

CAMBRIDGE HOUSE GRAMMAR SCHOOL



ASSESSMENT AND INTERNAL VERIFICATION POLICY 2020-2021

ASSESSMENT

Assessment is used by teachers to judge learner's attainment. For learners, assessment indicates successful learning and the need for further study or further evidence. Assessment can be formative and summative; teachers will use both in assessing learners' attainment.

NEW ASSESSMENT POLICY / PROCEDURE

(APPLICABLE TO ALL REGISTRATIONS AT LEVEL 2 & 3, NQF AND QCF)

- Before starting an assessment, the assessor must ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.
- Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their knowledge / notes / textbook to work independently towards the task.
- Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must be informed of any agreed extensions.

For each assignment task the student must submit the following:

1. An assignment which consists of evidence towards the targeted assessment criteria
 2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
 3. Appropriate referencing
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1. The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification. This would normally be 4 pieces from each assessment – one pass, one merit, one distinction and one from the most common grade. Each assessment is an opportunity for the internal verifier to check the assessment of different students. Internal verification should be within a maximum of 15 working days of the assessor's decision. The date for this must also be identified within the assessment plan.
 2. The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the students' own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

- If the internal verifier questions the award of grades the 'loop' must be completed by the assessor before the work is given back to the student.
- The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:
 1. The student has met the initial deadline set in the assignment, or has met an agreed deadline extension.
 2. The assessor judges that the student will be able to provide improved evidence without further guidance.
 3. The original work has been authenticated by both the student and the teacher. If any of the above three conditions are not met the Lead IV must not authorise a resubmission
- If the Lead IV authorises a resubmission it must be:
 1. Recorded on the assessment feedback form.
 2. Completed within 15 working days of the student receiving the results of the assessment.
 3. Undertaken by the student without any further guidance.
 4. The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

Re takes are not available to students on NQF programmes of study

Reference – 'Guide to Internal Assessment for BTEC Firsts and Nationals'

This can be accessed through the Pearson web site: www.btec.co.uk - quality assurance - key documents

WHAT IS BTEC ASSESSMENT?

- All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification.
- All BTEC programmes are assessed by reference to the assessment and grading criteria published in the programme specifications. The specifications can be downloaded from each BTEC qualification subject page.
- Units in some BTECs are graded (for example Pass, Merit, or Distinction); others are only achievable as a Pass. The NQF units allow for a Level 1 Pass, in addition to Level 2 achievement.
- In NQF programmes there are units, which are externally assessed, contributing 25% of the final grade

WHY IS IT IMPORTANT?

Assessment is a crucial part of BTEC delivery because most BTEC assessment are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board

ASSESSMENT EVIDENCE

- Can take many forms: written-formal essays, evaluations, notebooks; viva; records; studio logs; timesheets; plans; tutor observation and witness statements; photographic/digital.
- Can be practical work within the specialist area of the qualification.
- Should be timed carefully to reduce overload.

Course leaders and teachers should use a range of assessment strategies as this can enhance learning; improve knowledge of the grading criteria and of how to progress to higher-grade achievement.

If group work is used, teachers must be aware of the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation sheets or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria are one way of doing this.

DEADLINES

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future. However, once evidence is accepted for assessment, learners cannot be penalised for work submitted after the deadline. Criterion referenced qualifications demand that **only** the grading criteria for the units can be used for assessment decisions. The Lead IV can only authorise a resubmission if the agreed deadline date has been met by the student.

Learners should be assessed fairly and consistently, and **learners should not be advantaged by having additional time to complete assignments.**

- Learners should formally apply to their IV if they cannot meet a submission deadline due to illness, family issues etc..
- If an extension is granted, the new deadline should be adhered to and recorded. This will be covered with the learners during induction to the course.

- Learners will not be penalised purely for the submission of late work unless this is included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only assessment criteria for the units can be used for assessment decisions.
- Learners who are not able to use an extension opportunity may request special consideration.
- Late assignment submission will result in the candidate being interviewed by the Course Leader.

