

**POLICY TITLE: BTEC ASSESSMENT POLICY**

<b>STATUS:</b>	BTEC Vocational Policy V1
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## **Rationale and Aim**

Etonbury Academy is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. This policy's objective is to ensure all learner assessment decisions are based on the guidelines as outlined by the awarding body.

Etonbury teachers and those of Vocational courses will assess work with integrity, being consistently fair and transparent.

Below is the Etonbury Academy assessment policy for Vocational courses based upon the Pearson: BTEC Centre Guide to Internal Assessment 2020/21

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, Etonbury will:**

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- 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
- 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

Internal assessments for units/assignments will be timely and in line with deadlines set based upon the GLH for each assignment. Assessment will comply with grade descriptors as set out by Pearson for each grading criteria. 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.

## Assessment Overview

The following processes of assessment work will take place:

- Completed learners' assignments will be assessed internally, and be subject to internal verification and standards verification by the awarding body unless the unit is externally set and assessed by the awarding body.
- 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.
- The **Assessor and Lead Internal Verifier (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.
- Learners will be given a deadline for summative feedback for each learning aim. There is no longer a formative deadline and summative deadline.
- Following formative feedback, learners will be reminded of the summative assessment deadline after which, the work is assessed and the outcome entered on the subject tracker.
- All assignments must be handed in on the stated date.

## Submission of evidence

Only one submission is allowed for each assignment. The **Assessor** is expected to formally record the assessment result and confirm the achievement of specific assessment 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.

## Resubmission

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.

Etonbury have in place a clear assessment procedure for a learner to formally apply for an extension to the **Lead Internal Verifier** 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 is 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.

### Opportunities for resubmission of evidence

Because every assignment contributes towards the final qualification grade, 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.

When can a Lead Internal Verifier authorise a resubmission?	What if a learner does not meet all the conditions?
<p>The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:</p> <ul style="list-style-type: none"><li>• The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension</li><li>• The learner has correctly authenticated the evidence</li><li>• The Assessor judges that the learner will be able to produce improved evidence without further guidance</li><li>• The Assessor has authenticated the evidence submitted for assessment</li></ul>	<p>If a learner has not met these conditions, the Lead Internal Verifier must <b>not</b> authorise a resubmission.</p>

### Procedure for resubmission of evidence

If the Lead Internal Verifier does authorise a resubmission, there is a clear, simple procedure which will be applied consistently across all learners and centres.

### Forms and deadlines

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

- be recorded on the assessment record
- state a deadline for resubmission within 15 working days\* of the learner receiving\*\* the results of the assessment
- be 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. If learners are studying part time, this is the equivalent of 15 days of "study time" to ensure all learners are treated fairly.*

*\*\* Feedback must be received by learners close to the assessment date. It is not permissible for Assessors to retain the feedback until the following term for example, just before a resubmission week or at the end of the year once the learner's overall achievement for the qualification is known.*

### Opportunity for a retake

If a learner has met all of the conditions listed above in the opportunity for resubmission section 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.

### Conditions for a retake

- 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, both the learner and the Assessor must also submit a signed and dated declaration of authentication
- The Assessor cannot award a merit or distinction grade for a retake assignment.
- The learner will not be allowed any further resubmissions or retake opportunities

### Providing Feedback

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.

## **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.

## **Authentication of Candidate's Work**

- 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.
- Learners and assessors must complete the "Learner Submission Certificate of Authenticity" made available by the teacher and completed prior to submitting completed work for assessment
- 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.

## **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

In designing the assessment plan, the splitting of Learning Aims/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.

## **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 both first and resubmission opportunities should be established and detailed on the assessment plan before the programme commences.

**When planning for assessment you should consider:**

- 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, shows and trips
- Schemes of work
- Access to external resources
- 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

**Assessment tracking and recording**

It is necessary to track and record learner achievement throughout your BTEC programme. Tracking learner progress, recording the achievement of each learner per criteria on a unit by unit basis ensures:

- The assessment evidence is clearly measured against national standards
- Learner progress is accurately tracked
- The assessment process can be reliably verified
- Evidence for the safety of certification
- Full coverage of the units
- Identification of which assessments are outstanding
- The enabling of internal verification
- Samples for standards verification and other external audits can be made available as required

Up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues if, for an example, an Assessor leaves during the delivery of a BTEC programme