

BTEC

Assessment and Internal Verification Policy

2023/24

Olive AP Academy – Nene Valley

Document control table	
Title	BTEC Assessment and Internal Verification Policy
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<p>This is an OA central template which should be checked to ensure the local context is added and local contacts provided.</p> <p>This procedure is reviewed annually to ensure compliance with current regulations.</p> <p>It should be read in conjunction with other BTEC exam related policies including:</p> <ul style="list-style-type: none">• Registration and Certification Policy• Complaints and appeals• Blended/distance learning policy	

Key staff involved in the BTEC

Role	Name(s)
Exams Officer	Amber Doyle
Exams Officer line manager (Senior Leader Quality of Education)	David Saunders (overall line manager) Rebecca Mead (QofE lead)
Head of centre	David Saunders
Quality Nominee	Rebecca Mead
Lead Internal Verifier (LIV)	Rebecca Mead

Part 1: Assessment Policy and Procedures

1. Purpose of the policy

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that learners are given realistic targets and informed of their progress
- 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 and tracking of assessment decisions and achievements

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence 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.
- Annually provide samples for National Standards Sampling as required by the awarding body
- Monitor NSS 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.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

It is vital that assessment and Internal Verification are planned carefully. Should a learner appeal against an assessment decision an investigation will follow. If there is no assessment and IV plan the learner will always 'win' their appeal. The learners will also 'win' their appeal if assessment plans indicate that the learners have been put under too much pressure, e.g. same deadline dates for more than one assignment.

2. Definitions/Terminology

Assessor: The person responsible for making decisions about whether learners' work achieves the national standard required for certification.

Formative Assessment: Used to review learner progress and inform improvement.

Summative Assessment: The definitive assessment of the learner's achievement and must be to national standards. This assessment informs a unit grade.

Standardisation: A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning Outcomes: What the learner should know, understand or be able to do as a result of completing the unit.

Unit Content: The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Unit Grading Grid: Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

3. Procedures for assessment

The Assessment Plan

The LIV is responsible for the production and maintenance of the assessment plan for any course they are responsible for. The Assessment Plan is an essential planning and support tool and should mean:

- assignments and deadlines are planned effectively throughout the programme
- everything learners need to learn in their BTEC programme is covered
- each assessment criterion is assessed only once during the programme, other than resubmissions.

Assessment

Assessment is used by teachers to judge learner's attainment. For learners, assessment indicates successful learning and the need for further study or further evidence or intervention on the teacher's behalf.

- Before starting an assessment, the assessor must ensure that each learner understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The learners must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.
- Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners must use their knowledge / notes / textbook to work independently towards the task
- Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the learner. The Lead IV must be informed of any agreed extensions.
- For each assignment task the learner must submit:
- An assignment which consists of evidence towards the targeted assessment criteria

- A signed and dated declaration of authenticity which confirms the evidence has been produced independently
- Appropriate referencing
- The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification.
- The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the learner's own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved.

Once the learner begins work for the assessment, the assessor must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the summative assessment stage.

4. Further guidance on BTEC feedback stages for assessors

BTEC Feedback Stages – Stage 1

Teaching and learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Feedback could include:

- Identify areas for learner progression
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction
- Set “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

BTEC Feedback Stages – Stage 2

During assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills. **Feedback at this stage could include:**

- Guidance on how to improve knowledge, skills and understanding
- Guidance on appropriate behaviour and approach, confirmation of deadlines.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

But remember learners need to produce evidence independently.

BTEC Feedback Stages – Stage 3

Following assessment

On the assessment record you should give clear feedback on:

- the criteria the learner achieved (explaining the assessor's decisions)
- the criteria not achieved (and why – although you must not provide a list of instructions on how to achieve or get a higher grade – remember they MAY have the opportunity to resubmit).

Feedback could include:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on, (e.g. class notes; handouts; resources in assignment brief; theory notes, practice assignment materials)
- General behaviour and conduct, approach, grammar etc

5. Resubmission

The LIV can only authorise a resubmission if all of the following three conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the assessor judges that the learner will be able to provide improved evidence without further guidance
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner

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 learner receiving the results of the assessment
- Undertaken by the learner without any further guidance
- the learner and the assessor must complete the appropriate forms to confirm the authenticity of the re-submitted work

6. Retakes

The Qualifications and Credit Framework (QCF) does not allow for compensation – this means that BTEC Nationals on the QCF require learners to achieve every pass criterion in order to successfully achieve the qualification.

If a learner has met all of the conditions listed which allow for **resubmission** but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one **RETAKE** opportunity to meet the required pass criteria.

- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so
- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the learner starts a retake
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions
- The assessor cannot award a merit or distinction grade for a retake
- The learner will not be allowed any further resubmissions or retakes.

Standards Verifiers will require evidence of any retakes in sampling.

There are no retakes available for internally assessed units on the NQF

Part 2: Internal Verification Policy and procedures

Internal Verification (IV) is a system of quality checks made in the centre to ensure that assignments have been written correctly and that assessment decisions are accurate. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board and that assignment briefs are fit for purpose.

1. Purpose:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.
- ALL BTEC teachers must submit work to be internally verified.

