

St Bede's Catholic Voluntary Academy



BTEC Assessment Policy

“We commit ourselves to love, respect and serve one another as disciples of Jesus Christ”

Date of approval	November 2022
Next review date	November 2023

1. Aims and Objectives

Aims

St Bede's Catholic Voluntary Academy is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way learners' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our learners.

Objectives

1. To assess learners' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
2. To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
3. To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
4. To provide learner-centred approaches to assessment, which provide opportunities for learners to achieve at levels commensurate with the demands of their course.

a. Assessment

Internal Assessment is defined as the process where staff make judgements on evidence produced by learners against required criteria for the BTEC qualification.

- a. Completed learner assignments will be assessed internally, be subject to internal verification and standards verification by the awarding body unless the unit is externally set and assessed by the awarding body.
- b. Learners must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- c. The Assessor and LIV are responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- d. Learners will be given an interim deadline for formative feedback for each learning aim. Following formative feedback, a new deadline will be set after which the work is assessed and the outcome entered onto departmental tracking documentation. The assessment decisions are then internally verified according to the procedure outlined below.
- e. All coursework must be handed in on the stated date.

2.1 Resubmission of Learner work

Students should submit work for assessment no later than the date specified on the assignment brief. Should a resubmission be required this has to be sanctioned by the Lead IV for that course. Only one re-submission is allowed per learning aim.

- a. The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:
 - the learner has met initial deadlines set in the assignment, or **has** met an agreed deadline extension
 - the tutor 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.
- b. If a learner **has not** met the conditions listed above, the Lead Internal Verifier **must not** authorise a resubmission.
- c. In order to avoid giving any learner an unfair advantage, the whole cohort should be given the same resubmission opportunities as long as the applicable criteria outlined in sub para a have been met.
- d. Authorised re-submissions should take place within 14 days of the original summative assessment date.

2.2 Providing Feedback

The teacher must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

- a) Before commencing an assessment, the teacher must ensure each learner understands the:
 - Assessment requirements
 - Nature of the evidence they need to produce
 - Importance of time management and meeting deadlines.
- b) Once the learner begins work for the assessment, the teacher 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.

2.3 Annotating Learner Work

It is recognised that it is good practice to make annotations on learner work during feedback. This helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found. However, the annotations themselves must not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found. Confirmation of achievement is recorded at the assessment stage, on the relevant Assessment Record only. This should be clearly understood by Assessors, Internal Verifiers and Standards Verifiers.

3. Roles and responsibilities

3.1 Role of the Assessor

The role of the Assessor is to:

- a. Set tasks which allow learners to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- b. Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c. Adhere to the Awarding Body's specification in the assessment of learner assignments.
- d. Record outcomes of assessment using appropriate documentation. Outcomes will be held securely for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- e. Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- f. Provide accurate records of internally assessed coursework marks to the learner, Exams Officer, BTEC Coordinator and SLT via Go4Schools in order for timely submission to the awarding body.

3.1.2 – The Responsibility of the Assessor

It is the responsibility of assessors to:

- a. Provide assessment processes that are fair and meet the requirements of learners and of the qualification.
- b. Provide learners with a schedule of assessment.
- c. Provide accurate, timely and informative assessment feedback to inform learners of their individual progress and tell them what they need to do to improve.
- d. Record assessment decisions regularly, accurately and systematically, using agreed documentation.

- e. Comply with the Academy and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision.
- f. Familiarise themselves and learners with the Academy Assessment Appeal procedure(s).
- g. Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment standardisation, moderation and verification.
- h. Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the Academy and Awarding Body.
- i. Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.
- j. Provide special arrangements for learners with additional learning needs.

3.2 Internal Verification and Role of the Internal verifier

- a. The Internal Verifier is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b. Each course will have an Internal Verifier (IV) and Lead Internal Verifier (LIV).
- c. Internal Verifiers will have sufficient knowledge of the qualification(s) and other for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- d. Provision will be made for communication between curriculum areas to share 'best practice' and areas of concern. Typically, this will be achieved through regular meetings of Internal Verifiers/programme managers at which standards and processes are discussed to maximise consistency between courses.

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to learners. They should enable learners to meet the unit grading criteria.
- Ensure IV takes place within one month of the learner's completion of the assignment(s) in question
- Make all IV evidence available to the Standards Verifier
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify 100% of the sample for Standards Verification.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.

- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the learners taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of learners and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the standards verifier and records kept.

3.2.2 – The Responsibility of the Internal Verifier

- a. Verifying assignment briefs prior to distribution to learners.
- b. Verifying a sample of assessment decisions.
- c. Developing the skills of assessors, especially those new to assessment.
- d. Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

3.3 The Role of the Lead Internal Verifier

- a. A Lead Internal Verifier is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area.
- b. The Lead Internal Verifier has access to accreditation and should register through the online standardisation system, OSCA.

The Lead Internal Verifier should be:

- Someone with the authority to oversee assessment outcomes. Ideally this would be the programme leader, as this would normally be a key part of their role
- Directly involved in the assessment and delivery of a programme, so that they understand the BTEC procedures.
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

3.3.1 – The Responsibilities of the Lead IV:

- a. Read and understand the BTEC Quality Assurance Handbook each year, and make sure assessors and verifiers have access to it.
- b. Register with Edexcel via OSCA and confirm registration every year.
- c. Undertake online induction.

- d. Undertake a process of checking that learner work has been Internally Verified to the required standard as directed by the exam board.
- e. Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary.
- f. Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required.
- g. Make arrangements for handover to a deputy or replacement if unable to carry out the role.

3.4 – The Responsibility of the Quality Nominee

- a. To act as Quality Nominee for the Academy, to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.
- b. To ensure all BTEC Processes are carried out in line with the Awarding body's specifications and requirements.

3.5 – The Responsibility of the Exams Officer

- a. To meet the deadlines for registering learners with the awarding body.
- b. To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners.
- c. To claim learners' certificates as soon as appropriate.
- d. To claim unit certification when a learner has not been able to complete the full programme of study.
- e. To facilitate the administration of the external externally assessed unit requirements.
- f. To ensure all course marks are submitted to the awarding body by July 5th of each academic year.

4. Standardisation

Standardisation of assessment to ensure accuracy will take place once per year for all Tech Award programmes through OSCA.

4.1 Tech Award Standardisation

- a. Any Lead IV on a Tech Award programme will need to access OSCA and ensure standardisation is completed.

- b. There is no test, but the course leader and all other teachers are required to download and read through documents and tick box as confirmation this has been read and a standardisation exercise has been carried out with the programme delivery team.
- c. Every year, a nominated external (SV) Standard Verifier will request a sample.

5. Authentication of Candidate's Work

- a. On each assignment learners must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- b. Learners and assessors must complete the "Learner Submission Certificate of Authenticity" for each unit.
- c. If the learner hands in an assignment and teachers suspect it is not the learner's own work, the matter should be reported to the Quality Nominee and appropriate action taken.

6. Appeals Procedures

6.1 Assessment Decisions

- a. It is the Academy's responsibility to make all learners aware of the appeals procedure and give them access to a copy of the procedure.
- b. The Quality Nominee 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.
- c. Written records of all appeals should be maintained by the Academy. 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.

6.2 Grounds for Appeal

A learner/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- a. The work is not assessed according to the set criteria or the criteria given to the learners is unclear.
- b. The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not explained appropriately.
- c. The internal verification procedure goes against the assessment grades awarded.
- d. There is evidence of preferential treatment (favouritism) towards other learners/candidates.

- e. The conduct of the assessment did not conform to the published requirements of the Awarding Body.
- f. Valid, agreed, extenuating circumstances (things that are beyond your control which cause you to perform less well in your coursework or examinations than you might have expected) were not taken into account at the time of assessment, which the school was aware of prior to the submission deadline.
- g. Agreed deadlines were not observed by staff.
- h. The current Assessment Plan was not adhered to.
- i. The decision to reject coursework on the grounds of malpractice and the learner believes this to be unfair.

6.3 Formal appeal procedures

- a. 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 their work to be re-assessed. This must be done within 10 working days of receiving the original assessment result.
- b. The Quality Nominee with the Internal Verifier/Lead IV, on receipt of the formal appeal from the candidate, will try to seek a solution through discussion and negotiation between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Quality Nominee and the Internal Verifier/Lead IV will set a date for the Internal Verification Appeals Panel to meet.
- c. The Internal Verification Appeals Panel will be convened and will meet within 2 weeks of the receipt of the appeal by the Internal Verifier/Lead IV, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- d. 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.