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Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the BTEC Coordinator, in consultation with staff and is monitored by the School's Leadership and Management Group. The policy is subject to review every year by the school's BTEC Coordinator and is subject to approval by the Governors and Board of Trustees.

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Registration & Certification Policy

Aims of this Policy

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 and certification claims can be tracked to the certificate which is issued for each learner.

In order to achieve this aim Rooks Heath School will:

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

The Staff will liaise with the Exam officer, inform her of new entries, and withdrawals and upgrade the size of the qualification as need be.

This policy will be reviewed every year by the Rooks Heath School's Governing Body.

At Rooks Heath School, the following procedure will be implemented:

Registration: The Exam Officer will register every learner and liaise with the assessor to confirm the accuracy of the registration by signing the class list. A copy of the registered learners is filed in the LIV's folder.

Learners will be entered for external exam only if they are registered and continue to be on school register.

Withdrawals: The centre will inform as soon as a learner leaves before completion via Edexcel Online. Withdrawals will be made in event of a learner changes the subject or moving to another school. Assessors will confirm the details electronically, paperwork will be given to the assessor and filed away by the LIV of the subject.

Transfer: The Exam officer will ensure that transfers are accurate and timely. Learners can transfer registration and achievement to date between centres and between programmes.

Certification Claims: The assessors will only claim certification after successful release of the qualification by the Standards Verifier before the end of the academic year adhering to the cut-off date set by Pearson. The Exam officer will claim via Edexcel Online.

Unit Certification: Unit grade will be claimed for completed units in the event of a learner unable to complete a sufficient number of credits to receive the full qualification so that he/she can progress to their destination and continue with higher education or employment opportunities.

Links: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> 2023-2024 Page 9-10

Assessment Policy

Aims of this Policy

- 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.

Rooks Heath School will achieve this by:

1. Ensuring that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
2. Producing a clear and accurate assessment plan at the start of the programme/academic year
3. Providing clear, published dates for handout of assignments and deadlines for assessment.
4. Assessing learner's evidence using only the published assessment and grading criteria.
5. Ensuring that assessment practices meet current BTEC assessment requirements and guidance.
6. Ensuring that assessment decisions are impartial, valid and reliable.
7. Not limiting or 'cap' learner achievement if work is submitted late.
8. Developing assessment procedures that will minimise the opportunity for plagiarism & assessment malpractice.
9. Maintaining accurate and detailed records of assessment decisions
10. Maintaining a robust and rigorous internal verification procedure
11. Providing samples for standards verification/external examination as required by the awarding organisation.
12. Monitoring standards verification/external examination reports and undertake any remedial action require.
13. Sharing good assessment practice between all BTEC programme teams
14. Ensuring that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
15. Providing resources to ensure that assessment can be performed accurately and appropriately.
16. Maintaining and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

At Rooks Heath School, the following procedure will be implemented.

Assignment Design: Assessments will have a practical vocational scenario or context, referring to the qualification, unit number and title, name of the assessor, issue and hand in date, tasks and unit grading criteria. The assessment can include different methods of assessment. An assessment timetable will be planned in order to monitor the delivery of the course.

Assessment Plan: The LIV will agree and work with assessor on Assessment Plan ensure that the Assessment plan are fit for purpose to deliver and assessed accurately to meet national standards internally assessed units. Internal Verification of Assessment plan and sample other assessors and other internal verifiers in the team.

The Lead Internal Verifier will agree to the dates from the assessment timetable and input the data on Pearson Assessment Plan template with qualification, unit number, title and learning aim.

Tracking Assessment: At Rooks Heath school, assessors follow a secure audit trail on SharePoint to enable programme manager to have an overview of all sectors delivering BTEC qualification. The audit trail will comprise of 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.

Assessment Record: The assessor will complete assessment record on Pearson Assessment Template for each learner on the learning aim and the grade achieved. If there is an opportunity for resubmission, it will be documented on the assessment record. These records will be held securely for 3 years after certification. The Staff will adhere to the below flow chart on assessment submission process published by Pearson on page 8.

Links: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> 2023-2024 (pages 11-12)

Further details can be found on the above link.

Internal Verification Policy

Aims of this Policy

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.

