

# Centre Guide to Managing Quality: Policies, Procedures and Practice 2009-10

## Centre Guidance

National Qualification Framework (NQF)  
Level 2 and 3 BTEC Qualifications  
(Including Short Courses Levels 1 - 3)

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# 1 Introduction

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This guide will help centres to manage BTEC programmes, and to plan and implement programme delivery.

## 1.1 Quality assurance

As BTEC programmes rely solely upon internal assessment, it is important that all centres have systems for assuring accurate assessment and records are maintained. The BTEC quality model ensures the standard of centre quality systems:

- **Approval:** The requirements for managing BTEC programmes are found in the approval declarations. (Appendices 1 and 2).
- **Centre Risk Assessment:** A centre level check of quality systems and procedures based on identified risk areas. This process assures an ongoing adherence to the approval criteria.
- **National Standards Sampling:** A programme area level external verification of the accuracy of assessment decisions made by centre assessors.

## 1.2 Guides to developing policies and procedures

Part 3 looks at quality assurance policies and procedures to stimulate ideas and inform the structure of programme learning and assessment. Further guidance on BTEC monitoring and requirements on NOF 2 and 3 qualifications can be found at:

<http://www.edexcel.com/iwantto/Pages/qa-nqf.aspx>. Each section follows this format:

- **Purpose/Scope:** Outlines the procedure's basic purpose and its operational context.
- **Definitions/Terminology:** Explains the terms used within the section.
- **Responsibilities:** Allocates people to procedures and roles and responsibilities.
- **Procedures:** Provides a basic overview of the activities and specific requirements.
- **Examples:** This is what a specific policy may look like. It can be customised by you. When adopting sections ensure that you input the specific information required (identified by asterisks). You may need to add sections.
- **Links:** Identifies related sources of information for each section.

Policies and procedures need to be communicated appropriately. It should be noted that the policies, procedures and practices you introduce to manage BTEC assessment are interlinked: they do not operate in isolation from one another.

## 1.3 Named roles

- Managing of BTEC programmes locally is a matter for centres, but practice suggests that the adoption of named roles is beneficial.
- These roles are: Quality nominee, Programme leader, Assessor, Internal verifier. See BTEC quality handbooks for details.
- The involvement of senior managers in some procedures ensures integrity.

## 1.4 Edexcel Online (EOL)

- An electronic communication tool to provide quick and accurate interchange of routine information with centres.
- A secure account, which stores, transmits and reviews information on centre BTEC programmes and learners.
- Used at each stage of programme management.
- Access to EOL is either "read only" or "administrator".
- Administrator access permits both the input and changing of data held. Centres need to make decisions about who holds what level of access.

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## 2 Suggested format for maintaining quality assurance documents

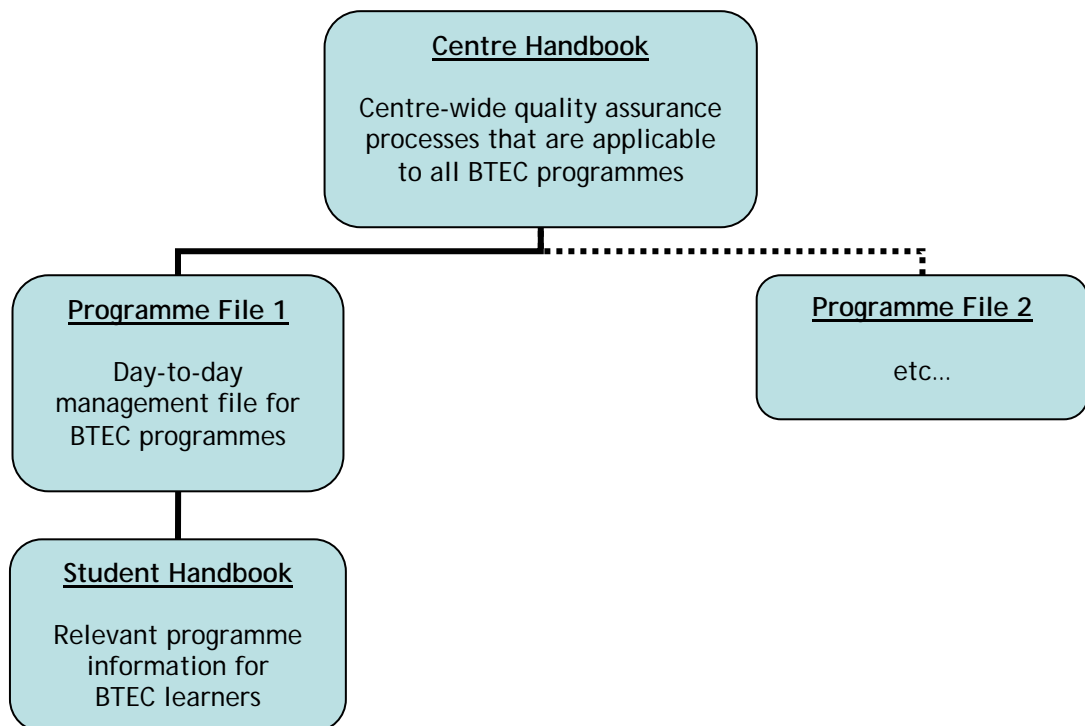
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### 2.1 At Centre level Edexcel requires:

