

BRANNEL



BTEC Policies and Procedures

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BTEC - Assessment Policy

Aims:

- 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 decisions.

In order to do this, the School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Responsibilities:

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Internal Verifier/ Lead Internal Verifier: records findings, gives assessor feedback, and oversees remedial action. By registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

Procedures:

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead Internal Verifier.

BTEC – Assessment Appeals Policy

The purpose of this policy is:

- To enable the student to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the student and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a student's ultimate right of appeal to the Awarding Body
- To protect the interests of all students and the integrity of the qualification.

In order to do this, the centre will:

- Inform the student of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Pearson when a student considers that a decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by Pearson for a minimum of 18 months
- Have a staged appeals procedure
- Take appropriate action to protect the interests of other students and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

Responsibilities

Student: responsible for initiating the appeals procedure, on the centre internal appeal form at Appendix 4 within 10 days of receiving notification of their internally assessed mark, when they have reason to question an assessment decision.

Assessor: responsible for providing clear feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the student's appeal within the agreed time.

Internal verifier/lead internal verifier/senior management: responsible for judging whether assessment decisions are valid, fair and unbiased.

Head of Centre: responsible for submitting an appeal in writing, to Pearson Edexcel if the student remains dissatisfied with the outcome of the centre's internal appeals procedures

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 Quality Nominee or the Line Manager for the subject area should be approached.

Stage 2

Formal review. Programme leader or their Line Manager (where the decision under review is that of the programme leader) and Programme Internal Verifier review the assessment decision. A written reply will be given to the student within 2 school weeks.

Stage 3

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

Stage 4

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

Link

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

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

BTEC – Internal Verification Policy

Aims:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 2)
- 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, Brannel School will:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units and assessors is internally verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

Links

[BTEC Centre Guide to Internal Verification](#)

[BTEC Centre Guide to Standards Verification](#)

[Assessment and verification tools/ templates](#)

BTEC – Malpractice Policy

Aims:

- 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, Brannel School will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources • Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation. Where malpractice is proven, this centre will apply the appropriate penalties and/or sanctions.

Definition of Malpractice by Learners

This list is not exhaustive:

- Plagiarism – presenting material from secondary sources as original, e.g. unacknowledged copying and pasting from the internet, copying. Pupils should be taught an appropriate format of referencing to ensure they do not inadvertently commit plagiarism.
- Copying others' work
- Deliberate destruction of another's work
- Fabrication of results or evidence, e.g. making false claims about having participated in a practical activity
- False declaration of authenticity, e.g. claiming work of another learner, declaring collaboratively produced work as own etc.

- 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.

Malpractice procedure

Minor concerns about authenticity, e.g. work which has been poorly referenced through neglect (not deliberate deception) should be dealt with by the assessor in the first instance.

Where an assessor has serious concerns about the authenticity or validity of a piece of work (e.g. deliberate deception, repeat offence) they should immediately inform the Quality Nominee.

Pupil Malpractice procedure

To be led by the Quality Nominee supported by the Deputy Head Raising Standards:

1. Inform the learner of the alleged malpractice
2. Give the individual the opportunity to respond to the allegations made
3. Inform the individual of the avenues for appealing against any judgment made (see appeals below)
4. Document all stages of any investigation.

Where malpractice is proven, the school will inform the student's parents. The Quality Nominee will work with the Deputy Head Raising Standards, to apply an appropriate consequence, which may include:

- Application of school code of conduct (where applicable)
- Individualised arrangements for supervision,
- Other agreed actions
- Ejection from the course should only be considered in extreme cases. Any such decisions would be subject to the existing school procedures, including approval from the Head Teacher.

Appeal Procedure:

The student should apply to the Quality Nominee in writing within 4 school weeks, giving the reason for the appeal. A form can be obtained from the Administrator (Curriculum and Assessment) or Quality Nominee. An appeal panel, appointed by the Headteacher, will meet and review the evidence. A formal response will be given to the student within 1 school week of the appeal hearing.

Definition of Malpractice by Centre Staff

This list is not exhaustive:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence)
- Where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an 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.
-

Where staff malpractice is suspected, we will:

- Inform the staff member's line manager, the centre Quality Nominee and the Headteacher.
- The alleged malpractice will then follow the school disciplinary procedure.
- Any malpractice or attempted malpractice must be recorded and Pearson Edexcel must be informed.