In order to achieve this, Rooks Heath School will ensure that:

1. Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has completed standardisation with the programme. For Tech Award, 2022, there will be no Lead Internal Verifier and instead a Programme Lead will undertake standardisation exercises with the assessment team and retain the evidence.
2. Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area.
3. Staff are briefed and trained in the requirements for current Internal Verification procedures.
4. Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff.
5. Internal Verification is promoted as a developmental process between staff.
6. Standardised Internal Verification documentation is provided and used.

7. All centre assessment instruments are verified as fit for purpose.
8. An annual Internal Verification schedule, linked to assessment plans, is in place for each subject.
9. An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards.
10. Secure records of all Internal Verification activity are maintained.
11. The outcome of Internal Verification is used to enhance future assessment practice.

This Policy will be reviewed every year by Rooks Heath School's Governing Body.

At Rooks Heath School, the following procedure will be implemented:

Staff Briefing/Annual Updating: There will be regular briefing or updates on BTEC Quality Assurances through email, BTEC bulletin to the BTEC team consisting of all Assessors, Lead Internal Verifiers and Internal Verifiers, Programme Manager and Exam Officer. In addition to the updates, there will be a BTEC meeting every term with agenda and minutes documented. The programme manager is briefed on all Quality Assurances once every half-term.

LIV Registration: For each programme delivered there will be a Lead Internal Verified on Edexcel online for different levels.

OSCA Accreditation & Standardisation activities: LIV will download and complete standardisation activities within departments using the Pearson published materials, support assessment and verification within the centre.

The LIV will co-ordinate activities across the delivery team and will have authority and experience to oversee the Quality Assurance of the programme and will be the point of accountability.

The Lead Internal Verifier will ensure that internally assessed work consistently meets national standards which can also lead to staff development and quality improvement across the sector.

Internal Verification of Assignments: The LIV will verify authorised assigned briefs of internally assessed units ensuring that they are fit for purpose, confirming accuracy of unit/component, appropriacy of deadlines, suitability of context and assessment criteria and the evidence.

If changes are made to the scenario or the tasks, the LIV will fully verify before delivering.

Resubmission and Retakes: The LIV will also authorise resubmission and retake of an assignment.

LIV will permit only one submission per assignment if 3 criteria are met; Learner has met initial deadline, agreed deadline of the extension and the assessor judges improved evidence without support.

Retake is permitted if all conditions for resubmission have been met, the learner not yet achieved all pass criteria.

The LIV will authorise a retake in exceptional circumstances.

Internal Verification of Assessments: IV is critical aspect of quality assurance. The process of internal verification of assessments will be developmental, supportive and positive. The LIV will internally verify learner work against assessment criteria and feedback to the assessor. The Internal Verification of the assessments will take place shortly after assessment decisions have been made before receiving confirmation of the achievement. Any assessment concerns or actions will be applied to the entire cohort not just the sampled learners.

