



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	BTEC Policy	
Lead	Mr McCulley, Assistant Headteacher	
Governor Committee	Chair of Governors	
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Some subjects in school are examined under the remit of BTEC rather than GCSE. These qualifications require that there is policy and practice designed to oversee work and ensure consistency and fairness. The school has an accredited BTEC Quality Nominee (currently Michael McCulley, Deputy Headteacher) who is responsible for this policy.

Appeals By Candidates

Henley in Arden School should provide fair and objective assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes:

- A formal system of recording appeals
- Prompt responses within clearly stated times
- Stages that give all parties the opportunity to put their case
- Clear outcomes at each stage
- Constructive feedback to you, the candidate and parents/carers

The Appeals Procedure has three stages:

Stage 1 Assessor and Candidate 5 working days

If you disagree with an assessment you must discuss your reasons with the assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look again at what you did for your assessment. He or she must then give you an immediate response, which must be

- a) a clear explanation backed up in writing of the assessment decision and
- b) a new decision or confirmation of the original decision

If you agree with the assessor's response then the appeal stops at that point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to Stage 2.

Stage 2 Internal Verifier 5 working days

If you are still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

- a) The original assessment record and candidate's evidence where appropriate
- b) The written explanation and confirmation of the assessment decision

The Internal Verifier will reconsider the assessment decision taking into account the following:-

- a) The candidate's reason for appeal
- b) The candidate's evidence and associated records
- c) The assessor's reason for the decision
- d) The opinion of another assessor from the centre

The Internal Verifier will then give you the reconsidered decision in writing within 5 working days of receiving the appeal.

You must tell the Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

Stage 3 Senior Management 5 working days

If you are still dissatisfied with the decision after Stage 2 you have the right to appeal to the BTEC Coordinator

The Internal Verifier who acted at Stage 2 will pass the following details to the BTEC coordinator within 24 hours of reaching Stage 3:

- a) The written explanation and confirmation of the assessment decision
- b) Assessment record sheet(s)
- c) Any written comments of the Internal Verifier

You will be asked if you wish to speak to the BTEC coordinator, or you may be represented or accompanied by a parent, guardian or friend or make a written submission. The assessor who made the original decision will be asked to meet the BTEC Coordinator to answer any questions.

The matter will be discussed in private at this level and the decision will be given to you in writing within 5 working days of the meeting. At the same time the decision will also be given to the assessor, recorded and kept with all documents relating to the appeal.

These records should be retained and made available to Edexcel if necessary. Edexcel is not part of the Appeals procedure this is an internal issue for a centre.

The decision made at Stage 3 is FINAL.

Plagiarism Policy

Plagiarism is: 'The failure to acknowledge sources properly and/or the submission of another person's work as if it were the student's own' (as defined by the Joint Council for Qualifications) and relates to unsupervised assessed work.

Please refer to the JCQ (Joint Council for Qualifications) publications

1. Plagiarism in Examinations (Guidance for Teachers/Assessors)
2. Notice to Candidates

All students participating in the BTEC courses are issued with JCQ Notice to Candidates information sheet at the start of Years 10 and 11.

Henley-in-Arden School regards plagiarism as a serious offence and considers this a form of cheating.

Henley-in-Arden Schools Policy is:

1. To oppose all plagiarism;
2. To teach all students what it is and explain to them how to avoid it;
3. To act decisively if cases of plagiarism come to light.

Guidance from Examination Boards

Examination Boards all offer guidance to teachers on coursework – the school expects that teachers will pass this information on to students and monitor students as work is produced and assessed:

- 1) The work which students submit for assessment must be their own. However they may:
 - a) quote from books or any other sources: if they do, they must state which ones they have used
 - b) receive guidance from someone other than the teacher: if so they must tell their teacher, who will record the nature of the assistance given to them.
- 2) If students copy from someone else or allow another to copy from them, or if they cheat in any other way, they may be disqualified from at least the subject concerned.
- 3) When students hand in their coursework for assessment, they will be required to sign that they have understood and followed the coursework requirements for the subject

Further Guidance and Explanation

The points below provide some more detailed guidelines to the above policy and these will be strictly followed:

1. In general, Henley-in-Arden School would want to encourage wide reference to other people's work, both published and unpublished, throughout any programme of study. It is important to distinguish these activities from cheating and plagiarism.
2. There are various forms of plagiarism, but in the learner's context it means presenting work for assessment which is not the learner's own.
3. Plagiarism takes place when the learner 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author. If carried out knowingly, plagiarism is regarded as cheating, and has the objective of deceiving examiners and markers and this threatens the integrity of the assessment procedures and the value of awards. It is seeking to gain an unfair advantage over other learners.
4. Some examples of plagiarism are listed below. This list is merely illustrative and not exhaustive but it does indicate the range and forms of academic dishonesty occasionally practised by some learners:
 - copying and submitting another's essay, calculations, results or printouts etc
 - copying, or closely copying sections from text, without acknowledging the source
 - using a choice phrase or sentence that you have come across
 - submitting all or part of another learner's project, dissertation or other work
 - getting someone else or an agency to write assessments or projects
 - using text downloaded from the internet
 - copying or downloading figures, photographs, pictures or diagrams. Without acknowledging the sources.
5. Plagiarism may occur inadvertently due to inexperience. So students should read carefully all the advice on how to reference sources provided by school staff. The temptation to plagiarise may arise from lack of self-confidence or from a lack of understanding about the aims of the assessment and about what is required.

