



**Aldercar High School**  
In pursuit of excellence

# **BTEC Assessment and Internal Verification Procedure**

**2023/24**

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Adam Blake	
Date of next review	September 2024

### Key staff involved in the policy

Role	Name(s)
Head of centre	Clare Hatto
Exams officer	Carly Prescott
Exams Asst	Kiki Mourelatou
Exams officer line manager (Senior leader)	Adam Blake
SLT BTEC Link	Adam Blake
Quality Nominee	Carly Prescott

## **Aims**

Aldercar High School is committed to ensuring 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**

- a) 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.
- b) To ensure assessment standards and specifications are implemented fully (both in spirit and in letter), so no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) 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.
- d) To provide learner-centred approaches to assessment, which provide opportunities for learners to achieve at levels commensurate with the demands of their course.

## **Range and scope of the policy**

The range of the policy covers all [EDEXCEL BTEC vocational] courses offered at Aldercar High School but may well apply to other assignment-based courses should they become a part of the curriculum in future. This should be read alongside the school's other policies, particularly that on examinations, but is written in recognition of the specific nature of EDEXCEL BTEC and similar programmes.

## **Roles and responsibilities**

### **The programme team**

- Discusses the specification to ensure a shared understanding and awareness of relationships between units
- Creates assessment plan
- Completes induction to BTEC programme
- Agrees entry requirements for the programme
- Develops external links with employers and other sources of relevant vocational input
- Identifies staff development needs and opportunities
- Selects appropriate units relevant to learners' needs and the local context
- Considers resource needs for the programme including published, digital, staff, external inputs
- Develops programme handbooks.
- Delivers programme according to agreed assessment plan
- Ensures timescales are met.
- Adheres to agreed process for internal verification
- Ensures understanding of the documentation used, keeps it up to date, makes use of electronic and paper versions as agreed.
- Completes standardisation training
- Applies assessment arrangements to deliver national standards

- Designs, adapts and uses assessment instruments.
- Delivers content using effective approaches, taking account of support materials
- Checks that all learner work is authenticated and that any evidence accepted for assessment is the learners' own and not plagiarised.
- Assesses learner work according to the agreed assessment plan and against national standards
- Provides assessment decisions
- Tracks learner achievement and maintains accurate records
- Plans next steps with the learner
- Oversees any authorised resubmissions or retakes
- Completes any remedial action identified by the Internal Verifier.

### **Exams Officer (EO)**

- To meet the deadlines for registering learners with the awarding body.
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- To claim learners' certificates as soon as appropriate
- To claim unit certification when a learner has not been able to complete the full programme of study.

### **Quality Nominee (QN)**

- To act as a conduit for information from awarding bodies to course teams
- To ensure standardisation of processes and documentation across the programmes.

### **Lead IV (LIV)**

- Co-ordinates assessment arrangements
- Registers and accesses standardisation materials
- Works through standardisation materials with assessment team
- Ensures that an assessment and internal verification plan is in place and operational covering all Assessors and all units
- Advises on the interpretation of national standards
- Confirms the quality of assessment instruments as fit for purpose.
- Ensures an effective system of recording learner achievement is in place
- Keeps records of the verification process
- Liaises with Standards Verifiers where appropriate
- Where appropriate, completes online standardisation to gain accreditation
- Monitors course file
- Ensures appropriate corrective action is taken where necessary
- Takes part in the formal stages of any appeal
- Advises programme team on any training needs
- Approves requested additional assessment opportunities for learners
- Provides feedback to the programme team, senior management and Exam Boards as required.