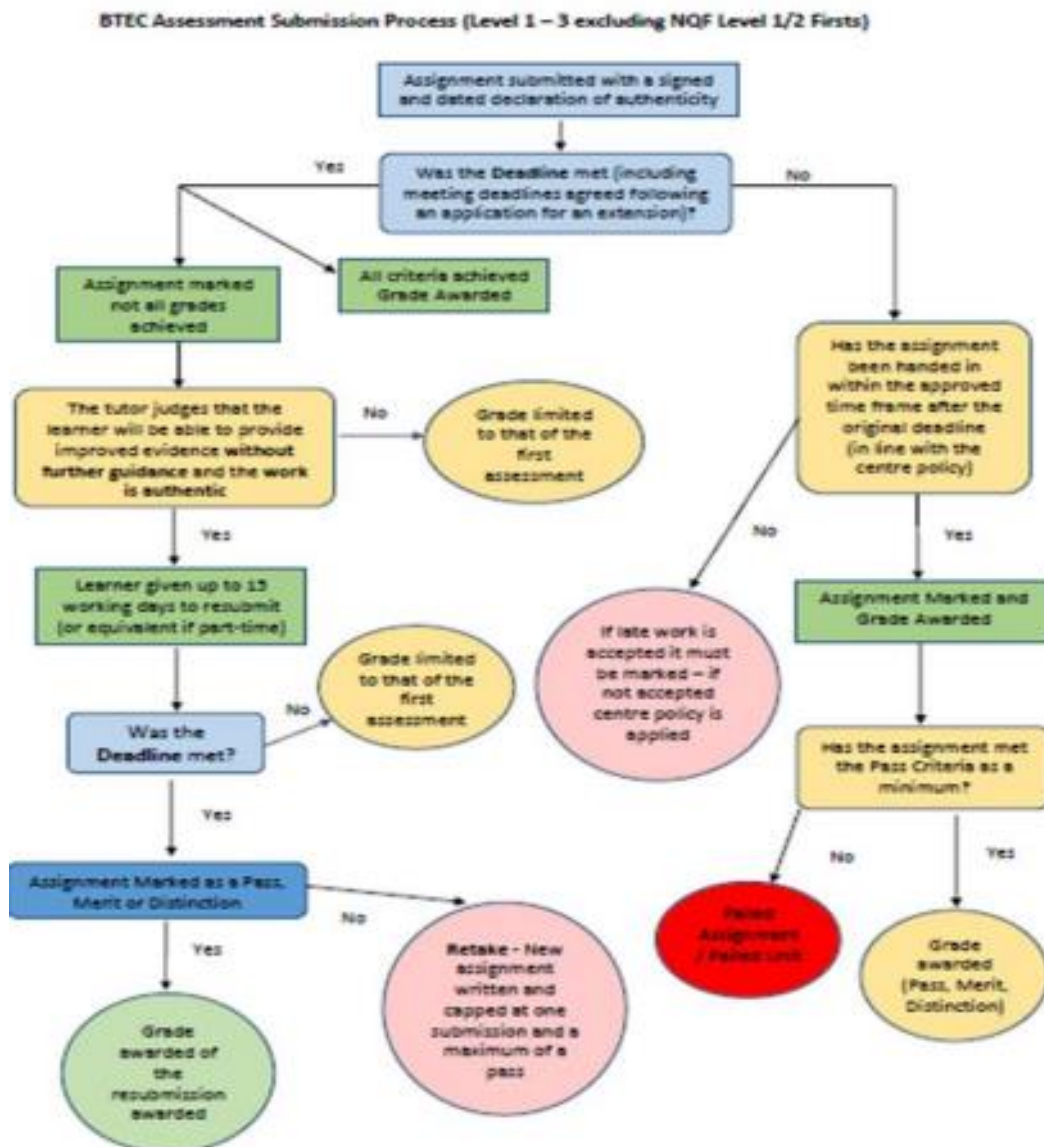
Standard Verification: The Lead Internal Verifier will be responsible for organising the sample size required from each assessor. The LIV will also plan an annual internal verification schedule which is published to all

relevant BTEC assessors and Internal Verifiers. This is done on the template called IV Assessment Plan published by Pearson.

Links: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> (2023-2024, pages 11-14)

Further details can be found on the above link. Below documents are uploaded onto [SharePoint](#).

1. BTEC Centre Guide to Internal Verification
2. BTEC Centre Guide to Standards Verification
3. Assessment & verification tools/ templates for assessment Plans, IV schedules, LIV registration online, Staff briefing/annual updating, IV of assignments, IV of assessment decisions and maintenance of IV records.
4. BTEC Centre Guide for Lead Internal Verifiers
5. Standards verification (Entry to Level 3).



Appeals Policy

Aim of this policy:

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 Awarding Body here appropriate
5. To protect the interests of all learners and the integrity of the qualification.

In order to achieve this, Rooks Heath School will:

1. Inform the learner at induction, of the Appeals Policy and procedure.
2. Accurately record, track and validate any appeal.
3. Forward the appeal to Pearson when a learner considers that a decision continues to disadvantage them after the internal appeals process has been exhausted.
4. Keep appeals records for inspection by the Awarding Body for a minimum of 18 months.
5. Have a staged internal appeals procedure.
6. 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.
7. Monitor appeals to inform quality improvement.

This policy will be reviewed every year by the Rooks Heath School's Governing Body.

At Rooks Heath School, the following procedure will be implemented:

Learner induction: The assessor will inform the learner of the appeals procedure.

Appeals procedure stages:

- **Stage 1 - Informal:** Learner consults with Assessor within a defined period of time following the assessment, to discuss an assessment decision. If unresolved, then it will move to stage 2.
- **Stage 2 – Review:** Review of the assessment decisions by Manager or LIV. Learner will then be notified of the findings and agrees or disagrees in writing with the outcome. If unresolved, will move to stage 3.
- **Stage 3 – Appeal hearing:** Senior Management hears the appeal: this will be the last stage at the centre. If unresolved, it will move to stage 4.
- **Stage 4- External appeal:** The grounds of this appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of stage 4; a fee may be levied.

