

ASSESSMENT POLICY

1. Purpose

The purpose of this policy is to ensure a clear outline and protocol relevant and specific to the assessment and feedback processes.

2. Scope

The assessment and feedback process are a formalised approach that ensures that these processes hold validity, authenticity, sufficiency, currency, reliability and accessibility.

The submission guideline outlines that one submission is allowed for each assignment unless the lead internal verifier approves a resubmission due to valid reasons / circumstances. The submission should be handed in before the specified deadline in the appropriate format.

3. Responsibility

Definition of Roles for BTEC Assessments:

Quality Nominee

- Arrange appointment and accreditation of a Lead IV
- Arrange sufficient time allocation to IV and Lead IV roles
- Undertake Quality Health Check audits including Success Rate reporting for BTEC provision
- Implement and oversee any disciplinary procedures, including appeals and malpractice for staff and pupils

Programme Leader / Lead IV

- Internally verifies all assignment briefs and submissions, unless delivered by themselves
- Assign staff to units and brief them on course structure and assessments
- Ensures pupils are registered via exams officers
- Complete the assessment plan and IV timetable ensuring that all units and all assessors are verified
- A record must be kept of all course meetings and IV/SV must be standing items on the agenda.
- Ensures course reviews throughout the year
- Collate IV recording documentation

- Co-ordinates time for feedback from IV and Lead IV to Assessors
- Gather and dispatch samples for Standards Verification if required
- Provides a sample of assessed pupil work for the SV process
- Feedback to staff on Standards Verification report and ensure any remedial actions are taken Liaises with Exams office
- Provides OSCA training
- Complete the induction training and on-line accreditation with Edexcel (QCF - valid for 3 years, NQF – re-register annually)
- Check that both the assessment plan and IV timetable is in place and sign them as being approved.
- Periodically sample assignments and pupil work that has been IV'd and maintain a record electronically where possible
- Check that Standards Verification arrangements have been made where applicable and that SV reports are fed back to staff
- Report any identified Malpractice to Principalship
- Authorises all re-submission and re- takes

Internal Verifier (IV)

- Check assessment decisions as per IV
- Liaise with Lead IV and/or Standards Verifier if appropriate
- Provide advice and support to assessor
- Ensure appropriate actions are taken and recorded
- Ensure own assessments and decisions are sampled if teaching on the course
- Complete IV documentation and return it to Programme Leader

Teacher/Assessor

- Guides pupils to produce evidence to meet assessment criteria
- Monitors pupils' progress, provide opportunity for pupils to amend/upgrade work
- Gives constructive feedback to pupils
- Check authenticity and sufficiency of evidence produced against criteria
- Uses standard observation/witness statements for practical assessments
- Awards partial/full unit grades as pupils complete the assessment criteria
- Records assessment decisions on mark sheet
- Grades students in line with national standards
- Completed relevant assessment documentation

Standards Verifier (SV - external person employed by Pearson)

- Negotiates arrangements for units for SV sampling – dates, units, postal or electronic samples
- Samples units and produces a report for Edexcel Pearson and the centre if applicable

4. Assessment Plan

The assessment plan must include:

- your assessment and internal verification staffing for your programme;
- coverage of all the criteria against which you will be assessing your pupils;
- assignment hand-out and hand-in dates.

and include dates for:

- submission;
- internal verification;
- opportunities for resubmission.

Assessment Plans may change and will need to be flexible to meet the evolving needs of the teachers and pupils.

The SV will want to see the assessment plan for any units checked by them. The SV will expect to see annotations to your plans, for any changes.

5. Assessment Evidence

You can use different assessment methods with different pupils – they do not all have to provide evidence in the same way. You could set them a task and give them a choice for example, of either presenting a written report or delivering a presentation or just have a one-to-one discussion.

It is important that every pupil is aware of the assessment process.

6. Submission Process

Only **one** submission is allowed for each assignment.

The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. Assessment criteria in each unit are assessed once only.

The assessor must:

- formally record and confirm the achievement of specific assessment criteria
complete a confirmation that the evidence they have assessed is authentic and is the pupil's own work.

The assessor must not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades.

What this means in practice – there is both a formative and summative feedback opportunity

During teaching and learning you can provide formative feedback – although this should be detailed within the assessment plan. Once pupils commence work for summative assessment – they must work independently.

7. Extensions and Extenuating Circumstances

7.1 Extensions

Extensions for individual items for coursework may be requested before the submission date on the grounds that illness or an accident or a personal crisis or factors outside the pupil's control have adversely affected or will adversely affect the time available for completion of the assignment.

- Extension requests can only be agreed by the Assessor and Lead IV
- Extensions are granted for a time that **does not exceed** the time lost through illness or other factors.
- When submitting an assignment for which an extension has been agreed it is essential that evidence of authorisation for the extension is attached the

Assessment Record associated with the work.

