

Published Date:	May 2026
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	May 2027

GFM BTEC Policy

Applicable to Pearson BTEC Level 2 and Level 3 Subsidiary Qualifications

Rationale

This policy outlines the school’s approach to the delivery, assessment, quality assurance, certification and management of Pearson BTEC Level 2 and Level 3 Subsidiary qualifications. The purpose of the policy is to ensure that all BTEC programmes are delivered in line with Pearson requirements, KHDA expectations and whole-school procedures. The policy supports consistency, fairness, academic integrity and high-quality vocational education across all subject areas.

This policy applies to all Pearson BTEC Level 2 and Level 3 Subsidiary qualifications delivered within the school. It is relevant to all staff involved in the planning, teaching, assessment, quality assurance and administration of BTEC programmes, including senior leaders, heads of department, assessors, internal verifiers, examinations staff and Quality Nominee.

Policy Aims

The school is committed to delivering vocational programmes that provide students with meaningful learning experiences and recognised qualifications. The policy aims to ensure that assessment is fair, valid and reliable while maintaining full compliance with Pearson and KHDA requirements. It also supports consistent practice across departments, protects the integrity of qualifications and promotes continuous improvement in teaching, learning and assessment.

Roles and Responsibilities

The Head of Centre holds overall responsibility for the quality and compliance of BTEC provision within the school and ensures that adequate staffing, training and resources are in place. The Quality Nominee acts as the main point of contact with Pearson and oversees quality assurance processes, external verification, action planning and policy monitoring. Programme Leaders and Heads of Department are responsible for overseeing curriculum delivery, assessment planning and monitoring student progress.

Assessors are responsible for delivering units in line with Pearson specifications, setting appropriate assignments, assessing student work accurately, and maintaining assessment

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records. Internal Verifiers are responsible for verifying assignment briefs and assessment decisions to ensure consistency and fairness across programmes. The Examinations Officer manages registrations, certification claims and secure storage of assessment documentation. Students are expected to complete all work honestly, meet deadlines and follow school expectations relating to academic integrity.

Programme Delivery

All BTEC programmes will be delivered by appropriately qualified staff with subject knowledge and vocational understanding relevant to the qualification. The school will ensure that Guided Learning Hours are fully met and that schemes of work align with current Pearson specifications. Students will receive a clear induction at the beginning of the programme outlining course expectations, assessment procedures, deadlines, appeals processes, and academic integrity requirements.

The school is committed to providing appropriate resources and support to ensure students can access high-quality vocational learning experiences. Teaching and learning approaches will encourage independent learning, practical application and the development of transferable skills that support progression to further education or employment.

Assessment Policy

Assessment within BTEC programmes will be carried out in accordance with Pearson regulations and qualification specifications. Assessment decisions must be based solely on the published assessment criteria and should be fair, consistent, and evidence-based. Assignment briefs must be internally verified before being issued to students and must clearly outline the unit content, assessment criteria, submission deadlines, and vocational context.

Feedback provided to students must support progress while remaining compliant with Pearson guidance. Assessors may identify areas of strength and development but must avoid directing students specifically on how to improve work to achieve higher grades following submission. Accurate assessment records will be maintained for all students and retained securely in line with Pearson requirements.

Submission and Resubmission

Students are expected to submit all assessment evidence by the agreed deadline unless authorised extensions have been granted through the school's mitigating circumstances procedures. All submitted work must be authenticated as the student's own work and may be subject to additional checks, including plagiarism detection and verbal authentication.

Students who miss the original submission deadline without an authorised extension are not normally eligible for a resubmission opportunity and may receive a non-achievement outcome in accordance with Pearson internal assessment requirements.

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Where permitted under Pearson regulations, one resubmission opportunity may be authorised by the Lead Internal Verifier. Resubmissions will only be approved where the original assessment process was valid, the work was submitted on time and the student is capable of improving the work independently. All resubmission decisions and deadlines will be formally recorded.

Appeals Procedure

The school is committed to ensuring that students have a fair opportunity to challenge assessment decisions where they believe an error has occurred. Students should first discuss the assessment decision with the Assessor to seek clarification and feedback. If concerns remain unresolved, a formal appeal may be submitted in writing to the Programme Leader or Quality Nominee within the timeframe specified by the school.

The appeal will be reviewed by an appropriately independent member of staff and the outcome will be communicated to the student in writing. Records of appeals and outcomes will be maintained securely. Where a student remains dissatisfied following the school's internal process, the school will advise them of any further review options available under Pearson procedures.