- Functioning quality systems appropriate to centre size that enable quality management, review and improvement.
- Sufficient records that demonstrate the use of the quality system and the outcomes of key monitoring activities.
- Effective internal and external communications.
- Compliance with current BTEC requirements.

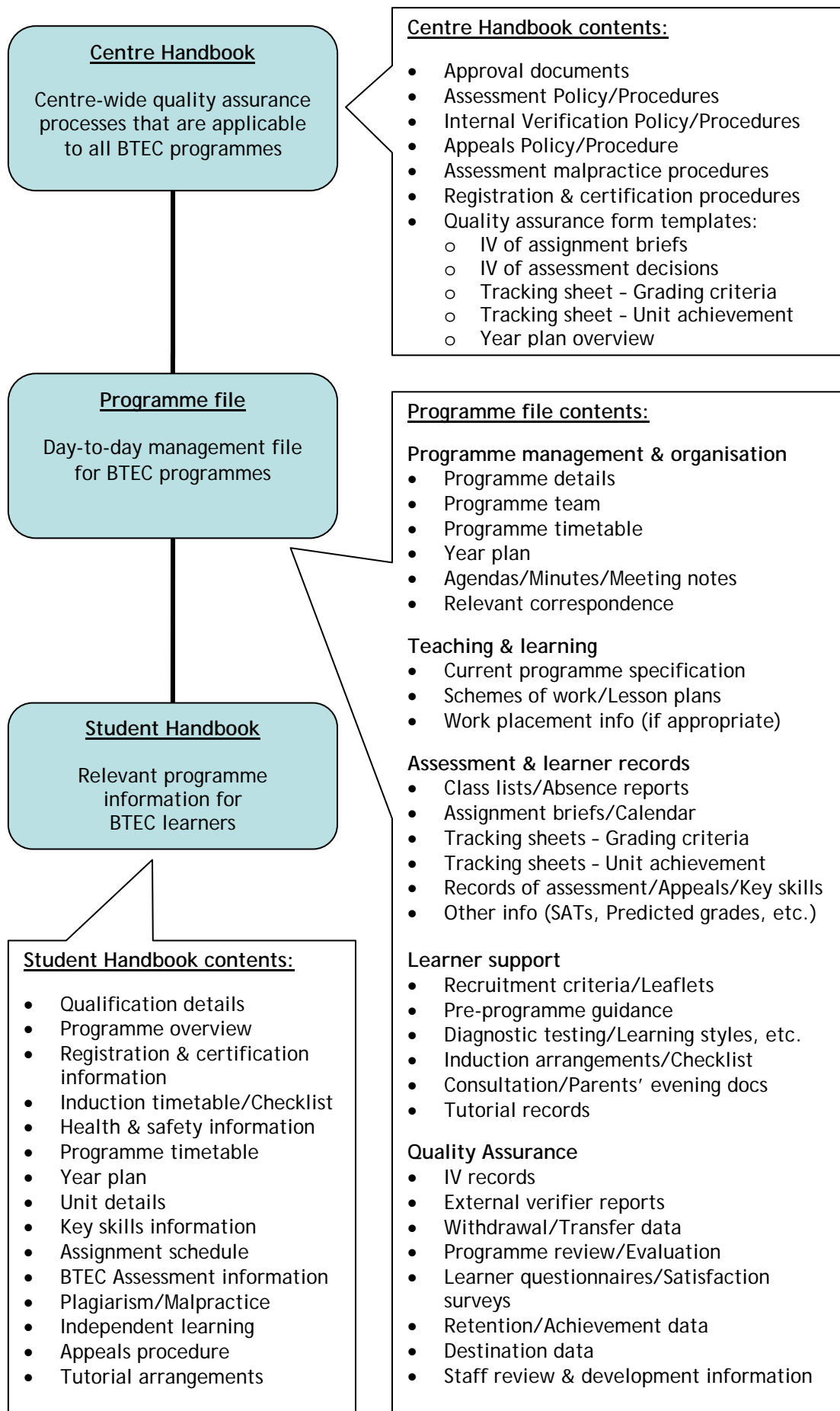
### 2.2 Documents will vary between centres