- Provides advice and support to Assessors on a regular basis

### **Internal Verifier (IV)**

- Undertakes internal verification in line with the internal verification plan
- Checks the quality of assessment to ensure that it is consistent, valid, fair and reliable
- Confirms whether assessment decisions meet national standards
- Confirms that learner evidence meets the assessment criteria awarded
- Confirms learner work has been accepted as authentic by the Assessor
- Provides feedback to the Assessor, including action to be taken if assessment decisions are judged to be incorrect

### **Assessor**

- deliver (i.e. 'teach') the unit content fully covering all the elements of content, apart from anything preceded by 'e.g.', which is merely an example of what may be chosen to cover.
- Decides when the learner is suitably prepared to undertake the assessment.
- Before commencing an assessment, the Assessor ensures each learner understands:
  - the assessment requirements
  - the nature of the evidence they need to produce
  - the importance of time management and meeting deadlines.
- Formally records the assessment result and confirms the achievement of specific assessment criteria
- Provides appropriate feedback – see the feedback section below.
- Liaises with IV and Lead IV regarding sampling and resubmissions as per the relevant sections of this policy

### **Learner**

- Agrees to abide by the centre's policy on assessment, including producing valid evidence for assessment – see below for Submission of Evidence rules
- Produces work for assessment as set out in assignments
- Meets deadlines for assessment
- Confirms authenticity of own work
- Receives assessment decisions and feedback from the Assessor
- Plans next steps with the Assessor.

### **Resources available to help learners generate evidence**

Once learners are working on assignments, they will still have access to a range of information to help them generate evidence:

- knowledge and skills gained during teaching on the programme
- handouts and learning resources available for the programme the unit content, assessment criteria and assessment guidance in the qualification specification
- the assignment brief, detailing the scenario, specific tasks, evidence and information sources.

### **Registration & Certification**

Aim:

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Aldercar High School will:

- Register each learner within the awarding body requirements. The Examinations Officer will send a request to the teaching teams requesting BTEC Course details, Programme Number and QAN (EO, Assessors, LIV, QN)
- Provide a mechanism for programme teams to check the accuracy of learner registrations. Examinations Officer to send lists for checking with Programme Number and QAN to teaching teams to return with any amendments. Meeting held between Examinations Officer and LIV to check / amend entries by 1st November. (EO, QN, LIV, Assessor)
- Make each learner aware of their registration status (LIV)
- Exams Officer to Inform the awarding body of withdrawals, transfers or changes to learner details following information from teaching teams (EO, LIV, Assessor)
- Ensure that certificate claims are timely and based solely on internally verified assessment records (EO, LIV)
- Audit certificate claims made to the awarding body (EO & QN)
- Audit the certificates received from the awarding body to ensure accuracy and completeness (EO)
- Keep all records safely and securely for three years post certification. (EO & QN)

### **Blended Learning Policy – If applicable and when necessary**

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. (SLT)
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner (Lead IV/Assessor)
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear (QN/Lead IV/Assessor)
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner (QN/Lead IV/Assessor)
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement. (Lead IV/Assessors)

### **Assessment and grading**

The Assessor will decide when the learner is suitably prepared to undertake the assessment. Once learners are working on assignments they must work independently to produce and prepare evidence for assessment.

The learner will have the opportunity within the delivery of the unit to cover all of the unit content. It is not a requirement of the unit specification that all of the content is assessed. However, the

indicative content will be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.

The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

A learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully achieve the unit.

## Assessment Policy

### 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, Aldercar High School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment (Assessor, LIV, QN)
- Produce a clear and accurate assessment plan at the start of the programme/academic year (LIV)
- Provide clear, published dates for handout of assignments and deadlines for Assessment (Assessor)
- Assess learner's evidence using only the published assessment and grading criteria (Assessor & IV)
- Ensure that assessment decisions are impartial, valid and reliable (Assessor & IV)
- Not limit or 'cap' learner achievement if work is submitted late (Assessor & IV)
- Develop assessment procedures that will minimise the opportunity for Malpractice (Assessor & IV)
- Use Authorised Assignment Briefs where provided (Assessor & IV)
- Maintain accurate and detailed records of assessment decisions (Assessor & IV)
- Maintain a robust and rigorous internal verification procedure (IV, LIV & QN)
- Provide samples for standards verification/external examination as required by the awarding organisation (LIV)
- Monitor standards verification/external examination reports and undertake any remedial action required (Assessor & IV)
- Share good assessment practice between all BTEC programme teams (QN)
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff (QN)
- Provide resources to ensure that assessment can be performed accurately and appropriately.(QN)

### **Submission of evidence**

Only one submission is allowed for each assignment.

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.

