



BTEC Assessment Policy

Updated August 2022

The purpose of this policy is to inform all stakeholders of the way learners' work is assessed on BTEC courses and to ensure it is in line with BTEC requirements.

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 that assessment standards and specifications are implemented fully, so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c. To establish quality control mechanisms for the internal verification of assignment briefs and assessment decisions through a system of cross-departmental co-ordination.
- d. To provide learner-centred approaches to assessment, which provide opportunities for learners to achieve at all levels.

Qualifications currently delivered at Prudhoe Community High School:

Principal Subject Area	Programme Leader/Lead Internal Verifier
ICT	Mr JP Nesbitt/ Miss R Pugh
Engineering	Mr J Linnell/Mr T Smith
Health and Social Care	Mrs F Connor

Internal Assessment

Internal Assessment is defined as the process whereby staff make judgements on evidence produced by learners against required criteria for the BTEC qualification. Responsibility for ensuring the rigidity of internally assessed work lies as follows:

Role of the Programme Leader/Lead Internal Verifier (IV)

It is the responsibility of the programme leader to produce an Assessment Schedule which details proposed assessment periods for each unit within their qualification over a one or two year period (depending on the requirements of the specific course). This schedule should include detail of each internally assessed task to be issued, hand out and submission dates, resubmission date and dates for Internal Verification. It is also the responsibility of the programme leader to produce an Internal Verification Schedule which details learner work to be internally verified for each unit, assessors

responsible for internal verification and timeframes allocated for IV to take place. A copy of both documents should be kept in the shared BTEC staff area within the school IT system.

It is the responsibility of the programme leader to prepare assignment briefs for each unit being delivered from the appropriate specification. Programme leaders may use existing assignment briefs issued by Edexcel Pearson, may tailor these briefs to suit the needs of their learners or may devise original briefs as they see fit. Programme leaders must adhere to the guidelines set forth in the 'Guide to Writing Assignment Briefs for Next Generation BTEC (NQF) Qualifications' in conjunction with revised specification guidance issued through the 'Planning and Delivering Next Generation BTEC Qualifications June 2014' and the 'BTEC Centre Guide to Internal Verification 2018/2019'. Both documents are available on the Edexcel Pearson website.

It is the responsibility of the Programme Leader to ensure that each assignment brief is internally verified for use by an appropriately qualified individual. This may involve work being internally verified by a range of individuals/assessors, depending on the circumstances and size of the department and will include one or more of the following:

- The Lead IV for the subject area (provided this individual is not also the Programme Leader who has devised the brief)
- An Assessor from a different Department within the school (provided this assessor has undergone Lead IV training/accreditation)
- An Assessor/Lead IV from a neighbouring school where cross-county links have been established and have found to be robust.

It is expected that any individual carrying out internal verification of assignment briefs will do so with integrity, and will highlight areas for improvement or necessary amendments within the designated brief. It is the responsibility of the Programme Leader to act on feedback in a timely manner and to amend the assignment brief in line with recommendations before carrying out the internal verification process again.

Programme leaders may make use of the Assignment Checking Service provided by Edexcel Pearson, however, this is not a mandatory requirement of the internal verification process.

Standardisation

It is the responsibility of the Programme Leader/Lead IV to register with Edexcel through OSCA2 and confirm registration every academic year within the published deadlines. In addition, Edexcel requires that a standardisation activity be delivered by the Lead IV to the team of assessors each academic year. This will coincide with an assessment "window" and is accessed through OSCA. It is the responsibility of the Lead IV to take minutes of this activity being completed for Quality Assurance checks.

Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit. Standardisation meetings should primarily be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme within one subject area, but can also be used to develop an equitable approach across different BTEC programmes.

Role of the Assessor

It is the responsibility of the assessor to familiarise themselves with guidance issued by Edexcel

Pearson on 'Planning and Delivering Next Generation BTEC Qualifications' along with the specific requirement of each assignment brief before commencing delivery to learners. The assessor must deliver internal assessment tasks in line with the requirements of the assignment brief and must abide by regulations issued by Edexcel Pearson regarding fixed assignment deadlines, the nature of feedback to learners and procedures for permitting resubmissions. A summary of this guidance is provided below:

