



STATIONERS'
CROWN WOODS ACADEMY
Executive Principal: Mr David Millar

BTEC ASSESSMENT & INTERNAL VERIFICATION POLICY

C. Anderson August 2017

Aspire, Strive, Thrive,
Relentlessly pursuing excellence...

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- ❖ The role of internal verification is a quality assurance procedure to entail that assignment briefs are 'fit for purpose' and allow the learner the opportunity to meet unit grading criteria, and furthermore to ensure that assessor decisions are rigorous and fair.
- ❖ Teachers and assessors of BTEC courses are required to note the following points which refer to the internal verification of:
 - ❖ Assignment briefs
 - ❖ Assessor decisions
- ❖ **The role of the Internal verifier/programme leader/HoL* is to:**
 - ❖ Ensure all assessors are briefed on BTEC assessment procedures and processes
 - ❖ To agree an annual verification schedule with all assessors on a programme
 - ❖ Carry out internal verification activity to the agreed schedule
 - ❖ Ensure any recommendations are actioned
 - ❖ Ensure that at least 20% of completed learner work is internally verified
 - ❖ Organise standardisation within their teams to set benchmarks of consistency
 - ❖ Keep suitable records and store in a secure place
 - ❖ Direct any comments where appropriate to the original assessor
 - ❖ Sign and date all paperwork and especially when signing off completed actions
- ❖ *Please note that internal verification may take place as a shared activity within programme teams.
- ❖ **Internal Verification Schedule**
 - ❖ All teaching teams must produce an Assessment Plan at the beginning of the academic year which takes into account the following in a timely way:
 - ❖ the internal verification of assignment briefs before they are issued to the learner
 - ❖ the internal verification of assessment decisions
 - ❖ to ensure every assessor on the programme is sampled over time
 - ❖ that generic documentation issued across the programme area in all IV procedures with clear dates and signatures included
 - ❖ IV documentation should be kept securely to evidence an audit trail
- ❖ **Assignment briefs**
 - ❖ must be internally verified as 'fit for purpose' before being issued to learners, even if you are using Pearson's Authorised Assignment Briefs
 - ❖ tasks and evidence criteria should allow the learner to address the target criteria
 - ❖ tasks should allow for differentiation
 - ❖ the level and language of the brief should be appropriate for the level
 - ❖ tasks should be set in a vocationally relevant context
 - ❖ if any recommendations are made for the improvement of briefs, a follow up check must be made by the IV to ensure these have been carried out before the assignment is issued to learners
 - ❖ records must be kept of the whole process with clear dates and signatures of both the assessor and IV. If actions were identified these must be signed off by the IV and assessor
- ❖ **Internal Verification:**
 - ❖ Feedback on assessment decisions are made to the original assessor and not the learner.
 - ❖ learner work should be marked within two weeks of submission
 - ❖ internal verification of assessed work should take place no later than one week after the initial assessment allowing the identification of any problems at an early stage and in order to provide support to assessor
 - ❖ Clear feedback should be given to the assessor and if recommendations are made, or if decisions are not agreed then clear actions must be provided by the IV and when adjustments

made dates and signatures must be obtained. Records must be kept of the whole process.

❖ **Standardisation**

- ❖ Must take place within all Principal Subject areas to set benchmarks of consistency, and must take place before any marking takes place. Standardisation Materials are located on edexcel online and you must track this process off after it has been completed. Standardisation is mandatory and extremely supportive where:
 - ❖ there is more than one assessor
 - ❖ more than one team/site
 - ❖ where there are new assessors
 - ❖ where there are new standards
 - ❖ for issues following external verification
 - ❖ as a form of blind marking to ensure correct application of assessment criteria within a team
- ❖ It is the role of the centre quality nominee to follow up any issues related to assessment decisions following external verification, and to ensure this is disseminated out to programme teams.

❖ **NQF Update to Assessment and Internal Verification Policy**

❖ **NQF L1/2 Assignment briefs**

- ❖ Whilst it is advisable to use Pearson assignment briefs when constructing internal assignments the structure is as follows:
 - ❖ Assignment Name
 - ❖ Dates (of initial hand out, interim and final submissions)
 - ❖ Title of the programme
 - ❖ Unit number and title
 - ❖ Learning Aims covered
 - ❖ A vocational scenario or context that is realistic to the relevant work sector and appropriate to the level to engage learners
 - ❖ Tasks and their evidence requirement (which should fit into the vocational scenario or context and which is accessible and challenging to learners)
 - ❖ Targeted assessment Criteria
 - ❖ L1 fall back criteria listed
- ❖ (Please note that targeted assessment criteria should be listed from D, M, P, L1 (P))
- ❖ Tasks must clearly meet targeted assessment criteria
- ❖ Tasks should always target an entire Learning Aim
- ❖ It is not usually (sic) acceptable to have tasks or sub-tasks that target P criteria where there are higher criteria available (hence tasks where possible must be set horizontally)
- ❖ Assignment briefs may target one or more Learning Aims across one or more units
- ❖ Information accompanying tasks must clearly outline the forms of evidence required to the learner eg PowerPoint, observation, written report
- ❖ Tasks must not specify word counts or quantify the evidence required
- ❖ Deadline dates/ timings: Should allow learner to complete tasks fully in setting interim and final submissions. Assessors must consider the delivery timetable, access to facilities, placements etc.
- ❖ Time should be provided after summative assessment for the learner to re-submit ONCE only if approved by the LIV, and within 15 days

