

# Brine Leas School

(Part of Brine Multi Academy Trust)



## VOCATIONAL POLICY (PEARSON)

Pearson Vocational qualifications require statements of compliance that can be found as follows:

- i. Equality Policy (Brine Leas School policy, Brine Leas website)
- ii. Safeguarding Policy (Brine Leas School policy, Brine Leas website)
- iii. Health and Safety Policy (Brine Leas School policy, Brine Leas website). Please note: our centre does not facilitate employer involvement)
- iv. Special consideration and reasonable adjustment (Examinations Policy, Brine Leas website)
- v. Recognition of prior learning (section 9 below)
- vi. Malpractice (section 8 below)
- vii. Appeals (section 10 below)
- viii. Complaints (Brine Multi Academy Trust Complaints policy, Brine Leas website and Assessment Appeals Policy, Brine Leas School policy)
- ix. Assessment and internal verification (sections 2, 6 and 7 below)
- x. Registration and certification (section 9 below)

### 1. PEARSON VOCATIONAL ASSESSMENT AIMS

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals .
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 3).
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

#### **In order to do this, Brine Leas will:**

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Produce a clear and accurate assessment plan at the start of the programme/academic year.
- Provide clear, published dates for handout of assignments and deadlines for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.

- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for standards verification/external examination as required by the awarding organisation.
- Monitor standards verification/external examination reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes.
- Each Lead Internal Verifier oversees effective Internal Verification systems 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, to ensure centre programmes conform to national standards.
- Secure records of all Internal Verification activity are maintained.
- The outcome of Internal Verification is used to enhance future assessment practice.

## **2. PEARSON VOCATIONAL ASSESSMENT PROCEDURES**

### **Each learner should submit:**

- evidence towards the targeted assessment criteria;
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

### **The assessor should then:**

- formally record and confirm the achievement of specific assessment criteria;
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

### **Before your learners start an assessment, you should:**

- be confident they are sufficiently prepared to undertake assessment;
- encourage them to aim at "getting it right" on first submission so they are not relying on a repeat submission or retake.

## **3. PEARSON VOCATIONAL ASSESSMENT RESUBMISSION**

The Lead Internal Verifier (IV) may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment.

This can only be authorised if the following conditions are met:

- The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
- The assessor judges that the student will be able to provide improved evidence without further guidance.
- The original work has been authenticated by both the student and the teacher.

If any of the above three conditions are not met the Lead IV must not authorise a resubmission

If the Lead IV authorises a resubmission it must be:

- Recorded on the assessment feedback form.
- Completed within 15 working days of the student receiving the results of the assessment.
- Undertaken by the student without any further guidance.
- The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work.

A full paper trail of all student work from submissions and re-takes must be kept by the assessor, as this needs to be made available for standards verification. All learners are made aware of this during their induction.

If the Lead IV does authorise a resubmission, the BTEC procedure must be applied consistently across all learners:

- Resubmissions must be recorded on the assessment record.
- Resubmissions must be given a deadline within 15 working days of the learner receiving results of the assessment. 15 days working days must be within term time, in the same academic year as the original submission.
- Resubmissions must be undertaken by the learner with no further guidance.

#### **4. RETAKES**

If a learner has met all of the opportunities of the conditions listed in BTEC Assessment Resubmission, but still not achieved the targeted pass criteria following resubmission of an assignment, the LIV may authorise one retake opportunity to meet the required pass criteria. The LIV must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

A retake can be authorised on QCF programmes only to allow a student to PASS only – this must be a new assignment written to cover the PASS criteria they have yet to meet. The assessor must agree and record a clear deadline before the learner starts a retake.

#### **5. Late work**

All coursework must be handed in on the stated date. A student who hands in work late forfeits any resubmission or retake opportunity unless there are extenuating circumstances.

#### **6. REQUIREMENTS OF LEAD INTERNAL VERIFIERS (LIV)**

- LIVs must re-register every September.