7.2 Extenuating Circumstances

Acceptable evidence of extenuating circumstances would include originals of:

- Medical Certificate (Medical certificates are not always accepted.
 - To be accepted, the medical certificate must be specific about the nature of the illness and the dates affected, and confirm that this is the doctor's own diagnosis. It is not sufficient for the doctor to write a letter stating that the pupil saw him/her and "said" that they were or had been suffering from stress etc.
 - Self-certificates are not acceptable).
- Letter from Pupil Services Counselling Service or Pupils' Services Advice service.
- Letter from solicitor, summons to attend court, eviction notice.
- Death certificate (i.e. of close relative).
- Letter from a transport official confirming serious unforeseen disruption to transport.

8. Authentication of Assessed Work

The pupil must complete the declaration on the Assessment Record sheet completed for the work submitted for assessment.

9. Feedback

9.1 Teaching and Learning

During teaching sessions teacher use their professional judgement about the quality and nature of feedback. Formative feedback is allowed and can include:

- identifying areas for progression, including Stretch and Challenge
- explain what pupils need to do to achieve a pass, merit or distinction
- set 'Mock' exams to help pupils prepare for assessments
- give feedback on how to improve their knowledge and skills
- predicted grades can be given to pupils

Before starting an assessment, the tutor must ensure each pupil understands the:

- assessment requirements;
- nature of the evidence they need to produce;
- importance of time management and meeting deadlines.

9.2 During Assessment

The teacher or tutor must decide when the pupil is fully prepared to undertake the assessment. Once pupils are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

Once the pupil begins work for the assessment, the tutor can:

- give guidance on how to approach the requirements;
- give confirmation of what the assignment brief requires;
- give guidance on appropriate behaviour.

Once the pupil begins work for the assessment, the tutor must not:

- provide specific assessment feedback on the evidence produced by the pupil before it is submitted for assessment;
- confirm achievement of specific assessment criteria until the assessment stage.

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the mark sheet. This is the formal opportunity for the assessor to give feedback to support pupil progression:

- the assessor should give feedback on which criteria the pupil has achieved, and not achieved, giving clear reasons why so the pupil can learn and progress;
- avoid giving direct, specific instructions on how the pupil can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

10. Resubmission

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a pupil to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:

- the pupil has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- the tutor judges that the pupil will be able to provide improved evidence without further guidance.
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the pupil.

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

- recorded using on the assessment record sheet.
- given a deadline for resubmission within 15 working days* of the pupil receiving the results of the assessment undertaken by the pupil with no further guidance.
- Final assessment for targeted assessment criteria to be recorded on the Resubmission Assessment Record

***15 working days must be within term time, in the same academic year as the original submission.**

Note: Standards Verifiers will require you to include evidence of resubmitted work in sampling.

The time limit for resubmission is to:

- ensure all pupils given an opportunity to resubmit their evidence do not gain an unfair advantage over other pupils.
- minimise the risk of plagiarism.
- allow pupils to revisit their evidence while the assignment brief is still fresh in their minds.
- help teachers and assessors plan for delivery and assessment to ensure units are completed by a specified date.

11.Retakes

The BTEC qualifications (above level 2) do not allow for compensation – this means that they require pupils to achieve every pass criterion to successfully achieve the qualification.

If a pupil has met all of the conditions listed above in resubmission, but still not achieved the targeted pass criteria following 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.

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 pupil starts a retake.
- The pupil and the assessor must sign declarations of authentication as they both did for the previous submissions.
- Standards Verifiers will require you to include evidence of any retakes in sampling.
- The assessor **cannot award** a merit or distinction grade for a retake.
- The pupil will not be allowed any further resubmissions or retakes for that assessment. A re-take is allowed for each assignment e.g.: P1, P2, P3 or P4.

12. Observation records and Witness Statements

12.1 Observation record

An observation record is used to provide a formal record of an assessor's observation of pupil performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

Please note: observation record is a source of evidence and does not confer an assessment decision.

The record will:

- relate directly to the evidence requirements in the unit specification.
- provide primary evidence of performance to support subsequent assessment decisions.
- is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CD's, photographs, handouts, preparation

notes, cue cards, diary record or logbook and/or peer assessments records, etc.

- be completed by the assessor who must have direct knowledge of the specification.
- record the assessor's comments.
- also include the pupil's comments
- be signed and dated by the assessor and the pupil.
- be included in the pupil's portfolio, along with relevant supporting evidence, when submitted for assessment.

12.2 Witness statement

A witness statement is used to provide a written record of pupil performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the pupil against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the pupil in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance;
- the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor);
- the pupil or witness also provides a statement of the context within which the evidence is set.

Please note: A witness statement is a source of evidence and does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement;
- note the relevant professional skills of the witness to make a judgement of performance;
- review supporting evidence when making an assessment decision;
- review the statement with the pupil to enable a greater degree of confidence in the evidence;
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures;
- all witness testimonies should be signed and dated by the witness;
- Information of their job role/relationship with the pupil should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.