The assessor will then:

- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

### **Resubmission of evidence**

Because every assignment contributes towards the final qualification grade, learners are allowed one resubmission of evidence for each assignment.

The Lead Internal Verifier can 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 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.

### **Procedure for resubmission of evidence**

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

- recorded on the assessment record
- given a deadline for resubmission within 15 working days (within term time, in the same academic year as the original submission) of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

### **Retakes**

Retakes are available for the following qualifications:

- BTEC QCF Levels 2 and 3
- Graded Level 1
- 2016 L3 Nationals

Compensation is available for BTEC qualifications on the National Qualifications Framework (NQF) therefore this means that BTEC Level 1/2 Firsts and pre 16 Nationals on the NQF do not require learners to achieve every pass criterion in order to successfully achieve the qualification. SRF qualifications developed using NQF methodology will also follow this rule.

### **Conditions for retaking a new assignment**

If a learner has met all of the conditions listed above in **Resubmission of Evidence**, 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.

### **Authenticity and authentication**

Assessors will only accept evidence for assessment that is authentic, i.e. that is the learner's own work and that can be judged fully to see whether it meets the assessment criteria.

Learners will be required to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it.

It is important that all evidence can be validated through verification. When practical and performance evidence is used, it can be captured through the use of videos, recordings, photographs, handouts, task sheets etc.

If through the assessment process it is found that some or all of the evidence is not authentic, Assessors will take appropriate action, including invoking malpractice policies as required.

### **Feedback**

On the assessment record, assessors will give clear feedback on:

- the criteria the learner achieved (explaining their decisions)
- the criteria not achieved (and why) although not a list of instructions on how to get a higher grade. But this can include information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief etc)
- General behaviour and conduct, approach and grammar

it is not appropriate to:

- "coach" learners to produce the evidence itself
- give them a specific list of actions they need to take in order to meet the assessment criteria or achieve a particular grade.

### **Annotating learner work**

It is good practice to make annotations on learner work during feedback.

However, the annotations themselves will not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found.

Assessors will "mark" spelling and grammar in line with the school policy. However mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of learner's understanding, or
- specific assessment criteria requires good communication, spelling and grammar and/or correct use of technical language.

If learner work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking should be delayed until the learner has resubmitted work considered to be up to standard. This should be within in a timeframe not considered to provide an unfair advantage to the learner.

### **Internal Verification**

### **Aim:**

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, Aldercar High School will:

- Appoint a Lead Internal Verifier for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes (QN with Heads of Department)
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area (LIV & QN)
- Staff are briefed and trained in the requirements for current Internal Verification procedures (LIV & QN)
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff (QN)
- Standardised Internal Verification documentation is provided and used (QN)
- All centre assessment instruments are verified as fit for purpose (LIV & QN)
- An annual Internal Verification schedule, linked to assessment plans, is in place (QN)
- A minimum of 3 learners or 10% of cohort is internally verified for all programmes, and units, and Assessors, to ensure centre programmes conform to national standards (QN & LIV)
- Secure records of all Internal Verification activity are maintained (LIV)
- The outcome of Internal Verification is used to enhance future assessment practice.(LIV)

### **Retention of learner evidence and assessment records**

Original learner evidence will be kept current, safe and secure for up to 12 weeks after learners have been certificated. Due to the nature of the evidence produced, for Art & Design practical work this can be good quality photos or videos rather than the original evidence. Following learner certification, assessment records (feedback sheets) and the associated internal verification documentation will be kept for a minimum of three years, however, this may be in electronic format.

### **Glossary**

**Assessment criteria** – those topics/aspects of a subject area that a marker would expect to be included in the piece of work being assessed including any apportionment of marks to the various elements of an assessment;

**Assessment** - Assessment is where school staff make judgements on the assessment evidence produced by students against the required standards for the qualification

**Verification** - is the process by which the school and the awarding body ensure the national standards are consistently applied to the assessment of students.

**Internal Verification** – ensure assessment decisions made against specific criteria, are accurate and meet national standards.

**Standards Verifier** - A person appointed by awarding body to monitor the work of approved centres and ensure the consistency and quality of local assessments