



**POLICY TITLE: BTEC VERIFICATION POLICY**

<b>STATUS:</b>	BTEC Vocational Policy
<b>REVIEWED BY:</b>	Principal
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<b>AUTHOR:</b>	Quality Nominee (Vice Principal)

## 1. Rationale and Aim

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.

Etonbury Academy is committed to ensuring that standards of assessment are consistent, moderated and verified to the high standard as accepted by the awarding body. The internal verification process is rigorous and robust to ensure that the best possible outcomes are made possible for every student.

This policy covers the roles of key members in the verification process and how Etonbury Academy ensures all qualifications offered including units and assignments meet the required level of scrutiny.

The policy covers all Vocational courses currently offered and will cover any further additions from a Vocational context.

### In order to do this, Etonbury will ensure:

- Where required by the qualification, appoint a **Lead Internal Verifier** is appropriately for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

### Roles of Internal Verification

#### Internal Verification and Role of 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 quality improvement.
- Each course will have an identified team of **Internal Verifiers (IV)** made up of staff with knowledge of the curriculum area in question, allowing accuracy and validity of assessment decisions to be determined.
- Internal Verifiers will have the knowledge relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgments to be made regarding candidate performance in relation to competence criteria.

### **The Internal Verifier should:**

- Not verify their own work or assignments.
  - Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to learners. They should enable learners to meet the unit grading criteria.
  - Complete the appropriate internal verification documentation and make recommendations to the assessor on how to improve the quality of the brief if necessary.
  - Ensure Internal Verification (IV) takes place within one month of the learner's completion of the assignment(s) in question.
  - Make all internal verification evidence available to the Standards Verifier.
  - Plan with the course team an internal verification schedule linked to the outline course plans. It should be noted that, the Internal Verification schedule should incorporate all learners across the extent of the programme where practical. E.g. each learner should have at least one unit verified across the extent of the programme. All assessors must be internally verified.
  - Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
  - Verify 100% of the sample for Standards Verification.
  - Consider alternative methods of moderation/verification as required for non-written assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
  - Maintain secure records of all work sampled as part of their verification process using a standard template.
  - If a concern is raised the internal verifier should discuss this with the assessor prior to the final confirmation of the marks for all the learners taking the assignment. As a result of the Internal Verification process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of learners and, as a consequence, to make changes either to all marks or to some marks.
  - Where re-sampling is necessary the work should be verified again before being sent to the standards verifier and records kept.
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- Verifying assignment briefs prior to distribution to learners.
  - Verifying a sample of assessment decisions.
  - Developing the skills of assessors, especially those new to assessment.
  - Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.

### **3. The Role of the Lead Internal Verifier**

- A Lead Internal Verifier is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area.
- The Lead Internal Verifier has access to accreditation and should register through the online standardisation system, OSCA.
- Read and understand the BTEC Quality Assurance Handbook each year, and make sure assessors and verifiers have access to it.
- Register with Edexcel via OSCA and confirm registration every year.
- Undertake online induction as and when required.
- Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements.
- Sign off the plan and check that it is being followed at suitable points.
- Undertake a process of checking that learners' work has been internally verified to the required standard as directed by the exam board. Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary.
- Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required.

- Ensure the annual standardisation exercise has been carried out in the September of the academic year.
- Ensure that, following completion of the standardisation exercise, it is appropriately recorded via the OSCA website.

#### **4. The Responsibility of the Quality Nominee**

- To act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.
- To ensure all BTEC Processes are carried out in line with the Awarding body's specifications and requirements.
- To ensure all course marks are submitted to the awarding body by July 5th of each academic year.

#### **5. The Responsibility of the Exams Officer**

- 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.
- To facilitate the administration of the external externally assessed unit requirements.
- To ensure that registration and certification of learners is carried out accurately and therefore claims for certification are valid, reliable and robust.

#### **6. Standardisation**

- Any Lead Internal Verifier under QCF will need to access OSCA and an up-to- date profile to include NQF.
- There is no test, but the course leader and all other teachers are required to download and read through the NQF document and tick box as confirmation that this has been read and a standardisation exercise has been carried out with the delivery team.
- Every year, a nominated external (SV) Standard Verifier will request a sample.