Academic Integrity and Malpractice

The school promotes a culture of honesty, integrity and responsible academic conduct across all BTEC programmes. Students will receive guidance on plagiarism, referencing, research skills, collaboration, and the acceptable use of artificial intelligence tools. All submitted work must represent the student's own independent effort unless collaborative work is specifically authorised within the assessment requirements.

Malpractice includes plagiarism, collusion, fabrication of evidence, impersonation, cheating, misuse of AI, and falsification of records. Any suspected malpractice will be investigated in line with Pearson procedures and school expectations. Appropriate sanctions may include rejection of work, disqualification from units, referral to Pearson or internal disciplinary procedures.

Artificial Intelligence (AI) Guidance

The school recognises that AI technologies may support research and planning, however, students must ensure that all submitted work remains authentic and demonstrates their own understanding and analysis. AI-generated responses must not replace independent thinking or assessment evidence produced by the student.

Where students make use of AI tools in permitted ways, such use must be appropriately acknowledged or referenced in line with school and Pearson expectations. Failure to acknowledge AI-generated content may be treated as a form of malpractice.

Teachers may request supporting evidence such as drafts, planning notes, or verbal explanations to confirm authenticity. Any misuse of AI that compromises academic integrity will be treated as malpractice and investigated in line with Pearson and school procedures.

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Internal Quality Assurance (IQA)

The Internal Quality Assurance process is designed to ensure consistency and fairness across all BTEC assessment decisions. Internal verification will take place throughout the academic year and will include assignment brief verification, assessment sampling, standardisation meetings and monitoring of student progress and feedback practices.

All staff involved in BTEC delivery will participate in standardisation activities at least once per term to ensure consistent application of assessment criteria and shared understanding of Pearson expectations. Records relating to assessment, verification, standardisation, certification and action planning will be securely maintained and reviewed regularly by the Quality Nominee.

External Quality Assurance

The school will work collaboratively with Pearson Standards Verifiers and External Quality Assurers to maintain compliance with national standards. All requested documentation, student evidence, tracking records and quality assurance materials will be made available within required timescales.

Where action points are identified following external verification activity, the school will implement and monitor improvement actions promptly. Outcomes from external quality assurance processes will inform future staff training, departmental reviews, and quality improvement planning.

Student Support and Access Arrangements

The school is committed to ensuring that all students have equitable access to learning and assessment opportunities. Appropriate support may be provided through EAL provision, SEND support, intervention programmes and approved access arrangements in accordance with Pearson and relevant examination regulations.

Any access arrangements or adjustments will be documented appropriately and implemented in a manner that maintains the validity and integrity of the qualification. Staff will work collaboratively with students and families to ensure support needs are identified and addressed effectively.

Certification Policy

The school will only claim certification once all assessment and internal verification processes have been completed and achievement has been accurately recorded. Certification claims must be authorised by the Head of Centre and supported by valid assessment evidence and quality assurance documentation.

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The Examinations Officer is responsible for ensuring that student registrations and certification claims are submitted within Pearson deadlines. Certificates will be stored securely upon receipt and issued directly to students or authorised parents/guardians with appropriate collection records maintained.

Confirmation Statement

The school confirms that Pearson BTEC qualifications are delivered in accordance with Pearson specifications, quality assurance expectations, and KHDA requirements. The school further confirms that assessment decisions are fair, valid, reliable and authentic and that all certification claims are supported by verified evidence.

The school is committed to maintaining effective internal quality assurance systems, supporting staff training and development, and continuously reviewing provision to ensure high standards of teaching, learning, assessment and student outcomes across all vocational programmes.

Data Protection and Confidentiality

All student records, assessment documentation, and quality assurance materials will be managed securely and confidentially in line with school procedures, Pearson requirements, and relevant UAE data protection expectations. Access to documentation will be limited to authorised personnel only.

The school will ensure that records relating to assessment, verification, certification and malpractice investigations are retained appropriately and stored securely for the required retention period.

Monitoring, Review and Quality Assurance of this Policy

This policy will be monitored through ongoing internal quality assurance activities including assessment sampling, standardisation meetings, lesson observations, student progress reviews, external verification feedback and senior leadership monitoring.

The policy will be formally reviewed annually, or earlier where required due to Pearson updates, KHDA expectations, or identified compliance concerns. The Quality Nominee is responsible for coordinating the review process and ensuring that any amendments are communicated clearly to staff.

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