**BTEC Appeals Policy**

**Purpose of the Policy**

Ashley School will enable students to enquire, question or appeal against an assessment decision that is based on the assessment procedures: assessment criteria, standardisation and verification. Ashley School will attempt to reach agreement between students and the assessor at the earliest opportunity.

Ashley School will record any appeal to ensure openness and fairness and will facilitate a student’s (or in the case of a student under 18, the student’s parent/guardian) right of appeal to the awarding body where appropriate. Ashley School will protect the interests of the student’s confidentiality and the integrity of the qualification.

**Roles and Responsibilities**

The Exams Officer will record, track and validate any appeal.

Any appeals will be forwarded to the awarding body when a student (or with parent/guardians consent if the student is under 18) considers that a decision continues to disadvantage him/her after the internal appeals process has been exhausted.

Ashley School will keep any appeals records for 3 years for inspection by the awarding body.

Ashley School in line with awarding body guidelines has a 3 stage internal appeals process.

The student will need to consult with the examination officer to arrange the following:-

**Stage 1 – Informal:**

The student consults with the allocated subject assessor within a defined period of time following the assessment decision. If unresolved, all issues are documented before moving to stage 2. All informal interviews will be recorded.

**Stage 2 – Review:**

Review of assessment decision by curriculum team leaders or internal verifier. The student will be notified of the outcome in writing with the findings and will have the opportunity to agree/disagree – if the student/parents (if student is under the age of 18) disagree and the outcome remains unresolved the school will move to stage 3.

**Stage 3 – Appeal Hearing:**

The Quality Nominee/Senior Leadership Team member will hear the appeal – in line with the schools Appeal Policy (for students under 18 years of age they must provide a letter from a parent/guardian). If at this stage the appeal remains unresolved the exams officer will contact the awarding body and request an external appeal.

**External Appeal**

The Exams Officer will contact the awarding body.

All grounds for appeal by the student and all supporting documentation must be submitted by Ashley School to the awarding body within 14 days of the completion of Stage 3.

Edexcel will only consider an appeal if the following conditions have been met:-

* The appeal is submitted to Edexcel in writing by the Head of Centre and includes the ground for appeal and any supporting document.
* An appeal is submitted to Edexcel once the centre’s own internal appeals procedures have been exhausted.

During the appeal Ashley School will retain all evidence relating to the appeal case. If the appeal involves the work of all learner(s), the completed work of the cohort will be retained.

The Examinations Officer will monitor/log any appeals/outcomes and inform the Quality Nominee of any improvements that may be required or recommended by the awarding body.

The Quality Nominee needs to take appropriate action to protect the interests of other students and the integrity of the qualification if at any stage the outcome of an appeal questions the validity of other student’s results.

**Assessment Malpractice**

**Assessment Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage of authority of those responsible for conducting the assessment certification.**

This policy relates to malpractice in any assessment and certification context and sets out the rights and responsibilities with regard to malpractice of learners and staff.

**A. Policy Document**

The school does not tolerate actions (or attempted actions) of malpractice by: Students, Staff ,Other stakeholders in connection with any assessments and certification.

The school will impose disciplinary proceedings where incidents (or attempted incidents) of malpractice have been proven. Where assessment malpractice is proven awarding bodies may also impose penalties or sanctions.

**B. Requirements for Implementation**

1. Students will be informed of the School’s policy on assessment malpractice and plagiarism during course induction.

2. Students will be shown the appropriate formats to record cited texts and other materials or information including websites.

