

Salendine Nook High School (Academy)

BTEC Assessment (Non-Statutory)

Date policy written:	February 2021
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Approved by SLT:	24.02.21
Review date:	February 2022

Aim:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, SNHS will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Lead Internal Verifier's to produce a clear and accurate assessment plan at the start of the programme/academic year
- Lead Internal Verifier's to provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- 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
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination 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. Meeting held in September to discuss requirements with BTEC team and updates. Meetings held each term and minuted.
- 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.

Assessment – Tech Awards

The three components in the qualification give learners the opportunity to develop knowledge and understanding at Levels 1 and 2. Internal assessment Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification.

External synoptic assessment:

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

Assessment Plans

The assessment plan is a working document and as such may need to be changed during the year. The use of version numbers will create a clear audit trail if this happens. Robust assessment plans should be developed jointly by the programme team and be verified by the Lead Internal Verifier. As a minimum requirement, the assessment plan should include:

- names of all Assessors and Internal Verifiers
- scheduling for assignment hand out and submission
- deadlines for assessments
- scheduling for internal verification
- scheduling of the opportunity for resubmission
- scheduling of external assessments so that a full programme plan is shown

Planning internal verification

Internal verification is a quality assurance approach used to monitor assessment practices and decisions. Dates for this activity to take place for first resubmission opportunities should be established and detailed on the assessment plan before the programme commences.

When planning for assessment the following should be considered:

- unit sequencing or integration – including planning of synoptic assessments
- rules of combination
- values of units selected appropriate to size of qualification
- assignments and projects
- resource planning, such as when to deploy specialist staff
- timetabling, events and trips
- schemes of work
- planning assignment deadlines across the programme to ensure a continually balanced workload for learners
- feedback from learners and from external sources, such as progression providers
- ensuring authenticity of learner work
- access to external resources

Assignment design

A BTEC qualification is comprised of individual units that cover specific topics. Both a unit-by-unit approach and an integrated approach are valid and appropriate delivery methods. In designing the assessment plan, the splitting of Learning Aims/Learning Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria must be avoided. Tasks must be written to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim. If deciding to deliver through an integrated approach, it is important to map the assessment of

evidence against assessment criteria across units and maintain accurate records of learner achievement for each unit. It is also important to consider the published guidance in the unit specification to ensure a coherent programme of study. For example, core units often provide a foundation of knowledge for other units and synoptic assessment should be carefully planned so assessment takes place towards the end of the programme. For programmes where units are successfully integrated, the assessment plan should provide the appropriate assessment criteria for each unit.

Assessment and Grading

The assessor should decide when the learner is suitably prepared to undertake the assessment and issue the assignment. Once learners have been issued with an assignment, it is essential they work independently to produce and prepare their evidence for assessment.

Before commencing an assessment, the Assessor should take care to ensure each learner understands;

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines, including the consequences for late submission.
- The importance of submitting authentic work.

Before the learners start an assessment, the assessor should;

- be confident they are sufficiently prepared to undertake the assessment and can do so independently
- encourage them to aim at 'getting it right' on first submission so they are not relying on a repeat submission or retake where applicable.

Submission of evidence

Only one submission is allowed for each assignment.

The assessor must formally record the assessment result and confirm the achievement of specific criteria.

Each learner should submit;

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

Meeting deadlines

Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.

A learner must formally apply for an extension if they have genuine reasons for not meeting a deadline, such as illness. If an extension is granted, the new deadline should be adhered to

and recorded. This should be covered with learners in their induction at the start of the programme. Please note that once evidence is accepted for assessment, learners are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions. If a learner is not able to use an extension opportunity then it may be appropriate to request special considerations.

Authenticity and authentication

Assessors should only accept evidence for assessment that is authentic ('the learner's own work and that can be judged fully to see whether it meets the assessment criteria).'
Learners must authenticate the evidence they provide for assessment by signing a declaration stating that it is their own work at the point of submission.

The authentication declaration can be:

on the assessment record

or a separate learner authenticity declaration

or on an electronic platform

or by incorporating a learner declaration into an Assignment Brief front sheet

The authentication must be submitted by the learner with their work by the submission deadline.

Assessors should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research could reduce opportunities for copying or collusion.

The authentication of learner evidence is the responsibility of the centre. If through the assessment process it is found that some or all of the evidence is not authentic, Assessors must take appropriate action, including invoking the centre malpractice policy as required.

Assessing the learner work

On receipt of the work, the assessor will:

- mark the work against the requirements of the unit specification:
- formally record and confirm the achievement of specific assessment criteria on an assessment record.
- Complete a confirmation statement that to the best of their knowledge, the evidence they have assessed is authentic and is the learner's own work.

The BTEC assessment record template is used as it captures the learner authentication, Assessor feedback and authentication.

