

## **BTEC Assessment Policy 2025–2026**

### **1. Purpose**

The purpose of this policy is to provide a clear framework and consistent protocol for **assessment and feedback** across all programmes delivered by **Shockout Academy**.

It ensures that all assessment processes are conducted with **validity, authenticity, sufficiency, currency, reliability, and accessibility** in accordance with **Pearson BTEC quality assurance requirements (2025)**.

### **2. Scope**

This policy applies to all staff and learners involved in the assessment of BTEC and other vocational qualifications delivered at Shockout Academy.

Assessment and feedback are designed to support learning, uphold academic standards, and promote fair outcomes for all learners.

The submission guideline specifies:

- Only **one formal submission** is permitted per assignment.
- A **resubmission** may be authorised only by the **Lead Internal Verifier (Lead IV)**, where valid, documented reasons exist (e.g., illness or extenuating circumstances).
- Work must be submitted **before the published deadline** and in the **required format**.

### **3. Roles and Responsibilities**

#### Quality Nominee

- Arrange the appointment and accreditation of a **Lead Internal Verifier (LIV)**.
- Allocate sufficient time and resources for all internal verification roles.
- Undertake **Quality Health Check** audits and report on success rates for BTEC provision.
- Implement and oversee any **disciplinary procedures**, including **appeals** and **malpractice** cases for staff and learners.
- Act as the **primary contact** for the **Standards Verifier (SV)** and facilitate all Standards Verification activity.

#### Programme Leader / Lead Internal Verifier (LIV)

- Internally verify all **assignment briefs** and a representative **sample of assessment decisions**, excluding their own teaching.
- Allocate units and brief assessors on structure, assessment criteria, and course expectations.
- Ensure all learners are registered correctly through the Exams Office.
- Maintain and update the **Assessment Plan** and **Internal Verification (IV) timetable**, ensuring all assessors are verified.
- Keep records of all course meetings where **IV/SV** are standing agenda items.
- Oversee regular **course reviews** and collect IV documentation.

- Coordinate feedback between IVs, assessors, and the LIV.
- Gather and dispatch SV sampling evidence in line with Pearson requirements.
- Communicate feedback from SV reports and ensure remedial actions are implemented.
- Deliver **OSCA training** and ensure ongoing LIV accreditation (QCF valid for 3 years; NQF re-register annually).
- Report all suspected or confirmed **malpractice** to the **Principalship**.
- Authorise **resubmissions** and **retakes** where criteria are met.

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#### Internal Verifier (IV)

- Ensure assessment decisions meet **national standards**.
- Verify that **feedback is appropriate, fair, and constructive**.
- Confirm learning outcomes are met in accordance with unit specifications.
- Provide professional advice and support to assessors.
- Document and communicate all verification outcomes and follow-up actions.
- Liaise with the **LIV** and/or **Standards Verifier** when necessary.
- Complete and return IV documentation to the **Programme Leader/LIV**.

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#### Teacher / Assessor

- Guide learners to produce valid, sufficient, and authentic evidence.
- Monitor progress and provide formative feedback prior to final assessment.
- Ensure assessment evidence is authentic, original, and meets unit criteria.
- Use **standard observation/witness statements** for practical tasks where applicable.
- Record all assessment decisions on the appropriate **Assessment Record Form**.
- Grade consistently in line with **national standards**.
- Ensure learners receive verified feedback after internal verification.

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#### Standards Verifier (SV) (*External, Pearson-appointed*)

- Negotiate arrangements for **sampling** (dates, units, format).
- Sample assessment and verification records.
- Produce and submit formal reports to **Pearson** and the **centre**.

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### **4. Assessment Plan**

Every course must have a current **Assessment Plan**, including:

- Named assessors and internal verifiers for each unit.
- Unit coverage and mapped assessment criteria.
- Dates for **assignment issue, submission, IV, and resubmission opportunities**.

Plans should remain **flexible** to meet evolving needs and may be amended during the year. The **Standards Verifier** must have access to the current plan and all relevant updates.