#### **7. Authentication of students 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.
- 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.

## INTERNAL VERIFICATION

Internal verification is a requirement of BTEC delivery. It is carried out on two levels in subject areas:

1. Internal verification of assignment briefs.
2. Internal verification of assessment decisions.

It is the responsibility of the Lead IV, for each programme, to ensure all of this has been completed within the agreed timeframe on the assessment plan.

### What is Internal Verification?

Internal Verification (IV) is a system of quality checks made by someone in the centre to ensure that assignments have been written correctly and that assessment decisions are accurate. It is a recorded discussion between two professionals to ensure accuracy, fairness, consistency and quality of assessment. It does not involve the learner.

### The internal verification schedule

During the lifetime of the programme, internal verification of **Assessor** decisions must cover the following as a minimum:

- every Assessor
- every unit/component
- learner work from every assignment
- learner work from every assessment site (for multi-site and consortia centres).

There is no prescribed sample size, but a well-constructed sample should consider the following and use a risk-based approach:

- the full range of assessment decisions made (pass, merit, distinction criteria and not yet achieved), should all be included in the sample if possible
  - the experience of the Assessor. New or inexperienced Assessors should have more decisions internally verified than an experienced Assessor
- new BTEC programmes. When a unit/component or programme is first introduced, the internal verification sample should be increased
- the size of the group of learners
- known issues arising from previous internal verification or standards verification activity

### Remember

Feedback should show which criteria have been achieved and which have not, giving clear reasons

Feedback should not give specific instruction on how to improve the work for a higher grade

Where learners have achieved the higher-grade criteria, it is not necessary to give full feedback on the lower criteria achieved by default. e.g. if D3 is achieved there does not need to be detailed feedback on the M3 and P3 criteria that flow into this.

**In addition to the above documentation Etonbury also holds detailed information regarding the following:**

**The following documents can be found in the subject specific BTEC folders**

- **OSCA standardisation activities for the year** - The QN will meet with each programme lead IV to share the OSCA activity and standardisation materials for the year. Each team to use the materials to support the standardisation of work across the course.
- **Staff Briefing** - QN to meet half termly with each programme leader and discuss the assignments in progress, assessment plans, assignment briefs, IV of assignment briefs, how to mark and assess BTEC (reminder for consistency), presentation of portfolios. Minutes taken and shared with the programme leader.
- **IV of assignments** - Assignments to be written and sent to QN at the start of the year for IV'd. All documentation to be stored in the BTEC drive, each subject area.
- **IV of assessment decisions** - QN to meet with each programme leader to IV the assessment decisions at key points throughout the year and accordance with the assessment plans.

## PROCEDURE FOR ASSIGNMENTS

**1. Assignment brief**  
Front sheet to include;  
Programme and unit titles  
Dates for submission  
Assignment title & all criteria to be addressed in assignment

**2. Assignment Brief internally verified (and returned to assessor if needed)**

**3. Issue the assignment brief to students**  
Teacher to ensure students have understood brief  
Students to monitor and review own progress

**4. Assess work handed in by student using Pearson Assessment Record Sheet**  
Document signed by the assessor and signed by the student to show that feedback has been passed on

**5. Formative or directive feedback may not be given.**  
Work should be annotated to support the identification of where assessment criteria have been met within the work  
If assessment evidence is met, then grade should be decided on  
If assessment criteria are not met, review and seek authorisation from LIV for one resubmission provided pre-conditions for this have been met

**6. Completed and assessed work should immediately be put into teacher's safe storage and attainment recorded onto google drive**

**7. Student to complete Learner Assessment Submission & Declaration Sheet**  
Pearson Assessment Record Sheet document  
signed by the student to show that feedback has been passed on

**8. Arrange for sample of learner work and assessment records to be verified as part of IV process for both first and re-submissions**

**9. Review assignment in preparation for future use**