- Assessors will deliver task instructions through the approved assignment brief and learners must work independently on internally assessed tasks following initial teaching.
- Assessors must not give any additional instructions or feedback to learners once the task has been issued.
- Learners must submit assessed work in line with the fixed deadline issued by the assessor.
- Assessors should mark assessed work within the timeframe allocated on the Departmental Assessment Plan. This will generate one of two outcomes:
 - Learner work will have met the required assessment criteria and will not require amendment. Assessors should complete the Assessment Record paperwork for these learners and should record their marks using the departmental tracker.
 - Learner work will not have met the required assessment criteria and will require amendment. Assessors should hand the assessed task back to these learners, giving no further guidance or feedback on how assessment criteria could be met.
- Resubmissions must be authorised by the Lead IV for that subject area and should only be issued if learners have met the initial submission deadline and if it is guaranteed that the learner will require/receive no further teaching or feedback in order to improve their work.
- Assessors must set a fixed deadline for re-submissions which is within 15 days from when the re-submission has been issued.

Following the submission and resubmission process it is the responsibility of the assessor to complete an Assessment Record form for each learner which provides summative feedback as to the assessment criteria achieved within the task. Assessment Record forms should be accurately signed by the assessor. It is the responsibility of the assessor to share the assessment outcomes with the learner through the Assessment Record and to ensure learners have time to reflect and comment on their achievement whilst signing and dating the Assessment Record form.

Authentication of Learner Work

It is the responsibility of the assessor to ensure that each internally assessed task is authenticated by the learner. Each internally assessed task should be accompanied by a 'Learner Authentication Declaration' which is signed and dated by each learner as confirmation that work presented is the learner's own.

It is the responsibility of the assessor to report any suspicions of malpractice to the Quality Nominee who must in turn notify the Deputy Head of School.

Internal Verification of Assessment Decisions

It is the collective responsibility of the Assessor and the Programme Leader/Lead IV to ensure that internal verification of assessment decisions takes place in line with timeframes laid out in the Departmental Internal Verification record. It is essential that Assessors/Internal Verifiers/Lead IVs do not internally verify work submitted by their own learners. An 'NQF BTEC Internal Verification of Assessment Decisions' form must be completed for each internally verified task and internal verifiers must carry out the role with the rigour and integrity needed to identify areas where assessment decisions have been

made inaccurately. Feedback provided to assessors must be constructive and should allow for one of two outcomes:

- Learner marks are moved in accordance with recommendations made during the Internal Verification process.
- Learners are given the opportunity for one resubmission (provided a resubmission has not already been issued) in order to meet the required standard.

Role of the Quality Nominee

It is the responsibility of the Quality Nominee to ensure the effective management of all BTEC programmes and actively encourage and promote good practice within the centre. The Quality Nominee will liaise with the centre and Pearson staff to ensure that:

- all programmes are approved and registrations are accurate and up-to date
- approval conditions and policy requirements are being implemented consistently and effectively
- all staff are aware of all support and guidance available and understand requirements
- assessment and internal verification is effective on all Pearson BTEC and Pearson vocational programmes
- there is a registered Lead Internal Verifier in place for each Principal Subject Area, where required
- where required, Standards Verification is completed successfully.

External Assessment

Entry Procedures

The ease and accuracy of the operation will depend upon the maintenance of accurate set lists in SIMS. Candidates are entered for external examinations at the appropriate time. It is expected that as a matter of course, all learners will be entered for any examinations, which form part of the assessment for all subjects they study. Any exceptions to this will be rare and only after consultation with both the Headteacher and Head of Achievement & Learning. He/She is responsible for supplying the Examination Officer with a list of candidates to be entered for each syllabus followed, (together with the relevant tier of entry (if appropriate), by the necessary deadlines each year (October for January session). 21st February for GCSE, 21st March for Summer A-levels. The initial entry is made in SIMS for checking by the Programme Leader before the final electronic entry is made to the Examination Board.

Programme Leaders must inform the Examination Officer of any changes in entry once the entry deadline is passed. Changes to the original entry normally incur an additional charge to the school.

Statements of Entry

Statements of entry for each candidate are forwarded by the Examinations Boards once the entry has been made. These are distributed by the Examinations Officer for checking by students. Any errors or examination clashes should be reported immediately to the Examinations Officer.

Conduct of Examinations/Invigilation/Coursework

The Examinations Officer, Head of Achievement & Learning and relevant Programme Leader or representative(s) are jointly responsible for ensuring the correct procedure at the start of each external examination. Programme Leaders are required to ensure that any invigilation that takes place outside normal teaching hours is covered by members of the department concerned.

