



BTEC Registration and Certification Policy

Policy Details	
Policy Owner	Director MIS and Funding
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1. Introduction

This policy is in place to enable the College to comply with the registration and certification requirements of Pearson and prevent inaccurate or false registrations, external assessment entries, or certification.

2. Statement of Intent

- 2.1** To ensure that individual students are registered on the correct programme within agreed timescales.
- 2.2** To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- 2.3** To construct a secure, accurate and accessible audit trail to ensure that students' registration and certification claims can be tracked to the certificate which is issued for each student.

3. College Responsibilities

- 3.1** The college will:
 - a. Register each student within the awarding body requirements. The Examinations Officer will receive BTEC Course details and Qualification Aim Number (QAN) from Management Information Systems (MIS). Programme number to be obtained from Pearson, the awarding body.
 - b. Provide a mechanism for the relevant departments to check the accuracy of the student registration. At the beginning of October, Curriculum Managers will be asked to check students are on the correct course as the information on Rems will be used for registration at Pearson. Once students are registered, course details, Programme numbers and Registration numbers will be forwarded to Curriculum Managers for double-checking.
 - c. Students are registered in line with registration caps applied by Pearson.

4. Examinations Department Responsibilities

- 4.1** The Examinations Department will:
 - a. Register students on Edexcel online, or by Electronic Data Interchange (EDI) file, by the board deadline.
 - b. Make each student aware of their registration status via Curriculum Managers.
 - c. Inform the awarding body of withdrawals, transfers or changes to students' details, acting on information from the Management Information Systems (MIS) department.
 - d. Inform the awarding body where the college is able to apply for reasonable adjustments or special consideration for individual students.
 - e. Ensure that certificate claims made by Curriculum Managers are timely and based solely on internally verified assessment records within ProMonitor.
 - f. Audit certificate claims made to the awarding body by Curriculum Managers. Awarding body will contact Exams Officer if incorrect claims are made – BTEC Open Queries on Edexcel.

- g. Audit the certificates received from the awarding body to ensure accuracy and completeness.
- h. Keep all certificates safely and securely for one year as per Joint Council for Qualifications (JCQ) regulations. A reminder will be sent to students that have not collected their certificates before they are destroyed. Details of destroyed certificates are kept for four years.

5. Definitions of Key Processes

5.1 Registration

Registration initiates the college's Quality Assurance processes. Students following a standard academic year are registered by the board deadline.

5.2 Transfer

Students can transfer their registration and achievement to date between centres. Transfer between study programmes is permitted if they are between programmes of the same level e.g. Level 3 to Level 3. Procedures ~~need to~~ will ensure transfers are accurate and timely. Students should also ensure that adequate information about the transferee's position and progress is communicated.

5.3 Withdrawal

Curriculum Manager/Lead Internal Verifier/Teacher must inform MIS when a student leaves before completion, so that withdrawals can be made via Edexcel Online. A withdrawn student may be reinstated at a later date.

5.4 Certification Claims

Full qualification certification or credit certification is claimed via Edexcel Online. USP College follow Pearson guidance when making Edexcel Online claims. Claims can be made at any time of year, but claims for August certification should be received by the awarding organisation by the first Wednesday after timetabled teaching ends (or 5th July, whichever is first).

As part of the internal verification process, claims will be sampled to prevent fraudulent or inaccurate claims. Curriculum Managers are responsible for accuracy of claims, reporting any errors or omissions to the awarding body/Exams Officer immediately upon discovery.

Regular training is provided to staff entering grades for certification. Plagiarism detection software is used by assessors prior to claiming internal unit grades (where applicable).

The College encourages staff, students or other stakeholders to report any concerns. Individuals are protected by the Whistleblower Policy (Exams).

6. Linked Policies

- 6.1
 - a. [Examinations Policy](#)
 - b. [Equality, Diversity & Inclusion Policy](#)
 - c. [Whistleblowing Policy \(Exams\)](#)

Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

BTEC Registration and Certification Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	✓
Staff	✓
Wider Community	

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

N/A

4. The Impact

Four possible impacts should be considered as part of the assessment:

- Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- Does policy outcomes and service take up differ between people with different protected characteristics?
- What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- Does the policy miss opportunities to advance equality of opportunity and foster good understanding/relationships between groups?
- Do other policies need to change to make this policy more effective?

k. Is there any element of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		
Any other disability – Various		✓		
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		✓		
Culture		✓		
Religious Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Marriage/Civil Partnership		✓		
Pregnancy /Maternity /Paternity		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility.
(Continue on separate sheets as necessary)

Action Plan: