

Appendix 20c: Malpractice Policy BTEC Procedures

[btec-policies-and-procedures.pdf \(pearson.com\)](https://www.pearson.com/btec-policies-and-procedures.pdf)

BTEC Registration, entry & certification process

Aims

1. To register individual learners to the correct programme within agreed timescales.
2. To enter individual learners for assessment, where required, by published deadlines.
3. To claim valid learner certificates within agreed timescales.
4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

To do this, Meridian Trust schools will:

Register each learner to meet with Pearson requirements • Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity • Provide a mechanism for programme teams to check the accuracy of learner registrations • Make each learner aware of their registration status • Inform the awarding body of withdrawals, transfers, or changes to learner details • Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates' • Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines • Provide a mechanism for programme leads to check the accuracy of individual learner entries • Ensure that certificate claims are timely to meet Pearson published deadlines • Audit certificate claims made to Pearson • Audit the certificates received from Pearson, to ensure accuracy • Keep all records safely and securely for three years post certification, in line with Pearson Terms and Conditions.

- For Centre specific procedures see the 25 – 26 Examination Policy

Registration, Transfer, Withdrawal, Internal/ external assessment entries, Unit Certification, Certification, Staff roles and responsibilities for each process, as appropriate Key dates & actions, Policy review & update and version control details.

Links to key Pearson documents that may be helpful when reading or using this policy & procedure:

[btec-policies-and-procedures.pdf \(pearson.com\)](#)

Entries & 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.

<https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html>

Please note – Learners should be registered on Edexcel Online on the appropriate programme code, at the start of teaching and prior to any assessment of a BTEC qualification. Failure to do so will be in breach of your Terms of Approval and may result in sanctions being applied to your centre.

BTEC Assessment

Aims

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions

To do this, Meridian Trust schools 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 evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- 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 plagiarism & assessment malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/ moderation as required by Pearson
- Monitor standards verification/external examination/ moderation 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 • Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval

- For Centre specific procedures see the 25 – 26 Examination Policy

BTEC Internal Verification

Aims

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level – Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions

To do this, Meridian trust schools will ensure: • Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, annually, with Pearson and has completed standardisation with the programme team • 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, sites, and assessors is internally verified • Secure records of all internal verification activity are maintained • The outcome of internal verification is used to enhance future assessment.

Each Meridian Trust school will share the process for:

- LIV registration • OSCA accreditation / standardisation activities • IV schedules • Staff briefing / annual updating • IV of assignments • IV of assessment decisions • Maintenance of IV records • Standards verification (Entry to L3) / External Examination (L4-7) monitoring and review.

Links to key Pearson and documents that may be helpful for staff.

BTEC Centre Guide to Internal Verification

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-centre-guide-to-internal-verification.pdf>

Assessment & Internal Verification templates

<https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html#>

Lead Internal Verification

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Quick-Guide-to-BTEC-Lead-internal-verifier.pdf>

Quality Assurance

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-centre-guide-to-quality-assurance.pdf>

BTEC Appeals

Aims

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Pearson and the Office of the Independent Adjudicator (BTEC Level 4-Level 7 only), where appropriate
5. To protect the interests of all learners and the integrity of the qualification

To do this, Meridian Trust schools will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Accurately record, track, and validate any appeal submitted
- Forward the appeal to Pearson when a learner considers that an assessment decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged internal appeals procedure
- 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.

Each Meridian trust school will share details for

- Learner induction, informing them about the appeals procedure
- Stages of learner appeals procedure (both

internal and external stages) • Recording each stage of the appeals procedure • Monitoring appeals • Roles / responsibilities of staff within the process.

Links to key Pearson and documents that may be helpful for staff.

- Policies for centres, learners, and employees: This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted <https://www.jcq.org.uk/examsoffice/appeals>
<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/enquiries-appeals-pearson-vocational-qualifications.pdf>

BTEC Assessment Malpractice

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 report all alleged, suspected, and actual incidents of malpractice to Pearson
- To protect the integrity of this centre and BTEC qualifications

To do this, Meridian Trust schools will: • Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone • Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice • Show learners the appropriate formats to record cited texts and other materials or information sources • Require 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 • Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so, • Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work • Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures (add link) • Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation. Where malpractice is proven, Pearson will determine the sanctions to be imposed.

Learner Malpractice This list of examples is not exhaustive: • Plagiarism of any nature, including the misuse of AI tools. Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work •

Copying (including the use of ICT to aid copying) • Deliberate destruction of another's work • Fabrication of results or evidence • False declaration of authenticity in relation to the contents of a portfolio or coursework • Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Staff Malpractice This list of examples is not exhaustive: • Improper assistance to learners • Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made • Failure to keep learner coursework/portfolios of evidence secure • Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner • Producing falsified witness statements, for example for evidence the learner has not generated • Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework • Facilitating and allowing impersonation • Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader • Falsifying records/certificates, for example by alteration, substitution, or fabrication • Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment.

Artificial Intelligence

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; the Trust has established measures to ensure students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice.

[Centre guidance for dealing with malpractice and maladministration](#)

The Trust emphasises the following requirements:

- As has always been the case, and in accordance with BTEC Malpractice and maladministration Policy and Procedures, teachers and assessors must only accept work for qualification assessments which is the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with ASDAN regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;

- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded as per page 6 and 7 (2.1 Artificial Intelligence)
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI. Centres must submit the full details of the case at the earliest opportunity, using the Notification of malpractice or maladministration form. Should AI generated evidence be presented by a candidate for external moderation for any reason, the assessor is to note this on the candidate's assessment checklist and provide the rationale behind the decision to include the evidence.