2. Definitions/Terminology

Internal Verification:

A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and that assignments are fit for purpose.

National Standards Sampling: An annual external verification process used to check centre assignments and assessment against national standards, and internal verification processes.

Sample of Learner Work: NSS is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed and varies according to numbers of learners and sector programmes a centre operates.

3. Responsibilities

Quality Nominee (QN): The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for NSS between Edexcel and course teams. The QN ensures NSS reports are monitored and any remedial work carried out.

Internal Verifier (IV): A teacher able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

4. Internal Verification Feedback Forms

External Standard Verifiers require evidence on Internal Verification procedures. When internally verifying it is important to remember that you are giving feedback to the assessor and not the learner. You are also checking that work has been accurately assessed and that feedback is constructive, linked to relevant grading criteria, identifies opportunities for improved performance

and has actions identified where possible. The Internal Verifier must also state whether the grade is agreed or not. All of this can be completed on the Internal Verification Assignment Brief and Internal Verification Assessment Decisions forms.

5. Internal Verification Procedures

Assignment Briefs should be submitted BEFORE being given to learners and a record kept in the course file.

- EVERY task for ALL taught units must be sampled for at least 4 learners across a range of grades. Records of evidence must be kept in programme file.
- Lead IV's and programme leaders must produce an IV plan and an assessment plan for all the programmes being delivered within their department.
- Internal Verification and documents will form part regular checking in line with the school policy.
- ALL IV documentation should be signed by both the assessor and the IV, even where actions have been completed.

The Assignment Brief

A written brief should be issued to learners at the start of the assessment process for any given unit. The brief will contain the following information:

- Title and level of qualification
- Title and number of Unit(s) being assessed.
- Title/Reference of the assignment.
- Date the assignment is issued and the required submission date
- Overview and Aims
- A suitable scenario

Assignments Briefs are designed to:

- develop a learner's knowledge, skills and understanding in a defined area of study
- measure evidence of their learning against: learning aims i.e. what the learners needs to know, understand and do; assessment criteria the grade level at which the learner can achieve each learning aim.

Assignments written for NQF BTECs MUST NOT be written with discrete tasks signposted to individual assessment criterion.

A task should target ALL the assessment criteria in a Learning Aim - or at least the range of Pass & Merit & Distinction that themselves make up discrete "blocks".

Grading Criteria

The written brief states exactly which assessment and grading criteria (as applicable) are being assessed.

Note: Centres must not re-write any aspect of the unit criteria, nor add their own centre devised criteria.

Forms of Evidence

A clear statement of what the learner is expected to produce as evidence, and how that evidence will be assessed.

Other information might include:

- resources
- reference materials
- employer link

6. Maintenance of IV records

It is the responsibility of the lead IV to securely store internal verification documentation, along with the assessment tracking documents for a minimum of three years after the date of certification. This can include securely on the staff shared drive or securely in a locked filing cabinet. These records must be available to the Quality Nominee and / or standards verifier upon request.

7. Standards Verification

Standards Verification applies to all BTEC programmes with internally assessed units. It is the external verification process used to check the Centre assignments and assessment against national standards and internal verification processes. The process of Standards Verification is to conduct sampling of assignment briefs and assessed the learner's work in order to provide judgements and feedback. The Centre will agree to actions needed, including submission of a second sample, to complete issues arising from the Standards Verification process which could have the potential of blocking learner certification. Evidence of all resubmitted work must be included for sampling.

8. Appeals and Malpractice

There are clear procedures for learners to enable them to appeal an assessment decision and related processes to instigate an appeal. Learners and staff should be made aware of the conditions which constitute an appeal and what is considered assessment malpractice. Malpractice issues include: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims, referencing skills, promoting a zero tolerance approach etc. Any appeal will be recorded and documented with retention for 18 months following the resolution of the appeal. The Head of Centre will facilitate the learners' ultimate right to appeal to Pearson, once the Centre's appeal procedure has been exhausted. [BTEC Appeals Procedure]

9. External Examination

It is the responsibility of the exams officer in conjunction with the assessment policy to monitor and review external examinations.

10. Key dates and actions for processes and procedures

- IV schedules should be completed by the lead IV at the start of the Autumn term. The academy acknowledges that this is a plan and may be altered throughout the year. It is the responsibility of the Lead IV to share any changes with the assessors.
- Standardisation must be completed as soon as available so that all assessors are prepared for delivery and assessment of assignments.
- Assignments must be internally verified before delivery to learners. This should either be done in the summer term prior to the start of the next academic year or in the half term before delivery to the students.
- IV documents must be completed for all assignments and must be kept securely either on Staff share or in a folder that is kept in a secure place. These must be completed before delivery to students but preferably in the summer term before the start of the next academic year.
- Standardisation of assessments should take place at a mutually convenient time with the lead IV and assessors but in a timely manner to allow for assessment, alterations and feedback to learners. This should occur in line with the IV schedule.
- External examinations – the Exams Officer will inform HoDs and Lead IVs of key dates and deadlines accordingly as information is received from the awarding body.

11. Monitoring and review

The effectiveness of this procedure will be reviewed annually and any recommendations for improvement will be made as required.