence of assessment and internal verification.
3. For graded qualifications, learner work at all grades.



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 Assistant Headteacher/ Examinations Officer who will inform the Quality Nominee and the Headteacher. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation but may include the candidate's malpractice being reported to Edexcel. This may result in the candidate being withdrawn from the course and being prevented from taking a qualification with this board for one year.

Aim

- To identify and minimise the risk of malpractice by 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 where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the 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 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:
1. Suspected malpractice must be reported immediately to ASSISTANT HEADTEACHER / EXAMINATIONS OFFICER with written report and accompanying evidence.
 2. ASSISTANT HEADTEACHER / EXAMINATIONS OFFICER or other nominated member of staff will interview individual, who will invited to respond to the accusation in writing.
 3. ASSISTANT HEADTEACHER / EXAMINATIONS OFFICER or other nominated member of staff to investigate if malpractice has occurred. Will advise and/or seek advice from Edexcel as appropriate.
 4. If malpractice is found, all work by individual to be reassessed, and work of other individuals if required.



In cases of alleged/suspected Malpractice, the following will be done:

- 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, Roding Valley High School 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 ASSISTANT HEADTEACHER / 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 / 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.



APPEALS POLICY

Roding Valley High School's policy is designed to uphold consistency and fairness in assessment and awarding marks and grades.

This document covers the school's policy in dealing with appeals against internal assessment in accordance with JCQ regulations, which states that all centres conducting examinations should:

1. Have a published appeals procedure relating to internal assessment decisions.
2. Make this document available and accessible to candidates.

All learners are able to formally challenge an assessment mark or grade awarded. In the first instance they should discuss this with their BTEC teacher / assessor. If they are still dissatisfied they should discuss with the Head of department/ Assistant Headteacher and/or Quality Nominee. If still unresolved then they should refer to the centre appeals policy for internally assessed work for external qualifications displayed on the school website.

Aims:

- 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, the centre 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 Policy

Roding Valley High School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by nominated staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

Note: *Appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.*

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)
2. Appeals should be made using the **Internal Appeals Form** completed by the candidate (or parent/carer)
3. The Head of Centre will appoint a member of the Senior Leadership Team, who has no involvement in the assessment process for that subject to conduct the investigation
4. The purpose of the appeal will be to decide whether the process used for the Internal Assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to Internal Assessment procedures
6. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of Roding Valley High School and is not covered by this procedure.



Appeals Procedure against Centre Decisions Not To Support an Enquiry about Results

Following the issue of results; the general qualification awarding bodies offer [post-results services](#). Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the Exams Officer on request.

The service, Enquiries about Results (EARs), may be requested by centre staff or candidates (or their parents/carers), if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When Roding Valley High School does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the Internal Appeals Form at least one week prior to the internal deadline for submitting an EAR.

Appeals Procedure Following the Outcome of an Enquiry about Results

Where the Head of Centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results services;

<http://www.jcq.org.uk/exams-office/post-results-services> and A guide to the awarding bodies' appeals processes <http://www.jcq.org.uk/exams-office/appeals>

Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **Internal Appeals Form** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the Head of Centre's decision, this will allow the centre to process the appeal and submit to the awarding body within



the required **14 calendar days**. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.



Appendix One: Internal Appeals Form

This form should be completed in all cases to lodge an appeal.
Please tick to indicate what the appeal is against:

- ☐ **An internal assessment decision**
- ☐ **The centre decision not to support an enquiry about results**
- ☐ **The outcome of an enquiry about results**



Name of Appellant		Candidate Name <i>if different to appellant</i>	
Awarding Body		Unit / Module / Exam Paper Code	
Subject		Unit / Module / Exam Paper Title	

Please State The Grounds For Your Appeal Below:

Continue overleaf if necessary

Appeal against an Internal Assessment decision

Appellant Declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature: _____ **Date of Signature:** _____

Appeal against the centre decision not to support an Enquiry About Results

Appellant Declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: _____ **Date of** _____
Signature: _____

Appeal against the Outcome of an Enquiry About Results

Appellant Declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature: _____ **Date of Signature:** _____

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.



The internal appeals procedures for Roding Valley High School have been produced to demonstrate compliance with the following:

JCQ General Regulations For Approved Centres:

<http://www.jcq.org.uk/exams-office/general-regulations>

5.8: Controlled Assessments, Coursework and Portfolios of Evidence

The centre agrees to have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

5.14 Post-Results Services and Appeals

The centre agrees to have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (A centre may place its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

JCQ Post-Results Services

<http://www.jcq.org.uk/exams-office/post-results-services>

6.4 Submission of Requests

Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.**

1. Appeals

Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over appeals with centres and private candidates.**



JCQ A Guide to the Awarding Bodies' Appeals Processes:

<http://www.jcq.org.uk/exams-office/appeals>

12. Appeals

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual GCSE, GCE, Principal Learning and Project Code of Practice

<https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice>

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

- iii. A formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.
Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors
and afford candidates or their carers a reasonable opportunity to express their views.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:

<http://www.jcq.org.uk/exams-office/controlled-assessments>

<http://www.jcq.org.uk/exams-office/coursework>

<https://www.gov.uk/appeal-exam-result>

<http://www.jcq.org.uk/examination-system/the-appeals-process>



Blended Learning Policy

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. 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 staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments via Google Classroom or other means, 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.