Invigilators are asked to ensure that all the conditions for invigilation as posted in the examination room are strictly adhered to. Particular attention should be paid to timekeeping and to the fact that other work may not be done when invigilating.

In subjects where coursework is a necessary part of the examination, departmental staff are responsible for making pupils aware of agreed coursework deadlines.

Departments should liaise so that clashes with regard to coursework assignment deadlines, especially in Year 11, can be avoided as far as possible, in order to give pupils a more even distribution of work throughout the year.

Programme Leaders are responsible for submitting coursework marks and samples of work for moderation by the necessary deadlines when required, and for the organisation of any examinations requiring special conditions, e.g. practical examinations.

Examination Results/Certificates

Examination Results are usually posted from the Examination boards on the Wednesday of the 5th week of the summer holiday for Level 2 Admin staff along with the Examinations Officer, and where possible the relevant Head of Achievement & Learning, will process the results and arrange for their distribution to candidates, and also the issuing of certificates when these become available.

Learners unable to collect results in person on the appropriate day are welcome to request information by e-mail or other means. They are normally expected to meet postal charges in advance.

Resit Candidates

The above procedures also apply to any resit candidates. Candidates are responsible for paying their own fees for resit examinations unless they are following a timetabled programme of study relating directly to the examination concerned. Such fees should be paid before entry is made. Subject Leaders are responsible for informing resit candidates of any modifications or changes in syllabus content, particularly in cases where the examination is taken one year later.

Appeals Procedures

Prudhoe Community High School is committed to ensuring that whenever staff assess learners' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

- Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
- Learners' work should be produced and authenticated according the requirements of the examinations board.

- Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a learner feels that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. *Note: Learners cannot appeal against the mark or grade, only the procedures in use.*

The existence of this procedure is referred to in the Policies and Procedures file and is available from the Examinations Officer.

Written Appeals Procedure

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- Appeals should be made in writing to the Examinations Officer, who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, the Headteacher will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise, if the Examinations Officer is not able to conduct the investigation for some other reason.
- The Examinations Officer or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the series.
- Appellants will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of the work, and any changes made to improve matters in future.
- The outcome of the appeal will be made known to the Headteacher, and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
- If the appellant is unhappy with the decision in writing, he/she may request a personal hearing, where the panel will consist of two persons not previously involved, normally the Headteacher and a member of the Governing Body.

After work has been assessed internally it is moderated or externally verified by the awarding body to ensure consistency between centres. Such verification frequently changes the marks awarded for internally assessed work. That is outside the control of Prudhoe Community High School and is not covered by this procedure. If learners have concerns about this they will be directed to the Examinations Officer and can receive a copy of the appeals procedure for BTEC qualifications.

Registration & Certification Policy

At PCHS our aim is:

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, PCHS will:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

At the beginning of each academic the Head of Vocational learning and the Exams officer will put a schedule in place to ensure the above are adhered to as part of the vocational quality assurance process. This will then be communicated to all relevant subject leaders. All entries, results and certificates claims will be double checked by both the Head of Vocational Learning and the Exams officer prior to each entry of claim. This policy should be read in conjunction with the vocational entry and assessment policy.

Enquiries about Results (Re-marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the learner may normally pay to have an enquiry carried out by the awarding body.

Staff Malpractice/ Learner Misconduct

The school abides by JCQ regulations when investigating and reporting suspected malpractice for both learners and staff. A copy of this document resides in the Staff Shared area within the school ICT system for reference.

Monitoring of this policy

What?	How?	When?
Compliance with policy	School Quality Assurance systems	Ongoing throughout the year
Appropriateness of policy to curriculum	Review of policy by Author	Annually

Governance oversight	As part of the Teaching and Learning updates at relevant committee and FGB meetings	See Governance year planner
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Action	By whom	By when
Approved	Achievement & Standards Committee	4 February 2019
Reviewed	RAH/JPN	January 2019
Approved	Achievement & Standards Committee	February 2018
Reviewed	RAH/JPN	January 2018
Updated	Rachel Harrison/John-Paul Nesbitt	February 2017
Approved	Achievement & Standards Committee - Chair's Action	March 2017
Updated	JPN	Sept 2022
Approved	Chair's Action (SMC)	21/09/2022
To be reviewed	JPN	Sept 2023