Links

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

[Plagiarism Factsheet](#)

BTEC – Registration and Certification Policy

Aims

- To register individual students to the correct programme within agreed timescales.
- To claim valid student certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

To do this, the centre will:

- Register each student within the awarding body requirements
- Register each student on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each student aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to student details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

Procedure

- The Curriculum and Assessment Administrator will provide each programme leader with a class list and a copy of current registrations for checking and confirmation of registration for the programme, annually in September
-
- The Curriculum and Assessment Administrator will make registrations in Edexcelonline within awarding body requirements, and circulate registrations to programme leaders for final checking
- The programme leader/ subject teacher will make each student aware of their registration
- Programme Leaders will notify the Curriculum and Assessment Administrator by email of any withdrawals, transfers or changes and these amendments will be made by the Curriculum and Assessment Administrator using Edexcelonline

- The Curriculum and Assessment Administrator will provide programme leaders with a list of current registrations in January, for checking before the withdrawal deadline
- Programme Leaders will provide the Curriculum and Assessment Administrator with their assessment tracking document showing internal assessment results, when certification is required and no later than 2 weeks before the final date set by Pearson Edexcel.
- Certification claims are made using Edexcelonline, based on the assessment tracking document, with 2 staff present, one of which will be the Curriculum and Assessment Administrator.
- Qualification grades awarded by Pearson are to be checked by the Curriculum and Assessment Administrator, compared to the assessment tracking document provided and circulated to the programme leader for checking. Any discrepancies are to be investigated and queried with Pearson if appropriate.
- On receipt, certificates are checked by the Curriculum and Assessment Administrator to ensure that all parts are received and are accurately showing candidates' names, award and result.
- Certificates are held in secure store until distribution to candidates.

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 on our website.

BTEC - Roles and responsibilities

The Headteacher is responsible for monitoring the implementation of this policy.

The Deputy Head Raising Standards is responsible for the integrity of the administration and completion process of all vocational qualifications at the Academy.

The Administrator (Curriculum and Assessment) is responsible for:

- The timely, accurate and valid registration, transfer, withdrawal and certificate claims for students. All students must be registered by 1st November for programmes starting in September or within two weeks of enrolment (for other start times).
- Ensuring student details held by the awarding body are accurate.
- Providing a mechanism for subject areas to check the accuracy of the student registration.
- Informing the awarding body where the Academy is able to apply for reasonable adjustments or special consideration for individual students.
- Arranging for the effective administration of all externally assessed units, in accordance with JCQ and examination board guidelines and policies; evaluating BTEC administration.
- Reporting results to the awarding body.
- Keeping all records safely and securely for three years post certificate.

The BTEC Quality Nominee is responsible for:

- Overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.
- Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.
- Ensuring that Programme Leaders have followed procedures by 'Internally verifying' assignments.
- Sampling assignments to ensure evidence of colleagues responding to IV feedback.
- Ensuring adherence of BTEC programme to Pearson Edexcel's guidance.
- Sampling & monitoring individual subjects' documentation.
- Evaluating BTEC structures and processes and identifying development priorities.
- Completion of BTEC Quality Assurance processes
- Ensuring that programmes are registered and approved before delivery
- Overseeing the annual standards verification process
- Investigating any malpractice by students
- Managing any the internal appeals process
- Arranging to attend appropriate training.

The Lead IV is responsible for:

- Managing assessment and internal verification of units and qualifications.
- Working with Programme Leaders and Assessors to agree an assessment and verification plan for all cohorts from the start of the programme.
- Ensuring that the assessment and verification plan is fit for purpose and meets regulatory requirements before it is signed off.
- Approving a single resubmission to allow a student to meet the assessment criteria targeted, providing:
 - The student submitted the work on time (or had an agreed extension)
 - The assessor feels that the student will be able to provide improved evidence without further guidance
 - The student confirmed the work was their own (by signing and dating the declaration)
 - and the assessor has authenticated the evidence.

The Programme Leader and Subject Teacher (Assessor) is responsible for:

- Ensuring that an audit trail of student assessment and achievement is accessible.
- Coordinating and monitoring the student details held with Edexcel.
- Liaising with the Administrator (Curriculum and Assessment) about:
 - The completion of all externally assessed units.
 - The registration & certification of students at appropriate level.
 - The reporting of achievement for each unit.
- Lead and coordinate the writing of assignments
- Issue Assignment to students after IV adjustment
- Ensuring that students receive their approved access arrangements during any assessment or assignment
- Ensuring that work is assessed in a timely and accurate manner
- Responding to IV feedback.
- Ensuring adherence of BTEC programme to Pearson Edexcel's guidance.