Recording appeals: Each stage of the appeal will be recorded, dated and show agreement or disagreement with decision. The documents will be retained at the centre.

Monitoring of appeals: This will be undertaken by Senior Management to inform development and quality improvement.

Links: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> 2023-2024 (page 15-16)

BTEC qualification specifications: These provide guidance on assessment for each BTEC qualification.

Plagiarism and Assessment malpractice Policy

Aim of this Policy

1. To identify and minimise the risk of malpractice by staff or learners.
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness.
4. To report all alleged, suspected, and actual incidents of malpractice to Pearson.
5. To protect the integrity of this centre and BTEC qualifications.

In order to achieve this, Rooks Heath School will implement the procedure mentioned below:

1. Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone.
2. Seek to prevent 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.
3. Show learners the appropriate formats to record cited texts and other materials or information sources.
4. Ask learners to declare and sign that their work is their own.
5. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
6. Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and.
7. If AI tools are used, it requires 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. Refer to the document published by JCQ on appropriate use of AI in internal assessments. Follow the link [here](#)
8. Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ suspected Malpractice policies and procedures (<https://www.jcq.org.uk/examsoffice/general-regulations>)
9. 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.
10. Where malpractice is proven, Pearson will determine the sanctions to be imposed.
11. In event of an investigation, 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 following penalties/sanctions:

- Withdraw the student from the programme and de-register the learner.
- Decline to claim any certification.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

1. Plagiarism of any nature including the misuse of AI tools.
2. Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
3. Copying (including the use of ICT to aid copying)
4. Deliberate destruction of another's work
5. Fabrication of results or evidence
6. False declaration of authenticity in relation to the contents of a portfolio or coursework
7. 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:

1. Improper assistance to candidates
2. 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.
3. Failure to keep candidate coursework/portfolios of evidence secure.
4. Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment.
5. Inappropriate retention of certificates
6. 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.
7. producing falsified witness statements, for example for evidence the learner has not generated.
8. 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.
9. facilitating and allowing impersonation.
10. Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader.
11. 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.
12. falsifying records/certificates, for example by alteration, substitution, or fabrication.

In order to minimise addition to above, departments cover this quality during the learners' induction.

The Exam officer visits every sector and class delivering BTEC course by going through JCQ rules and regulations as well as a session on malpractice.

Assessors run a lesson on Plagiarism by showing the podcast published by Pearson as well as Plagiarism fact sheet, Ws on National Skills 07 published by Pearson.

At Rooks Heath School, the following procedure will be implemented:

Addressing learner malpractice:

- Every assessor will promote positive and honest study practices.
- Learners will declare that the work is their own and assessors will check validity of their work.
- Learners will use Harvard Referencing for appropriate citations and referencing for research sources.

Addressing staff malpractice:

- There will be staff BTEC induction to share malpractice.
- There will be robust Internal Verification and audited record keeping.
- Learner records will be audited, assessment tracking records as well as certification claim

Dealing with Malpractice

- The individual will be informed of the issues and of the possible consequences as well as of the process and appeals rights.
- The individual will be given the opportunity to respond.
- The matter will be investigated in a fair and equitable manner.
- Pearson will be informed of any malpractice or attempted malpractice which have compromised assessment.
- Penalties will be appropriate to the nature of the malpractice under review. o Gross misconduct will be referred to learner and staff disciplinary procedures.

Links:

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications.

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> 2023-2024 (page 17-19)

Refer to Plagiarism fact sheet in every BTEC qualification.

All staff teaching BTEC qualification will have access to the relevant specification.

The staff will also have access to Pearson resources uploaded onto [SharePoint](#) to ensure quality assuring and delivering BTEC programmes for the current academic year 2023-2024.

BTEC Centre Guide to Internal Assessment 2023-2024

BTEC Centre Guide to Standards Verification 2023-2024

BTEC Centre Guide to Internal Verification 2023-2024

All the relevant templates can also be found on [SharePoint](#).

Distance and/or Blended Learning Policy

Blended Learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving the learners a more diverse and engaging learning experience.

Aim of this policy is

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation i.e. Pearson.
2. To ensure that assessment methodology is valid, reliable and does disadvantage any group or individual learners.