- OSCA training completed and relevant training delivered to other members of the team.
- Standardisation materials shared within the department.
- Beginning of year, request copies of all assignment briefs from Assessors.
- Check each assessment to ensure that it is of the appropriate quality and that the tasks will provide students with the opportunity to meet different grading criteria. Specifically checking that for the unit/programme:
  - All grading criteria are covered.
  - Assignments are vocationally relevant.
  - Assignments are presented in a standard format.
  - An appropriate range of assessment methods are used.
  - There is a balance of assessment across the course and students are not being over-assessed.
- Grading criteria are available to students.
- Ensure correct Pearson documentation used.
- Draw up a schedule for internal verification for their programme ensuring that:
  - All modules and their Assessors are indicated.
  - All students taking each unit/module are listed.
  - The range of assessment methods are covered.
  - Internal verification is ongoing during each term.

Department meetings are used for moderation in order to ensure that all BTEC teachers are using same grade criteria and are agreeable on marks. In the event of weakness of assessment, staff development and IV training will take place.

Selection of work Internal Verifiers should aim to cover:

- The range of work produced by students - eg presentations, written assignments, practical work, artefacts, etc.
- As many grades as possible: eg Refer, Pass, Merit, Distinction.
- In the case of new Assessors, the sample of work for verification may need to be increased. This should be agreed between the BTEC Quality Nominee (QN) and Programme Leader (PL).

## **7. INTERNAL VERIFICATION OF ASSESSMENT DECISION**

Since the aim of internal verification is to review students work to check that assessment is accurate and consistent, verifiers will need to re-mark the student's work, checking to see that they agree with the assessment decision.

- Two processes could be followed when verifying:
  - Look at the work submitted as a whole, then check against assessment and grading criteria;
  - Look at assessment/grading criteria and identify within the work submitted where the evidence is found.
- The Internal Verifier may choose whether to look at the Assessor's comments before or after carrying out the Internal Verification (blind marking). NB: Internal verification should take place as soon after assessment as is possible.
- Feedback and follow-up - Record of Internal Verification (assessment decisions) should be completed and decisions should be clearly stated and explained. Copies of the Internal Verification record should be passed to the Assessor and relevant staff.
- Sample size - For each unit/module a minimum of 4 assessment decisions should be internally verified to correspond with Pearson guidelines for External Verification.

- In the case of new assessors the sample of work may need to be increased and this should be agreed with the teacher/Head of department.

### **Further guidance:**

**BTEC Qualification 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 Btec website.

**BTEC Centre Guide to Internal Assessment:** Valuable resources for planning, quality assuring and delivering BTEC programmes

## **8. 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 impose appropriate penalties and/or sanctions on learners or staff where:-
  - Incidents (or attempted incidents) of malpractice are proven, or
  - To protect the integrity of this centre and BTEC qualifications.

### **In order to do this, Brine Leas will:**

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre, Data Manager, Quality Nominee (QN) and all personnel linked to the allegation. It will proceed through the following stages:
  - The Programme Leader (PL) will interview the learner.
  - A written record of the allegation and interview will be logged with the Data Manager.
  - Consultation will take place with the learner, PL, LIV, and QN.
  - A decision will be made by the PL and QN. This decision will be recorded by the Data Manager in agreement with the Head of Centre.
- 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, the outcome of the investigation will determine the appropriate course of action to be taken by the department. Any case where student malpractice is found to be substantiated will be reported to the awarding body.

In the case of staff malpractice, appropriate disciplinary action will take place in line with the school's policy.

**Roles abbreviations:**

Exams Officer (EO), Programme Leader (PL), Lead Internal Verifier (LIV), Quality Nominee (QN), Senior Leadership Team (SLT), Head of Centre.

**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 or 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.

**Procedures:**

**Addressing learner malpractice:**

- Promote positive and honest study practices
- Learners to declare that work is their own and check the validity of their work

- Ensure learners use appropriate citations and referencing for research sources
- Assessment procedures in place to 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 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 Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further actions required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures.

#### **Authenticity and authentication:**

Assessors should only accept evidence for assessment that is authentic, i.e. that is the learner's own work and that can be judged fully to see whether it meets the assessment criteria. Assessors should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research could reduce opportunities for copying or collaboration. Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it.