Candidate malpractice

If you discover any irregularity in the internally assessed elements of qualifications before a learner has signed the declaration of authentication, you don't need to report this to us. Instead, you should follow your centre's academic misconduct/malpractice policy in resolving the matter.

If you discover an irregularity after a candidate has signed the declaration of authentication, or you suspect any malpractice by a candidate during an external assessment, you must submit full details of the case to us at the earliest opportunity by emailing a JCQ Form M1 with supporting documentation to candidatemalpractice@pearson.com.

Staff malpractice

If you suspect that a member of staff has committed malpractice or that maladministration of the qualification may have occurred, you must let us know by emailing a completed JCQ M2 Form to pqsmalpractice@pearson.com.

Our Investigations team will review the documentation that you provide and advise you on the next steps.

Further information

- [JCQ M1](#)
- [JCQ M2](#)
- [JCQ Suspected Malpractice Policies and Procedures](#)
- [JCQ Plagiarism in Assessments](#)
- [JCQ Public Interest Disclosure Act](#)

Each Meridian Trust school to share the process: • How you minimise the risk of learner malpractice • How you minimise the risk of staff malpractice • How you deal with malpractice • Informing Pearson of any malpractice.

Links to key Pearson documents that may be helpful for staff.

Guide for dealing with malpractice and maladministration. This is Pearson's guidance on dealing with assessment malpractice and maladministration.

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice.html>

BTEC Quality Assurance guidance for BTEC Level 2 and 3, which includes guidance on understanding and managing plagiarism

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-centre-guide-to-plagiarism.pdf>

BTEC Collaborative arrangements

Aims 1. To ensure that all collaborative (consortia) arrangements are approved and meet requirements

2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson

3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements

To do this, Meridian Trust schools will • have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment & the start of teaching of the qualification(s) • make sure that all providers have qualification approval before applying for approval under a collaborative arrangement • identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each

qualification delivered • ensure a Lead Internal Verifier (LIV) is registered annually for each qualification delivered • ensure that the LIV completes standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification • make accurate learner registrations and claims under the appropriate consortium programme code and / or subsite • have appropriate policies and procedures for registration and certification of learners in place • ensure we have access to all quality assurance documentation linked to registered learners • ensure we have access to all learner progress and achievement records • be included / participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement • retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements • participate in Pearson quality assurance monitoring through the Holistic Review and Standards Verification (SV) • complete and submit an Annual Quality Declaration to confirm that all required Centre Quality processes and procedures are in place and operating effectively. apply the outcomes of Standards Verification and support any essential actions required • ensure we / or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications.

Each Meridian Trust school will share centre specific details for • Staff roles and responsibilities (i.e., Lead IV, Lead centre, assessors, IV, Exams Officers) • Staff updating/ briefing (i.e., standardisation; meetings; review & evaluation) • Standards verification review & monitoring.

Links to key Pearson documents that may be helpful for staff

- BTEC Centre Guide to Collaborative arrangements for vocational qualifications
<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-guide-to-collaborative-arrangements.pdf>
- Collaborative and consortia arrangements for vocational qualifications policy
<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/collaborative-and-consortium-arrangements-for-the-delivery-of-vocational-qualifications-policy.pdf>
- Collaborative and consortia arrangements application form
<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/collaborative-consortia-arrangements-application-form.pdf>

BTEC Distance and blended learning

Aims 1. To ensure that distance and / or blended learning delivery meets the guidelines set by Pearson.

2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

To do this, Meridian Trust schools will • Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely • Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner • Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear • Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner • Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval.

Each Meridian Trust school to share procedures for • managing feedback on assignments • constructive feedback in a timely manner • submissions / resubmissions & retakes as appropriate • authenticating learner's work • minimising assessment malpractice / plagiarism • secure storage of all assessment and internal verification records Staff roles and responsibilities regarding support when learners are working remotely; Staff updating & training for remote delivery & assessment Key dates & actions for processes & procedures Policy review & update and version control details.

Links to key Pearson documents that may be helpful for staff

- Pearson guidance for Distance Learning and Blended Learning

<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Pearson-distance-assessment-and-learning-policy.pdf>

- BTEC subject specifications.

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/our-qualifications-explained/about-btecs.html>

BTEC Special consideration and reasonable adjustments - *new*

Aims

1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

2. To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and timely.

3. To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process

To do this, Meridian Trust schools will

Reasonable adjustments • Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area • Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier • Ensure any adaptations do not impact on any assessment standards or competence standards being assessed • Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate • Consider any reasonable adjustment on a case-by-case basis • Provide evidence of need if requested by Pearson • Inform the learner where a reasonable adjustment application has been submitted to Pearson • Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request • Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson. Special Considerations • Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson • Only apply for a special consideration if the situation meets current JCQ guidance. Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment • Make any applications on a case-by-case basis • Inform the learner where a special consideration application has been submitted to Pearson • Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request • Make all applications for special considerations on the appropriate form as required by Pearson • Ensure all applications are authorised by the head of centre/Principal/CEO.

Each Meridian trust schools will share procedures for • managing & recording applications • secure storage of evidence to support applications • completion & authorisation of applications for reasonable adjustments and / or special considerations.

Links to key Pearson documents that may be helpful for staff.

- JCQ forms for Access Arrangements, Reasonable Adjustments and Special Consideration

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

- Special considerations

<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/special-consideration.html>

- Reasonable adjustments for BTEC qualifications

<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

- Access arrangements for Pearson qualifications Author: CQM Page 26 of 28
Version: 1.0 Approver: Head of Centre Management Date: 6 September 2023 Public

<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html>

- Pearson Support portal

<https://support.pearson.com/uk/s/>

- Supplementary guidance for Reasonable Adjustments and Special Consideration

<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/supplementary-guide-ra-sc-for-internally-assessed-units.pdf>