All students are responsible for:

- Ensuring 100% attendance and punctuality to all lessons.
- Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes.

| BTEC ENTRIES AND REGISTRATIONS | | |
|--|--|--|
| Action | Who | When |
| All programmes checked for approval and application made if required | Quality Nominee | Before the start of the academic year |
| All initial BTEC registrations confirmed to Administrator, Curriculum and Assessment. | Programme Leader | 30 th September for 1 st year and continuing students. Within 1 week of starting for students changing courses or moving into school. |
| Registrations and amendments made through A2C or Edexcelonline | Administrator, Curriculum and Assessment | By 15 th October for 1 st year and continuing students and within 1 week for all mid year students |
| ASSESSMENT | | |
| Action | Who | When |
| All entries confirmed to Administrator, Curriculum and Assessment, for all external assessments and for internal assessment for Tech Awards | Programme Leader | By the internal deadline set in the school calendar for each assessment window |
| Entries made as required | Administrator, Curriculum and Assessment | Within 5 working days of the information received and no later than 3 days before Awarding Body deadline |
| Entries checked through Exams Assist and confirmed or amendments made | Programme Leader | Within 5 working days of the information received and no later than 3 days before Awarding Body deadline |
| Arrangements made for external assessment, accordance with guidelines and policies (Edexcel, JCQ, School) | Administrator, Curriculum and Assessment | At least 14 days before timetabled examinations |
| Assignment briefs written for legacy awards, using Pearson authorised briefs where possible. If these aren't used then assignment briefs should be submitted to the Assignment Checking service. | Programme Leader | Within 2 weeks of the start of each academic year |

| | | |
|--|--|--|
| Assignment briefs Internally verified and feedback given. | Lead Internal Verifier | Within 1 week of submission of assignment brief |
| UNIT COMPLETION, VERIFICATION AND STANDARDISATION | | |
| Action | Who | When |
| Assessment plan written and in place for completion of units in a timely manner. Allows for quality learning within guided learning hours. | Programme Leader supported by Head of Department/ Faculty | Within 1 week of the start of the academic year |
| Appropriate Internal verification plan written in accordance with Pearson guidance on sampling size, and in place for all programmes to ensure effective verification. | Quality Nominee | Within 1 week of receipt of all assessment plans |
| Every unit completed is standardised across the department according to the Assessment Plan for the Course/Subject area. | Programme Leader, Assessors and Head of Department/ Faculty | Within 2 weeks of completing the unit. |
| Address possible issues from standardisation. | Programme Leader, Assessors and Head of Department/ Faculty | No later than a week after the standardisation/verification process. |
| Internal verification completed, feedback given and resubmissions agreed. | Lead IV with Programme Leader and Head of Department/ Faculty | In accordance with Internal Verification Plan |
| Verified assessment outcomes updated to departmental tracking sheet. | Programme Leader and Assessors | Within 3 weeks of completion of the unit of work |
| Half termly- BTEC programme meetings to ensure consistent approach and address potential issues/queries. | Lead IV, Programme Leader, Assessors and Head of Department/ Faculty | Every half term |
| Standards Verifiers for legacy awards notified to Programme Leaders. | Quality Nominee | When released by Pearson |

| | | |
|---|--|--|
| Liaison with Standards Verifiers to agree sample of work. | Programme Leader with Quality Nominee and Internal Verifier kept informed at all stages (copied in on email) | According to school calendar and Standards Verifier's dates |
| Sample work given to Administrator, Curriculum and Assessment. | Programme Leader | At least 1 week before date agreed with Standards Verifier |
| Sample work uploaded to verifications platform. | Administrator, Curriculum and Assessment | By the date agreed with Standards Verifier |
| SUBMITTING RESULTS – COURSE COMPLETION | | |
| Action | Who | When |
| Template for collecting results issued to each Programme Leader collecting the name of each unit, grade achieved, and overall grade for each student. | Administrator, Curriculum and Assessment | According to the school's calendar |
| Templates showing the results for all BTECs returned to Administrator, Curriculum and Assessment. | Programme Leader | According to the school's calendar |
| Unit results claimed through Edexcelonline and checked once updated by Pearson. | Administrator, Curriculum and Assessment and Raising Standards Manager | Within one week of collecting all results from Programme Leader |
| Unit results checked for accuracy once updated by Pearson. Any errors or omissions notified to Pearson. | Administrator, Curriculum and Assessment | Within two weeks of collecting all results from Programme Leader |
| Certificates checked for accuracy. | Administrator, Curriculum and Assessment | Within 1 week of arrival |