- Documents should be reviewed and revised regularly.
- Below is a suggestion of how quality assurance documents can be maintained at centre and programme level:



### 2.3 Many centres use a Centre Handbook, Programme files and Student Handbooks

- These documents can contain much of the information required at Centre Risk Assessment.
- Standardised documentation aids the accuracy, consistency and audit of records.
- Other information is usually held primarily in the examinations office.
- File content varies according to the size and type of centre. For example, small centres may use a combined Centre/Programme file.
- Holding centre policies and procedures electronically facilitates ease of access and updating.
- The following lists are suggestions, rather than prescriptive. Only use records that are useful and effective.



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# 3 Guides to developing policies and procedures

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## 3.1 Registration and certification

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### Purpose/Scope

- To ensure that accurate, up to date and auditable centre BTEC registration, achievement and certification records are maintained with Edexcel.
- That these records are kept for 3 years after certification, in line with Edexcel requirements.

### Definitions/Terminology

**Registration:** Informs Edexcel about learners at the beginning of a programme of study.

**Key dates & actions:** Deadlines for registration and certification appear in the Centre Handbook: NQF Quality assurance and the Information Manual.

**Certification claim:** The process of informing Edexcel of learner achievement.

**Compensation:** Some qualifications are subject to compensation, i.e. a learner is eligible to attain the full award without achieving the minimum number of units.

**Unit certification:** Learners who have not completed sufficient number of units to receive the full award can be certificated for the units that they have achieved.

### Responsibilities

**Exams officer:** Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

**Programme leader:** Responsible for ensuring learner details held by Edexcel are accurate and that an audit trail of learner assessment and achievement is accessible.

**Quality nominee:** Responsible for coordinating and monitoring the learner details held with Edexcel.

**Senior management:** Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

### Procedures

**Registration:** Registration initiates NSS and CRA monitoring. Learners following a standard academic year are registered by 1<sup>st</sup> November. Learners enrolling into flexible start programmes are registered within one month of enrolment. Centre procedures need to facilitate accurate, timely registration.

**Progress to date:** At end of 1<sup>st</sup> year fully achieved units can be reported to Edexcel. Certification is not claimed and improved grades can be reported later to Edexcel.

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

**Withdrawal:** Centres must advise Edexcel when a learner leaves before completion. A withdrawal will not prevent the registration from being reopened at a later date.

**Certification claims:** Full award or unit certification is claimed through EOL: paper claims can only be made on request. Whilst claims can be made at any time of year, claims for August certification must be received by 5<sup>th</sup> July. Centre claims procedures should prevent fraudulent or inaccurate claims.

## Example: Registration and Certification Policy

This is what a Registration & Certification Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your policy and relevant to your centre, should be developed.

**This centre**

**Registration & Certification Policy**

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

In order to do this, the centre will:

- Register each learner within the awarding body requirements.
- 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 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.

This policy will be reviewed every \*\*\* months by \*\*\*.

### Links

**Information Manual:** This is published by Edexcel each year and provides detailed information for Exams officers about registration and certification procedures for all Edexcel programmes: <http://www.edexcel.com/iwantto/Pages/info-manual.aspx>.

## 3.2 Assessment

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### Purpose/Scope

- That assessment of BTEC programmes is to the national standard.
- That there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

### Definitions/Terminology

**Assessor:** The person responsible for making decisions about whether learners' work achieves the national standard required for certification.