In order to achieve this, Rooks Heath School will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.
- For further details on how Rooks Heath School is managing Blended Learning, please see School's Remote Learning Policy.
- Ensure that there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- BTEC assessors adhere to the Assessment policy described on page 4.
- Each department follows the assessment policy, implementing it according to their department context.
- Feedback to learners is managed through our SharePoint and Teams platforms.

Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear.

- Rooks Heath School has contingency measures in place in event of students having to learn remotely for extended periods of time (please see the School's Remote Learning Policy).
- If learners must learn remotely for extended periods of time, assignments will be assigned via "live lessons" on Teams where learners are able to interact in real time with their teachers. o The assessor will explain the assignment brief, the tasks involved and the deadlines to be met.
- Learners will be given the opportunity to ask questions.

Staff have been fully trained in the process of delivering remote "live" lessons.

Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner.

- At Rooks Heath School, the assessor ensures that learner authentication is established: in the document header by name, qualification, unit and learning aim; as well as images of the learner undertaking practical work in their document (where applicable). Learners sign the learner declaration to confirm that the work is undertaken by them. For practical subjects, for example, Applied Science, Creative Media Production, the assessor also documents the activity on the Pearson approved observation/witness record template.
- Assessors can conduct "mini-interviews" with learners via Microsoft Teams to ascertain the authenticity of the work by asking them to explain work they have submitted in the language of their understanding.

- Ensure that learners are fully aware of the need to ensure that they avoid any forms of malpractice or plagiarism and the work has been completed by the learner.
- The assessors remind learners about plagiarism and reference the code of practice that is delivered to them during induction at the start of the year.
- A copy of the code of practice is made available to all learners.

Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

- All work is stored on Microsoft SharePoint and Teams, effective from September 2020.
- Only authorised staff have access to assessment and internal verification records.
- The system is password protected.
- More information can be found on Rooks Heath School ICT policy.

Links: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> (Blended Learning Policy for 2023-2024, pages 22-23)

BTEC Special consideration and reasonable adjustments

In order to provide equality of opportunity to all learners at Rooks Heath School, this policy will ensure that no learner is at a disadvantage in event of a temporary illness, injury or any debilitating circumstances.

Aim of this policy is

1. To make reasonable adjustments where a disabled person would 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.

In order to achieve this, Rooks Heath School will:

- i. 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.
- ii. Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier.
- iii. Ensure any adaptations do not impact on any assessment standards or competence standards being assessed.
- iv. Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate.
- v. Consider any reasonable adjustment on a case-by-case basis.
- vi. Provide evidence of need if requested by Pearson.
- vii. Inform the learner where a reasonable adjustment application has been submitted to Pearson.
- viii. Record all reasonable adjustments made in relation to internal assessments on the Form VQ/IA and make available to Pearson on request.

Applying for Special Consideration at Rooks Heath:

- Apply for any special consideration at the time of the assessment and in line with the deadlines published by Pearson. Special consideration will be made on Edexcelonline, step by step approach can be found [here](#)
- Only apply for a special consideration if the situation meets current JCQ.
- Only apply for a 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 application has been submitted to Pearson, to access the form click [here](#)
- 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 consideration on the appropriate [form](#) as required by Pearson
- Ensure all applications are authorised by the Head of the centre.

Deadlines to submit special consideration requests for 2024 are given below:

January 2024	Edexcel Award, Project qualifications, BTEC Firsts, BTEC Nationals	30 January 2024
February 2024	BTEC First, Tech Awards (2017)	13 February 2024
March 2024	BTEC Technicals	06 March 2024
June 2024	International GCSE, GCSE, AS/A level, AEA, Mathematics in Context, BTEC First, Tech Award (2017), BTEC Technicals, BTEC Nationals	05 July 2024

Links:

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-policies-and-procedures.pdf> 2023-2024 (pages 24-25)

<https://qualifications.pearson.com/content/dam/pdf/Support/Special-consideration/Special-Consideration-Online-Tool-User-Guide.pdf>

<https://support.pearson.com/uk/s/article/Special-Considerations-Deadlines>

https://support.pearson.com/uk/articles/en_US/Knowledge/Special-Requirements-Access-Arrangements-Special-Considerations

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

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

https://www.jcq.org.uk/wp-content/uploads/2023/08/Guide_to_spec_con_process_2023_24_FINAL.pdf

All Quality Assurance documents (templates for BTEC L 1-3, Tech Award 2022, forms, JCQ guidance) can be found on [SharePoint](#)

This policy will be reviewed every year by Rooks Heath's governing body.