



BTEC Assessment Policy

****To be used in conjunction with SIS's *BTEC Deadline Policy*' document**



Date Approved Jan 2015

Review Date: Jan 2017

Review Date: Jan
2019

Qualifications currently delivered at South Island School

Principal Subject Area	Programme Leader / Lead IV
BTEC Business	Mr Gwilym Cornes
BTEC Sport	Mr Neil Picknell
BTEC Art & Design	Mrs Viv Benson
BTEC Creative Media	Mrs Larissa Curran
BTEC Public Services	Mr Gwilym Cornes
BTEC Music	Mr Peter Lee
BTEC Science	Mrs McCombe

Rationale:

This policy was created to underpin the assessment expectations associated with the National Qualifications Framework BTECs from 2012. It is to be used alongside other relevant policies that may also apply such as the *JCC Exam Handbook*, *Data Protection Policy*, and *Teaching and Learning Policy*. All departments also operate their own assessment policies, which may further elaborate on practices outlined here.

The information here is informed by regulations governed by Pearson Edexcel as well as informed by *Quality Review and Development* visits and *Standards Verification* outcomes.

National Qualifications Framework (NQF) and the Qualification Credit Framework (QCF)

From 2012, centres were introduced to NQF qualifications, which are called New Generation BTECs (ie. *BTEC First Award in Performing Arts*).

The changes to BTECs were driven by the publication of *“The Wolf Report: A Review of Vocational Education”* (DfE, 2011). The new-style BTECs strengthened key strands to enhance their credibility as rigorous and robust qualifications. Specifically, the NQF BTECs addressed:

- **Standards:** a common core and element of external assessment
- **Quality:** feature a robust Quality-Assurance model
- **Breadth and Progression:** a range of options building on the core; contextualised English and mathematics
- **Recognising Achievement:** opportunity to achieve at level 1 (“nesting” both levels of qualifications within the same course)
- **Employability:** the introduction of work-related units and a stronger focus on vocational assignment briefs

Assessment in relation to NQF and QCF BTECs

Methods and procedures associated with assessing and delivering **QCF** BTECs have, previously, been different to those associated with the **NQF** BTECs. However in the Edexcel *Quality Assurance Handbook* (Chapter 4: “Quality Review and Development”) for this year, it states that:

*“For next generation BTECs from 2012 (NQF), there are specific requirements relating to formative and summative assessment and resubmissions. These are also currently promoted as best practice for BTECs (QCF). However, in response to your feedback, and in order to improve rigour in BTEC assessment, from **September 2014** we will be making these requirements mandatory for **all** BTECs from Entry Level to Level 3, including those on the QCF. Full guidance on assessment requirements can be found in the **BTEC Centre Guide to Assessment (Entry Level – Level 3): <http://www.btec.co.uk/keydocuments>”***

In light of this, Programme Leaders of **QCF BTECs need to be aware of these changing expectations. The assessment practice outlined in this document will apply to **ALL BTEC COURSES** from September 2014.

Internal Verification Procedure for BTEC Courses

Aims:

Internal Verification

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification 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 and teams, to ensure centre programmes conform to national standard requirements.
- Plan an annual internal verification schedule, linked to Assessment 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 internal verification documentation
- Use the outcome of internal verification to enhance future assessment
- Create time for Internal Verification activity to take place on the School Calendar
- Include BTEC Internal Verification as a priority activity in its general Quality Assurance provision

Roles:

A. The Assessor: The role of the Assessor is to:

- Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- 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.
- Provide students with detailed **SUMMATIVE** feedback following the completion of a task/unit. This should be given at times during the delivery of the course which have been pre-determined and stated on the Assessment Plan. In addition, at this point, reference must be made to which grading criteria the candidate has achieved.
- Set interim deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the number of GLH available.
- Mark and return work within two weeks of submission.
- Adhere to Edexcel's specification in the assessment of student assignments.

- Record outcomes of assessment using appropriate documentation. Outcomes will be held secure 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.
- 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.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.

B. The Internal Verifier

- The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and the raising of standards.
- Each course will have an identified Internal Verifier (IV) who may not otherwise be involved in the assessing or setting of work for the course.
- Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through a termly meeting of Internal Verifiers ("BTEC Collaboration and Planning Meeting") at which standards and processes are discussed to maximise consistency between courses.

The Internal Verifier will:

- Ensure an accurate and efficient Assessment Plan is in place (which must be signed off on)
- Ensure that assessment happen when they are scheduled to, according to the Assessment Plan
- Monitor that the IV schedule covers all learners, across all units, tasks, and assessors on a programme.
- Advise on the interpretation of National standards.
- IV all assignment briefs before issue to learners.
- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers and Quality Nominee, as appropriate.
- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency

- Check the quality of assessment to ensure that it is consistent, fair and reliable.
- Give feedback to assessors and identify action to be taken where appropriate.