**Formative assessment:** Used to review learner progress and inform improvement.

**Summative assessment:** The definitive assessment of the learner's achievement and must be to national standards. This assessment informs a unit grade.

**Standardisation:** A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

**Learning outcomes:** What the learner should know, understand or be able to do as a result of completing the unit.

**Unit content:** The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

**Unit grading grid:** Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

## Responsibilities

**Programme leader:** Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

**Assessor:** Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

## Procedures

**Learner induction:** Should inform about all aspects of assessment and progress monitoring. Reference should be made to national standards, assessment deadlines, the need for authentic work, and learner appeals.

**Assignment design:** Should have a practical vocational focus and reference unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates needs to be planned and monitored during delivery of the programme.

**Assessment of learner work:** Should be to the published unit assessment and grading criteria only. The punitive 'capping' or limiting of grades is prohibited by the BTEC assessment methodology.

**Tracking assessment:** A secure audit trail must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit achievement for the programme. These records will be held securely for 3 years after certification.

**Certification claims:** Need to be based on accurate, audited records.

## Example: Assessment Policy

This is what an Assessment Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your policy and relevant to your centre, should be developed.

*This centre*

**Assessment Policy**

**Aim:** 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 centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS 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.

This policy will be reviewed every \*\*\* months by \*\*\*.

## Links

**BTEC Programme specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website:

<http://www.edexcel.com/quals/Pages/qual-home.aspx>.

**Edexcel BTEC Assessment & Grading Policy:** This is Edexcel's policy on the application of grading criteria when assessing BTEC programmes:

[http://www.edexcel.com/Policies/Documents/AGAC\\_18\\_05\\_06\\_Final.pdf](http://www.edexcel.com/Policies/Documents/AGAC_18_05_06_Final.pdf).

**Centre Guide to Assessment: Planning, Design & Delivery:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes.

## 3.3 Internal verification

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### Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by a centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

### Definitions/Terminology

**Internal verification:** A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and that assignments are fit for purpose.

**National Standards Sampling (NSS) :** An annual external verification process used to check centre assignments and assessment against national standards, and internal verification processes.

**Sample of learner work:** NSS is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed and varies according to numbers of learners and sector programmes a centre operates.

### Responsibilities

**Quality Nominee (QN):** The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for NSS between Edexcel and course teams. The QN ensures NSS reports are monitored and any remedial work carried out.

**Internal Verifier (IV):** A teacher able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

**External Verifier (EV):** The EV verifies the quality of the centre's assessment and internal verification.

### Procedures

**Staff briefing:** All assessors and IVs require periodic briefing on BTEC processes.

**Verification schedules:** Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year.

**Internal verification of assignments:** Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned.

**Internal verification of learner work:** Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.

**Internal verification records:** Are correctly maintained in a secure place for 3 years after certification. Centres should use standard forms for the process: see Edexcel web site.

**Links:** IV processes need to articulate with appeals processes, and authenticity of learner work requirements.

**National Standards Sampling (NSS):** Centres need to have in place monitoring and review procedures for NSS outcomes. Procedures are required to deal with failed NSS samples.

## Example: Internal Verification Policy

This is what an Internal Verification Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your policy and relevant to your centre, should be developed.

### *This centre*

#### **Internal Verification Policy**

**Aim:** To ensure that IV is valid, reliable and covers all assessors and programme activity.  
To ensure that the IV procedure is open, fair and free from bias.  
To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

This policy will be reviewed every \*\*\* months by \*\*\*.

## Links

**BTEC Programme specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website:

<http://www.edexcel.com/quals/Pages/qual-home.aspx>.

**Edexcel BTEC Assessment & Grading Policy:** This is Edexcel's policy on the application of grading criteria when assessing BTEC programmes:

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**Centre Guide to Assessment: Planning, Design & Delivery:** A valuable resource for centres in planning, quality assuring and delivering BTEC programmes.

## 3.4 Appeals

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### Purpose/Scope

- That there are clear procedures for learners to enable them to enquire, question or appeal against an assessment decision.
- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal.
- That the Head of centre facilitates the learner's ultimate right of appeal to Edexcel, once the centre's appeal procedure is exhausted.