Appendix 1: Centre approval criteria

The declaration made by the Head of Centre when making a centre approval contains the following criteria:

- My organisation will co-operate fully with Edexcel;
- My organisation will not undertake any activity or advertising that could bring the name of Edexcel into disrepute;
- I have authorised the person named above to act as contact for this application;
- No material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation;
- My centre will operate any required external tests in full accordance with Edexcel and OFQUAL/ACCAC/CCEA procedures;
- I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn;
- I understand that approval of a qualification by Edexcel does not imply or guarantee that it will be supported by public funding bodies;
- I confirm that we will regularly monitor, review and evaluate our operations;
- I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate;
- I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures;
- I confirm that the assessment procedure will be open, fair and free from bias;
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded;
- I confirm that we will make available to Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification;
- My centre will not extend its boundaries overseas;
- Students will be informed of their registration status;
- My organisation has not had approval declined or withdrawn by another awarding body;
- The roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
- I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria;
- My organisation will keep a complete copy of this approval application for the lifetime of the qualification;
- My organisation will retain a copy of the students' assessment and internal verification records for a period of three years following certification of the learner.

Appendix 2: Qualification approval criteria

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

- There are procedures in place for the systematic monitoring, review and evaluation of this qualification;
- The centre's policy on equality of opportunity is operational;
- Routes of progression are identified and made clear to all learners;
- There are appropriate teaching and learning opportunities planned;
- There will be opportunities for learners to be involved in and be given responsibility for their own learning;
- All learning opportunities will have relevance to employment within the sector;
- The assessment procedure will be open, fair and free from bias;
- Assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals;
- Policies and procedures for the internal verification of assessment are in place;
- The physical resources for each qualification, as described within the specification are available and sufficient for all learners;
- Although centres will be given approval to offer all units within the relevant specification, the school must confirm that will only deliver units where there is appropriately qualified staff and sufficient resources to support the delivery;
- Staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications;
- A system is in place to ensure on-going staff development and updating in relation to the vocational areas covered by this application.

Appendix 3: Meeting deadlines

All student work is regularly monitored to ensure that students maintain appropriate pace, remain focused and do not fall behind with their work. When concerns arise these are initially discussed with the student concerned. Should the concerns continue, the relevant Head of Department and/or Head of Year are informed. Students are spoken to and where appropriate, parental meetings may also occur.

Missed deadlines

- Missed BTEC deadlines should be treated as missed homework deadlines and carry the same sanctions.
- The Head of Department, Head of Year and Raising Standards Manager are also informed.
- Repeatedly missing deadlines – Deputy Head, Raising Standards meets with student and parents and implements an action/support plan to ensure that time is managed effectively and no further deadlines are missed.
- The Lead IV is kept informed at all stages.

Re-submissions

- Students have one chance and 10 days to improve a failed assignment and re-submit.
- Re-submissions must be signed off on the Assessment Record Sheet by the Lead IV in the subject area.
- A re-submission attempt can only be authorised if BTEC criteria has been met originally.

Deadline extensions

- If a student has an authorised illness absence, the assessor and Lead IV may authorise a deadline extension.
- Extensions are decided by the Lead IV and new deadlines are clearly recorded on the student's copy of the assignment and the assessor's tracking sheet.

Retakes

- If the student has not achieved the Pass criteria in a given assignment, a new assignment needs to be issued which allows the student to achieve the pass criteria only.

Appendix 4: Assessment Appeal form

Assessment appeal form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

| FOR CENTRE USE ONLY | |
|---------------------|--|
| Date received | |
| Reference No. | |

| | | | |
|--------------------------|--|-------------------------|--|
| Name of appellant | | Candidate name | |
| Awarding body | | Exam paper code | |
| Subject | | Exam paper title | |

Please state the grounds for your appeal below

(If applicable, tick below)

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Student signature:

Date of signature:

This form must be signed, dated and returned to the Quality Nominee on behalf of the Head of Centre in the timescale indicated in the relevant appeals procedure

Should you require further information, please contact
the **Clerk to Governors**

Brannel School
Rectory Road
St Stephen
St Austell
Cornwall
PL26 7RN

Telephone: **01726 822485**

Email: clerk@brannel.com