Follow up:

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeal.
- Advise programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior leadership and Edexcel.

Standardisation:

- Edexcel requires that a standardisation activity be delivered by the Lead IV to the team of assessors each year. This will coincide with an assessment “window” and is accessed through OSCA. The Lead IV should take minutes of this activity being completed for Quality Assurance checks.
- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes (i.e. Pair and Share cross-departmental meetings)

How does Internal Verification work ?

Internal Verification of Assignment Briefs

All centre-devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in clear and accessible language.
- Learners’ roles and tasks are vocationally-relevant and appropriate
- Equal opportunities are acknowledged and incorporated.

At South Island School, each brief:

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria for the unit(s) covered in the assignment.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence, which is appropriate and sufficient.

- Is set at the appropriate level.
- Allows for achievement at Pass, Merit, and Distinction level
- Has a time period of appropriate duration.
- Uses suitable vocational language and context.
- Has a clear presentation format.

Internal Verification of Assessment Decisions

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment.

A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally-devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and refers to the following:

- The criteria awarded
- The accuracy of **SUMMATIVE** feedback linked to relevant grading criteria

Authentication of Candidates' Work

- For each assignment, students must sign to indicate 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.
- If a student submits an assignment and a teacher suspects it is not the student's own work, the matter should be reported to the Quality Nominee, who must proceed in accordance with the school's Malpractice Policy.

Tracking of Pupil Progress

- Each BTEC subject at South Island School has its own systematic method of tracking pupil progress. This would normally take the form of a spreadsheet (broken down into Units, Tasks, and even Learning Aims) to make achievement and grading explicit.
- The central software platform the school uses for reporting to parents is iSAMS where Working-At-Grades, Forecast Grades, and Effort Grades are tracked against pupils' target grades. iSAMS also displays other useful types of data to be used as best practice to inform assessment decisions:
 - CAT scores
 - FFT scores
 - 3LP targets

- Students belonging to Vulnerable Groups (ie. Pupil Premium, EM, Boys/Girls Achievement, etc.)
 - S.E.N.D. information and classifications
- It is the job of the assessor and classroom teacher to ensure that lessons are planned in such a way as to make learning accessible to all students through methods of differentiation and inclusion.

Re-submissions of Students' Work

- As part of the design of the New Generation BTEC, students are no longer permitted multiple submissions of tasks/work.
- The process stipulates that students must be given:
 - SUMMATIVE feedback
 - Given once, following the completion of their work (usually within 2 weeks thereafter)
 - Dates must line up with those stated on the Assessment Plan
 - Must be documented using a formal method (ie. the forms available on the Edexcel website)
 - RE-SUBMISSION of the work/task
 - Once only
 - Dates must line up with those stated on the Assessment Plan
 - Re-submission is acceptable as a general rule of practice, however, it is at the discretion of the Lead Internal Verifier. In some cases, re-submission will not be appropriate (ie. neglect of work, high absence rate, etc.). **The learner has the right to appeal any decision made regarding this.

**It is of crucial importance that the document entitled '*BTEC Deadline Policy*' is used in conjunction with this, particularly with respect to re-submissions and re-takes.

EXAMS: Access Requirements and Extra-Time

Some of our students qualify for 25% extra time in order to help them access assessment requirements. Although many BTECs do not have any aspects of timed exam/controlled conditions, we must still provide extra time for these students to complete coursework. This is likely to take the form of them needing extensions for deadlines ('hand-in' dates).

What has been noted by the staff who are supporting these students [ie. Learning Advisors and Teaching Assistants] is that as they progress through the units and assignments, despite efforts to work to

deadlines, issues pertaining to literacy or SEND status are creating problems and stumbling blocks, which are often unforeseen. When this happens, it is entirely reasonable for us to make allowances so that these pupils are not disadvantaged by the new (and strict) expectations surrounding deadlines.

Therefore, please discuss deadlines discreetly and regularly with students who you know are in receipt of extra-time or 'access allowances', being firm but fair. Encourage them to come to you IN ADVANCE where they anticipate needing extra time or deadline extensions. We expect this of all BTEC students and the same must be true in this case. All teachers of BTEC should aim to keep a close eye on the progress of these students' work, applying the Quality First Teaching strategies described in the college's SEND literature/policies. We will then be in a good position to identify when students need additional support and can plan their hand-in dates (and extensions, if necessary) accordingly.