### Definitions/Terminology

**Appeal:** A request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her.

**Appeals procedure:** A standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

### Responsibilities

**Learner:** Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

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

**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 Edexcel if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

### Procedures

**Learner induction:** Should inform the learner of the appeals procedure.

**Learner appeals procedures:** A staged procedure to determine whether the assessor:

- Used procedures that are consistent with Edexcel's requirements.
- Applied the procedures properly and fairly when arriving at judgements.
- Made a correct judgement about the learner's work.

**Appeals procedure stages:**

- **Stage 1 - INFORMAL:** Learner consults with assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
- **Stage 2 - REVIEW:** Review of assessment decisions by manager and/or IV. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
- **Stage 3 - APPEAL HEARING:** Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.
- **Stage 4 - EXTERNAL APPEAL:** The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 3: a fee is levied.

**Recording appeals:** Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

**Monitoring of appeals:** Undertaken by senior management to inform development and quality improvement.

## Example: Appeals Policy

This is what an Appeals Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your policy and relevant to your centre, should be developed.

### *This centre*

#### **Appeals Policy**

**Aim:** 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.

This policy will be reviewed every \*\*\* months by \*\*\*.

## Links

**BTEC Programme specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching BTEC programmes should have access to the relevant specification. They are published on the Edexcel website:

<http://www.edexcel.com/quals/Pages/qual-home.aspx>.

**Policy on Appeals Concerning BTEC & Edexcel NVQ Qualifications:** This is Edexcel's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted:

[http://www.edexcel.com/Policies/Documents/Appeals\\_04\\_07.pdf](http://www.edexcel.com/Policies/Documents/Appeals_04_07.pdf).

## 3.5 Plagiarism and assessment malpractice

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### Purpose/Scope

- That centres have policies and procedures in place to deal with malpractice.
- To ensure that issues are dealt with in an open, fair and effective manner.
- That centres provide appropriate deterrents and sanctions to minimise the risk of malpractice.

### Definitions/Terminology

**Learner malpractice:** Any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work. (plagiarism, collusion, cheating, etc).

**Assessor malpractice:** Any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications.

**Plagiarism:** Taking and using another's thoughts, writings, inventions, etc. as one's own.

**Minor acts of learner malpractice:** Handled by the assessor by, for example, refusal to accept for marking and learner being made aware of malpractice policy. Learner resubmits work in question.

**Major acts of learner malpractice:** Extensive copying/plagiarism, 2<sup>nd</sup> or subsequent offence, inappropriate for assessor to deal with.

### Responsibilities

**Centre:** Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.

**Assessor:** Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

**Internal verifier:** Responsible for malpractice checks when internally verifying work.

**Quality nominee:** Required to inform Edexcel of any acts of malpractice.

**Heads of centre or their nominees:** Responsible for any investigation into allegations of malpractice.

### Procedures

#### Addressing learner malpractice:

- Promote positive and honest study practices.
- Learners should declare that work is their own: check the validity of their work.
- Use learner induction and handbook to inform about malpractice and outcomes.
- Ensure learners use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

#### Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit learner records, assessment tracking records and certification claims.

### Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.
- Inform Edexcel of any malpractice or attempted acts of malpractice, which have compromised assessment. Edexcel will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to learner and staff disciplinary procedures.

## Example: Assessment Malpractice Policy

This is what an Assessment Malpractice Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your policy and relevant to your centre, should be developed.

### *This centre*

#### **Assessment Malpractice Policy**

**Aim:** 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, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- 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 / Principal / CEO* and all personnel linked to the allegation. It will proceed through the following stages:
  1. \*\*\*
  2. \*\*\*
  3. \*\*\*
- 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 following penalties / sanctions:

1. \*\*\*
2. \*\*\*
3. \*\*\*

### **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 an amanuensis, 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.

This policy will be reviewed every \*\*\* months by \*\*\*.

### **Links**

**Edexcel BTEC Assessment Malpractice Policy:** This is Edexcel's policy on assessment malpractice relating to BTEC programmes:  
<http://www.edexcel.com/iwantto/i%20want%20to%20%20Tasks/Suspected%20Malpractice.pdf>.

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# Appendix 1: Centre approval criteria

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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 QCA/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.
- Learners 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 learners' assessment and internal verification records for a period of three years following certification of the learner.

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## Appendix 2: Qualification approval criteria

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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 your centre will be given approval to offer all units within the relevant specification, you must confirm that you will only deliver units where you have 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 ongoing staff development and updating in relation to the vocational areas covered by this application.

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