Standardisation

When a programme is delivered and assessed by more than one person, standardisation should be carried out before any formal assessment and internal verification has taken place.

- The aim of the standardisation process is to agree the standard of learner work by discussing and mutually assessing a sample of learner work as a team to reach consensus. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification.
- Once agreement has been reached, the Assessors can then individually assess the work of their learners, after which internal verification will take place.

RECORDS

- Teachers must keep records of learners and their assessed work.
- Teacher records must be monitored and sampled by the Lead Internal Verifier and Programme Manager.
- Learner assessments and verification records must be stored securely by the Programme Manager until all the final grades have been submitted; certification has been received by the school and handed out to the learners. In the event of an appeal against a grade then the evidence of the assessments should be kept until the appeal has been concluded.
- Learner grades must be kept in a secure location for three years after certification.

WEAKNESSES IN ASSESSMENT

Where there is an identified weakness in the assessment process the following will happen:

- Quality Nominee / Lead Internal Verifier's will initially offer support and guidance. This will include setting actions as per Edexcel / school documentation and making sure the actions are followed up.
- If necessary, the Quality Nominee and senior staff will become part of the support and guidance process.

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 to ensure all of this has been completed within the agreed time frame 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 Lead IV will produce an IV schedule as part of the annual assessment plan, and will keep a record of which learner work has been sampled, and in which units. The amount of work to be IV'd will be determined by the Lead IV – but this should be a minimum of 4 pieces of work for each assessment. This should be made up wherever possible of a piece of work at all three levels of achievement (P, M & D) and one more of the most common grade. It is recommended that this number is increased for either new assessors to BTEC (> to 50% for first assessed piece of work) or for programmes with large cohorts of students (>20)

WHY IS IT IMPORTANT?

Assessment is a crucial part of BTEC delivery because most BTEC assessment are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board. Assessment decisions of internally assessed units are totally in the hands of centre staff. Internal Verification checks that the standards set by the awarding body are being maintained. Further guidance can be found in the **Centre Guide to Managing Quality** on the Key Documents page of the BTEC website: www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

NEW STAFF

Any new member of staff (not just NQT's) will need an induction programme to make sure they fully understand all the BTEC requirements of their role. They must also review the Brompton Hall School BTEC policies. This will normally be a Departmental responsibility but extra support will be offered by senior staff (usually the Vice Principal) if necessary.

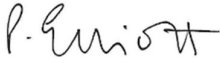
The induction programme will include:

- Recommended 50% of assessed work sampled during the induction period (Quality Nominee to oversee and decide how long the induction period needs to be – this will vary with the experience of staff).
- The 'buddying' of new staff with experienced BTEC staff (this could be from other Departments).
- Quality Nominee / Lead Internal Verifier will identify any areas to improve and offer the necessary support.

STANDARDS VERIFICATION

When a Principal Subject Area is going through standards verification the following will apply:

- The Quality Nominee will initially take the lead in liaising with Edexcel re Standards Verification.
- After the initial contact either the Quality Nominee or Lead IV will liaise with the allocated standards verifier re the sample requested.
- If there is an unsuccessful outcome from the 1st sample, there will be a 2nd sample.
- It is essential at this stage that the Lead IV consults with the Quality Nominee to ensure that the second sample is checked thoroughly and that the advice and guidance given by the Standards Verifier is applied to this sample.
- If the second sample has an unsuccessful outcome the Regional Quality Manager will set up a remedial action plan.
- Before the agreed sample date, the standards verifier will need the following:
 1. A list of all completed mandatory units.
 2. A list of anticipated learner grades.
 3. A list of which learner work has been Internally Verified.
- The Standards verifier will then select a sample from the list and for the sample they will require:
 1. The assignment brief(s) for the whole unit with evidence of internal verification.
 2. For each learner sampled, a portfolio of work for the complete unit with, evidence of assessment and internal verification.
 3. For graded qualifications, learner work at all grades.

Signed:  (Principal)

Signed:  (Vice-Chair of Governors)

Date: 20/04/2021