It is recommended that the Harvard Referencing System is used. e.g. Bell, H (1996) name of book, publisher, city.

6. Although learners are encouraged to show the results of their reading by referring to and quoting from works on their subject, copying from such sources **without acknowledgement** is deemed to be plagiarism and will not be accepted by Henley-in-Arden School. Learners are encouraged to collaborate with others in studying, but submitting work copied from or written jointly with others is not acceptable.

Consequences of Cheating or Plagiarising

Students are warned that all forms of cheating, including plagiarism, are totally unacceptable. Any student discovered cheating or plagiarising is seen as having committed an offence and Henley-in-Arden School disciplinary procedures will be followed, with reference to examining boards where necessary. The sanctions applied to a student committing plagiarism range from the work being refused and/or a warning given regarding future conduct, to the student being barred from entering for one or more examinations for a set period of time. It is considered a form of malpractice and will, in all cases, be investigated.

Students may be asked to sign a statement to confirm that all assessment work submitted is their own.

Behaviour for learning Policy

Links to other policies Assessment for Learning, Exams, Behaviour for learning policy

Staff responsible MGI

Monitoring & Evaluation by SLT

School Group Responsible SLT

Acknowledgement: Policy has been adapted from a document published on the Internet by Croydon Council's Continuing Education and Training Service, and used / further amended by **The Brakenhale School**

Discipline Policy.

Please note that we follow the discipline policy of the school. The same interventions should apply. We follow the BFL (Behaviour for learning) code.

Learner Support Policy

As a school we follow the guidance laid down in the DfES Special Educational Needs – Code of Practice – Nov 2001 – DfES 581/2001.

All students who undertake the BTEC course are part of the whole school SEN system. IEP's are available for consideration in the Shared intranet area.

BTEC Late Work

1. Teachers at Henley-in-Arden School must **not** be influenced by the late submission of work, unless the assessment and grading criteria require evidence of:
 - Meeting agreed timelines
 - The ability to plan/organise time effectively
 - The ability to work to industrial/commercial practices that include implicit timelines.
2. We provide learners with interim formative assessment stages and feedback from the assessor to allow the learners the opportunity to improve their performance.
3. At a stated time, the summative assessment of the learner's work needs to take place and this is when formative assessment stops. We make clear to the learners the different stages of assessment and the date(s) for the completion and submission of work for summative assessment.
4. We use the student handbook to communicate to learners the consequence of not meeting deadlines for summative assessment.
5. We devise deterrents to encourage learners to submit work in on time but this does not include downgrading late work.
6. We do not support one deterrent over another; we know our learners and which tactic to adopt with the occasional late submission of work and the repeated offence of missed submission dates.
7. We aim to communicate effectively and clearly achievable deadlines to their learners and any repercussions if work is submitted in late. The following deterrents are examples and are used:
 - Feedback from the assessor to the learner on the learner's late work is delayed
 - The late work for the unit is not marked.
8. The consequence of not marking late work will depend on the BTEC qualification and if compensation is part of the calculation of the overall qualification grade.
9. For the BTEC National Certificate/Diploma and BTEC First Diploma the unmarked unit may be classified as a completed unit (see qualification policy statement Assessment and Grading: Completed Units AGCU 03-04 for the number of units that may be classified as a completed unit). For the BTEC Higher National Certificate/Diploma, BTEC National Award, BTEC Short Courses and the BTEC Introductory Certificate/Diploma there is no compensation so all units must be achieved at the pass grade. In the latter

qualifications if learners fail to achieve a pass in all their units, they may be deferred.'

Policy on Assessment and Grading

Application of criteria

Source - Edexcel

As can be seen from the above document late work cannot be dismissed, however the students have to realise that deadlines are essential so please follow the guidelines below:

- Set clear deadlines for formative and summative assessment.
- Always meet assessment deadlines.
- Give clear feedback.
- If work is late, having informed the HOD, please contact parents
- Use a late work detention
- Mark the work but do not return for improvement if the final deadline is passed.
- Share the tracking with the whole class and highlight using red and amber the late problems
- Build in 'buffer-zones' in the year plan to allow for some catch-up but beware wholesale remarking.