3. The school will use assessment procedures which reduce the opportunity for malpractice including for example:

* + Periods of controlled sessions during which evidence for assessments is produced by the student.
	+ Altering assessment assignments/task/tools on a regular basis.
	+ Establishing that members of staff are responsible for checking for the  validity of the learner’s work.
	+ Building in oral sessions to check learner understanding, skills and  knowledge of their presented material.
	+ Ensuring access controls are installed to prevent learners from accessing  and using other people’s work when using networked computers.
* 4. Students should make a written declaration that their work is their own when submitting assessments.
* 5. Incidents of student assessment malpractice should be reported to the Examinations Officer. If the malpractice is discovered after the Awarding Body declaration sheet has been signed, the incident should also be reported to that body.
* 6. Incidents of staff assessment malpractice should be reported to the Head Teacher or his/ her nominated representative.
* 7. When a case of alleged assessment malpractice has been reported the incident should be investigated using the appropriate disciplinary procedure for staff or student.
* 8. The alleged incident should be reported to the Awarding Body as appropriate at the earliest opportunity.
* **C. Assessment Malpractice**
* **The following are examples of malpractice by students. This list is not exhaustive and other instances of malpractice may be considered by the school at its discretion.**
* Plagiarism by copying and passing off, as the student’s own, the whole or part(s) of another person’s work, including artwork, images, words, computer generated work (including internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator’s permission and without appropriately acknowledging the source.
* Collusion by working collaboratively with others to produce work that is submitted as individual student work. Students should not be discouraged from teamwork, as this is an essential key skill for many areas.
* Impersonation by pretending to be someone else in order to produce the work for another.
* Fabrication of results or evidence.
* Failing to abide by instructions.
* Misuse of assessment and/ or examination material.
* Introduction of unauthorised material.
* Alteration of any results document.
* Cheating to gain an unfair advantage.
* **The following are examples of malpractice by staff.**
* **This list is not exhaustive and other instances of malpractice may be considered by the school at its discretion.**
* Failing to keep confidential assessment mark schemes secure.
* Alteration of assessment mark scheme
* Alteration of awarding bodies assessment and grading criteria.
* Assisting students 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 staff producing work for the student.
* Producing falsified witness statements, for example for evidence the student has not generated.
* Allowing evidence, which is known by the staff not to be the student’s own to be included in the student’s assignment/task/portfolio/coursework.
* Misusing the conditions of special access arrangements.
* Failing to keep student files secure- electronic or otherwise.
* Falsifying records/certificates or obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.
* **Investigating Alleged Malpractice**
* When dealing with alleged malpractice, the Head Teacher or the nominated representative will:
	+ Deal with the alleged malpractice in an open and fair manner.
	+ Involve the learner and others in the investigation process.
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* This may occur, for example, when a learner’s account of events is at variance with that of the centre. During the investigation period the release of results/certificate may be withheld, with the permission of the Awarding Body, pending the outcome of the investigation.
* The Head Teacher or the nominee will carry out an investigation into allegations of malpractice. Investigations into any alleged malpractice against the Head Teacher will normally be conducted by the Chair of the Governing Body or an appointed nominee.
* If the school discovers or suspects anyone of malpractice, the school will make the accused fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. If a learner is under 19 years of age, the learner’s guardian must also be informed.
* The accused will be given the opportunity to respond (preferably in writing) to the allegations made.
* The accused will also be informed of the avenues for appealing should a judgment be made against them.
* A record of the investigation into and outcome of the alleged practice will be retained, in line with staff and student disciplinary policies.
* **BTEC Internal Assessment Appeals Procedure**
* In accordance with the Code of Practice for the conduct of internal qualifications produced by the QCA, Ashley School is committed to ensuring that:
* • Internal assessments are conducted by members of staff which have the
* appropriate knowledge, understanding and skills.
* • Assessment evidence provided by candidates is produced and
* authenticated according to the requirements of the relevant specifications for each subject.
* • The consistency of internal assessment is assured through internals standardisation as set out by the Awarding Bodies.
* • Staff responsible for internal standardisation and/or assessment can only do so after attending compulsory training sessions.
* **Written Appeals Procedure**
* Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents of these procedures. Appeals may be made to the School regarding the procedures used in internal assessment, but **not the actual marks or grades** submitted by the School for moderation by the Awarding Body.
* A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer, as soon as possible to discuss the appeal; a written appeal must be received by the School at least **two weeks** before the date of the last external exam in the subject.
* On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Head of Key Stage 3. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
* The student appealing will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates. They may then opt for a personal hearing if still dissatisfied. The Head Teacher and a Governor will hear the appeal under normal appeal procedures. A written record will be made.