## **5. Assessment Evidence**

Assessments may include varied methods such as:

- Written reports, presentations, performances, discussions, portfolios, or digital artefacts.

All learners must be fully informed about:

- How to submit evidence;
- The assessment process;
- Authenticity and academic integrity expectations (including restrictions on AI-generated work).

## **6. Submission Process**

- Each learner is permitted **one formal submission** per assignment.
- Assessors must record outcomes and confirm authenticity.
- **Assessment criteria** are assessed **once only** per submission.

Assessors must:

- Record assessment decisions accurately;
- Confirm that all submitted evidence is the learner's own.

Assessors must not:

- Provide targeted feedback on how to achieve higher grades after formal submission.

## **7. Extensions and Extenuating Circumstances**

### 7.1 Extensions

- Must be requested **before** the submission deadline.
- Granted only by the **Assessor and Lead IV**, for valid, evidenced reasons (e.g., illness, bereavement, crisis).
- The extension period must be **proportionate** to the time lost.
- Written evidence of approval must accompany the **Assessment Record**.

### 7.2 Extenuating Circumstances

Acceptable evidence includes:

- Medical certificates (must include diagnosis and dates; self-certificates not accepted).
- Letters from Student Support, Counselling, or Legal Services.
- Court summons or legal documentation.
- Death certificate (close relative).
- Transport authority confirmation of disruption.

## **8. Authentication of Assessed Work**

Learners must sign a **Declaration of Authenticity** on the Assessment Record for each submission. Any suspected malpractice will follow the **Assessment Malpractice Policy (2025–2026)**.

## **9. Feedback**

### 9.1 During Teaching and Learning

Formative feedback may:

- Identify areas for development or stretch;
- Explain criteria for Pass, Merit, or Distinction;
- Prepare learners for assessment through practice tasks;
- Provide predicted progress indicators.

### 9.2 During Assessment

Once learners begin their formal assessment:

- Tutors may clarify assignment requirements or expectations.
- Tutors **must not** give detailed feedback on evidence before submission.

After assessment:

- Assessors provide written feedback identifying which criteria were achieved or not achieved, with reasons.
- No direct guidance may be given on how to improve for higher grades (to protect fairness during resubmissions).

## **10. Resubmission**

One resubmission may be authorised by the **Lead IV**, provided:

- The learner met the original or agreed extended deadline.
- The assessor believes improved evidence can be produced independently.
- The original submission was authenticated.

Resubmissions must:

- Be recorded on the **Assessment Record Sheet**.
- Have a new deadline within **15 working days** (term time, same academic year).
- Include evidence for SV sampling.

Resubmission aims to maintain fairness, reduce plagiarism risk, and support timely completion.

## **11. Retakes**

Where a learner fails to achieve a **Pass** after resubmission:

- A single **retake** may be authorised by the **Lead IV** in **exceptional circumstances**.
- The retake must use a **new assignment brief**, targeting only unmet **pass criteria**.
- **No Merit or Distinction** grade can be awarded for a retake.
- All declarations of authenticity must be completed again.
- Evidence must be available for **SV sampling**.

No further resubmissions or retakes are permitted beyond this.

## **12. Observation Records and Witness Statements**

### 12.1 Observation Records

Used to document live performance or presentation against criteria.

Must:

- Be detailed and relate directly to unit outcomes.
- Include assessor and learner comments, signatures, and date.
- Be supported by additional evidence (photos, notes, video, etc.).

### 12.2 Witness Statements

Used when another professional observes learner performance.

Must:

- Clearly identify the witness's role, credentials, and relationship to the learner.
- Be signed, dated, and supported with contextual information.
- Serve as supporting evidence (not a standalone assessment decision).

## **13. Late Submissions**

If work is not submitted by the deadline without an approved extension:

- The learner may be **excluded from classes, enrichment, or rehearsals** until submission is complete.
- Repeated lateness may result in an **academic commitment contract**, suspension from performances or scholarships, or possible **withdrawal** from the programme.
- The assessor, in consultation with the **Programme Leader / Lead IV**, may record the work as **unclassified**.