Practical Assessments

- ❖ Include simulations, role play, work placements and may be assessed in the following ways:
 - ❖ Use of digital recorders (with)
 - ❖ Observation records
 - ❖ Witness statements
 - ❖ If using authorised assignment briefs please check/amend to ensure tasks and scenarios are

suitable for YOUR particular cohort of learners that they address any CULTURAL needs of your learners and the suggested methods of assessment are appropriate for the group.

- ❖ Personnel included in devising Assignment Briefs include:
 - ❖ Assessor
 - ❖ Internal Verifier
 - ❖ Lead Internal Verifier
- ❖ **REMEMBER**
- ❖ Only one submission and one opportunity for learner to improve grade ; if the learner has fulfilled the following requirements:
 - ❖ handed in work to date
 - ❖ with the authorisation of the LIV
 - ❖ Must use NQF recording documentation
 - ❖ Must standardise between teaching teams
 - ❖ Feedback must be constructive and learner work authenticated through:
 - ❖ Signature
 - ❖ Date
 - ❖ Referencing and bibliography
- ❖ **Update to Internal Assessment 2014**
- ❖ There are specific rules guiding the internal assessment of both NQF and QCF programmes which take effect as from September 2014. These rules fall into three sub categories as follows:
 - ❖ Giving effective and constructive feedback to support learning and progression
 - ❖ Preparing learners to undertake internal assessment
 - ❖ Submission of evidence and post assessment support (including assessment, feedback, resubmissions and re-takes. Please see below.

Internal assessment and feedback for BTEC Firsts and Nationals

1. Taking an assessment	2. Submission of evidence and assessment	3. Resubmission of evidence	4. Retakes
<p>Once the learner is ready to take an assessment, they must work independently.</p> <p>What feedback can I give at this stage?</p> <ul style="list-style-type: none"> ✓ Give feedback and support around knowledge, understanding and skills ✓ Supervise learners if they are undertaking any assignment work in class. ⚠ Before the learner submits their evidence for assessment, your feedback must stop short of: <ul style="list-style-type: none"> 1 providing specific feedback on the quality of the evidence 2 confirming achievement of specific assessment criteria or grades. 	<p>Each learner is allowed one submission of their evidence for each assessment – see also resubmission.</p> <p>What feedback can I give at this stage?</p> <ul style="list-style-type: none"> ✓ Formally record the assessment result and confirm achievement against specific assessment criteria (each criterion is assessed once only). ✓ Confirm the evidence submitted is authentically the learner's own work (they need to sign and date a declaration to this effect when they submit). ✓ Confirm the assessment criteria the learner has and has not achieved (explaining the reasons for the assessor's decision). ⚠ Your feedback must stop short of: <ul style="list-style-type: none"> 1 providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. you cannot provide a list of specific action the learner needs to take to achieve a higher grade if they are allowed an opportunity to resubmit. 	<p>The Lead Internal Verifier may authorise one opportunity to resubmit evidence for each assignment.</p> <p>When can the Lead Internal Verifier authorise a resubmission?</p> <ul style="list-style-type: none"> ✓ If the learner has met all the initial deadlines or agreed extensions. ✓ The teacher or tutor judges the learner will be able to provide improved evidence without further specific guidance. ✓ The assessor has confirmed the evidence originally submitted was authentically the learner's own work. <p>How does a resubmission work?</p> <ul style="list-style-type: none"> ✓ Record evidence of the Lead Internal Verifier's decision on the assessment form. ✓ Set a resubmission deadline within 10 working days of the learner receiving the original assessment decision (within the same academic year, within term time). ⚠ Stop short of giving the learner any further specific guidance or coaching on how to improve their grade ⚠ Your Standards Verifier will need to see evidence of the resubmission decision and that the resubmitted evidence is authentically the learner's own work. 	<p>Retakes are available to learners studying BTEC on the QCF.</p> <p>Retakes are not available to learners studying BTEC on the NQF.</p> <p>When can the Lead Internal Verifier authorise a retake?</p> <ul style="list-style-type: none"> ✓ If the learner has met all the conditions for Resubmission of evidence. <p>How does a retake work?</p> <ul style="list-style-type: none"> ✓ Set a new task or assignment targeted only at the pass criteria not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a retake. ✓ Same procedure for submission and authentication of evidence. ✓ Standards Verifiers will need to see evidence of retakes in sampling. ✓ No further submissions or retakes are allowed.

Applies to all new learner registrations starting a new BTEC course from 1 September 2014

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The above slide may be found on the G drive:/Vocational Documentation/updates and information file

Signed by QN:
Signed by Principal:

Date:
Date:

Please note that this policy has been based upon and closely adheres to BTEC procedures