Electronic signatures are permitted on all assessment documentation if there is an audit trail to support its authenticity. The simplest way to do this is via a dated comment on the assessment documentation stating 'Signed: Assessor or Learner Name'. This would be sufficient on its own.

Alternatively, you could validate through:

- an email from the learner/Assessor with the record attached to show that it has been sent from them
- a system log to show that the learner/Assessor has submitted the record

Email or system logs (e.g through show my homework) will be used during blended learning for students working at home.

Resubmission

Learners may be eligible for one resubmission of evidence for each assignment submitted. The Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- The learner has correctly authenticated the evidence.
- 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 learner declaration of authenticity.

If a learner has not met these conditions, the LIV must not authorise a resubmission.

Forms and deadlines

If the Lead Internal Verifier does authorise a resubmission, it must be:

- recorded on the assessment record - giving a deadline for resubmission within 15 working days of the learner receiving the results of the assessment

- undertaken by the learner with no further guidance.

(15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period).

Feedback must be received by learners close to the assessment date. It is not permissible for assessors to retain feedback until the following term for example, just before a resubmission week.

Retakes

Conditions for retaking a new assignment

If a learner has met all of the conditions listed for resubmission, but has still not achieved the targeted pass criteria following the 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.
- On submission of the work 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 assignment.

The learner will not be allowed any further resubmissions or retakes. Standards Verifiers will require you to include evidence of any retakes in sampling where applicable.

Assessment tracking and recording

It is necessary to track and record learner achievement throughout the BTEC programme. All assessment should be recorded in a way that assures the following:

- assessment evidence is clearly measured against national standards
- learner progress can be accurately tracked
- the assessment process can be reliably verified
- there is clear evidence of the safety of certification
- full coverage of the units
- identification of which assessments are outstanding

Tracking learner progress, recording what each learner has achieved per criteria and what still has to be done on a unit by unit basis, helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and to provide samples for Standards Verifiers and other external audits as required.

Up to date, securely stored assessment records help to minimise the risk of assessment malpractice, or potential issues if an assessor leaves during a BTEC programme.

Learner appeals and malpractice

A malpractice and plagiarism policy is in place which explains what constitutes an appeal and what is considered assessment malpractice, and the processes for instigating an appeal or investigating malpractice. It also includes possible outcomes that may be reached, consequences of both internal and external outcomes and the process that exists to enable learners to make an appeal with Pearson relating to the external or internally awarded assessment outcomes.

Procedures are known and understood by learners and staff. Issues of malpractice are minimised by ensuring learners and staff are aware of the issues including:

- plagiarism
- collusion
- fabrication of results
- falsifying grades
- fraudulent certification claims
- referencing skills
- promoting a zero tolerance approach.

An appeals policy is also in place. It is transparent and enables formal challenges to assessment grades. A thorough learner induction programme covers both the appeals and malpractice policies. Students are also given this information in their learner handbook, with student friendly guides to plagiarism and malpractice and the appeals procedure.

(See separate Plagiarism and malpractice, and appeals policies).

Retention of learner evidence and assessment records

Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certificated. The 12 weeks starts once the certificates have been received by the centre. Current learner work needs to be made available to Pearson on request. On occasion, portfolios of learner work and assessment documents may be requested. Work that has been certificated will not be called for standards verification sampling.

It is a risk to allow learners to keep work long-term while on the programme. Evidence produced by learners still on the programme must be kept at the centre.

Following learner certification the following BTEC documentation should be retained for a minimum of three years

- assignment briefs,
- assessment records (feedback sheets)
- the associated internal verification documentation,
- achievement tracking at criteria level.

This requires:

- storing all assessment records securely and safely relating to both internally and externally set assessments. This may be electronic. It is essential records are securely kept for a Pearson audit if required and in case of learner appeals or certification issues, for example.
- maintaining records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards having all current learner evidence available for verification purposes. Once learners have received their BTEC certificates, you may return their work to them 12 weeks after the certification date.
- retaining records of assessment decisions at criterion and unit level for centre and awarding body scrutiny for a minimum of three years following certification.

All assessment records must be made secure against hazards like theft and fire, etc. The records must be of sufficient detail to show exactly how assessment decisions were made (i.e. to assessment criterion level). Data is only be accessible by relevant staff and password protected. Current learner work needs to be made available to Pearson as required. On occasion, the regulator may also request portfolios of learner work and assessment records. It is a risk to allow learners to keep work long-term while on the programme. Evidence produced by learners still on the programme should be kept at the centre. Electronic archiving is acceptable, providing it is secure and accessible on request.

Feedback stages

Feedback to learners is split into three distinct types:

- Teaching and Learning
- During assessment
- Post assessment

Assessors and Lead Internal Verifiers must follow the information from the BTEC guide to Internal assessment 20/21

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf>

to ensure they are providing learners with the appropriate level of feedback during the delivery and assessment of the qualification.