#### **Procedure for dealing with suspected malpractice and/or plagiarism (before declaration of authenticity signed):**

- Students are required to provide a signed and dated authenticity statement with every BTEC assignment brief to acknowledge that the work produced is their own and that they understand the penalties that will be imposed on students who do submit plagiarised work.
- In the event of acts of malpractice and plagiarism being suspected:
- The PL and Examinations Officer (EO) will undertake a thorough investigation; speaking first to the learner(s) involved in order to seek clarification and in respect of plagiarism regarding how they believe they sourced the material, assessment material, etc.
- If it is suspected an assignment has been plagiarised, the next step is to try to locate the source. The easiest method is to type a four to six word phrase from the text (preferably one with an unusual phrase in it) directly into a search engine such as Google and perform an "exact phrase search".
- Staff could also look through the web-sites that students use, as these are common sources for assignments. If an investigation is inconclusive the work in question could be removed and replaced by alternative work whose authenticity is not in doubt.

### **Procedure for dealing with suspected malpractice and/or plagiarism (after declaration of authenticity signed):**

- Students are required to provide a signed and dated authenticity statement with every BTEC assignment brief to acknowledge that the work produced is their own and that they understand the penalties that will be imposed on students who do submit plagiarised work.
- Assessors must not accept work which is not the learners own. If plagiarism is discovered prior to the signing of a declaration of authentication the incident need not be reported to the awarding body, but should be dealt with in accordance with the centre's own procedures.

If plagiarism is detected by the centre and the declaration of authentication has been signed, the case must be reported to the Awarding Body. The procedure is detailed in *Guidance for Dealing with Instances of Suspected Malpractice in Examinations*; this document is published by JCQ.

### **Preventing Malpractice and Plagiarism:**

- To avoid potential malpractice learners will be informed of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. This will take place every September.
- Appropriate study skills training, information and support is available for all students to prevent incidents of assessment malpractice and plagiarism.
- Subject teachers will seek to design assignment briefs and processes that help to reduce assessment malpractice and plagiarism.
- Subject teachers are to reinforce this policy, not only when inducting students into the centre, but also at regular points thereafter as appropriate.
- Academic staff will take reasonable steps to monitor student work carefully for assessment malpractice and plagiarism.
- All staff teaching and that are involved in any aspect of the assessment/delivery of BTEC courses will also follow robust quality assurance processes including Internal Verification, audited record keeping, tracking and certification claims in order to minimise and identify any malpractice.

## **9. BTEC REGISTRATION AND CERTIFICATION**

### **Aims:**

- 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, Brine Leas 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.

### **Procedures:**

These procedures are in place to enable us to comply with the registration and certification requirements of Pearson and prevent inaccurate or false registrations, external assessment entries, or certification.

### **Overall responsibilities within the centre:**

- Exams Officer (EO): responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.
- Programme Leader (PL): responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner attendance, assessment and achievement is accessible.
- Lead Internal Verifier (LIV): responsible for ensuring that an audit trail of learner assessment and achievement is accessible and supports certification claims.
- Quality Nominee (QN): responsible for coordinating and monitoring registration and certification procedures within the Centre.
- Senior Leadership Team (SLT): responsible for ensuring registration and certification policy and procedures are regularly reviewed, disseminated to staff and overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

### **Registration procedure:**

- EO will send out a document to all Heads of Curriculum Area requesting all course details including programme number QAN codes (including BTEC course names and levels. These are signed and passed back to the EO.
- PL should ensure that relevant students names are on class lists on Bromcom and the correct course within two weeks of starting Yr10 and Yr12.
- EO to register learners with Pearson before end of October: ensuring correct course code is used.
- During first week of November, PLs to check course registration lists for programmes using Edexcel Online (EOL) and send email to EO to confirm accuracy or notify any changes required. Retain copy of email in Programme File. QN will email out copies of all course registrations for checking. PL to confirm these registrations are correct with the QN.
- EO to make any required changes and email PL to confirm once these have been made.
- EO to register students with Edexcelonline by the 1<sup>st</sup> November.
- EO to register learners for BTEC externally set assessments and provide PL with confirmation of this.
- PL to check accuracy of BTEC externally set assessments registrations and send email to EO to confirm accuracy or notify any changes required.
- PLs to ensure attendance data is accurately maintained throughout the year using Bromcom.
- EO will notify the awarding body where the school is able to apply reasonable adjustments for special consideration for individual students on advice from SEND link.

### **Transfer of students between centres:**

Due to students moving between centres there may need to be a transfer required to or from the centre for their BTEC course. To enable this to be an effective process the EO will process the transfer via Edexcelonline, using the required fields of data. From Bromcom.

### **Withdrawals:**

- PL must inform the EO as soon as possible of students that leave before completion of the course.
- EO to make withdrawals using Edexcelonline. (these may be reinstated at a later date with consent of the head teacher).

### **Certification procedure:**

- LIV to ensure assessment records support learner achievement before completing student report forms (SRFs) and passing to PLs for checking.
- PLs to check accuracy of SRFs: once confirmed as accurate, pass completed SRFs to EO, along with assessment records that need retaining for three-year period. Retain copies in Programme File.
- EO, with PL to submit certification claims via EOL.
- EO to check accuracy of certificates against assessment records once received: notify Pearson of any inaccuracies and recheck amended certificates on receipt.
- EO to issue certificates to learners.

### **Audit procedure:**

- QN to review implementation of procedures at points throughout each academic year for all active BTECs. Copy of reviews to be retained in Programme File.
- Discovery of inaccurate, early/late and fraudulent registrations and certifications procedure: Where any inaccurate, early/late and fraudulent registrations or certification claims are discovered, QN to escalate to Head of Centre (Headteacher) via SLT link (Assistant Headteacher) and Head of Centre/ SM to instigate internal Malpractice procedures and report to Pearson.

## **10. PROCEDURE FOR APPEALS ON PEARSON VOCATIONAL ASSESSMENT DECISIONS**

### **Aims:**

- 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, Brine Leas will:**

- Inform the learner during 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.

### **Appeals Procedure and stages:**

- It is the responsibility of Brine Leas as an assessment centre, to make all students aware of the appeals procedure on induction.
- The QN is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- Written records of all appeals should be maintained by School. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each 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. The QN should also be notified.
  2. Review: review of assessment decisions by QN and/or internal verifier/lead internal verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
  3. Appeal hearing: SLT hears the appeal: last stage by the centre. If unresolved, move to stage 4.
  4. External appeal: *see formal appeal below*

### **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.

### **Formal appeal procedures:**

- If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- The QN with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the QN and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
- The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the Internal Programme Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- The outcome of the appeal may be:
  - Confirmation of original decision;
  - A re-assessment by an independent assessor;
  - An opportunity to resubmit for assessment within a revised agreed timescale.

**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/lead internal verifier/senior management:** responsible for judging whether assessment decisions are valid, fair and unbiased.
- **Head of centre:** responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

**11. FURTHER GUIDANCE****BTEC qualification 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 BTEC website.

**Enquiries and appeals about Pearson vocational qualifications policy:**

This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

Full information can be obtained via the link below:

[https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries\\_and\\_Appeals\\_on\\_Pearson\\_Vocational\\_Qualifications.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf)

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**BTEC ASSESSMENT APPEALS TRACKING FORM**

Name of appellant	
Course Name	
Unit	
(Assignment)	
Assessment Result	
Date of assessment result	
Name of assessor	
Date of appeal	
Summary of grounds for appeal (Attach copy of letter)	
Action/dates & outcome of informal attempts to resolve	
Comment/signature/date of appellant	
Date of Appeals Panel	
Membership of Appeals Panel	
Outcome of Panel	
Reassessment: Name of assessor and date of reassessment	
Outcome of reassessment	
Date of final decision of panel	
Date of letter to student (copy s/be attached)	
Comment/signature/date of appellant	

