

BTEC Specific - Assessment and Internal Verification Policy

Policy:	BTEC Specific Assessment and Internal Verification Policy
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Richard Barnes Academy

Assessment and Internal Verification Policy

This policy operates in conjunction with the 'RBA Examinations Policy 2024/2025'.

1. Policy Aim

- To ensure appropriate assessment is completed.
- To ensure there is an accredited Lead Internal Verifier in each principal subject area.
- To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair, and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

2. Purpose

2.1 In order to do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed 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 are 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.

2.2 Internal verification can be undertaken in a number of ways. It should be recognised and supported consistently across the Academy.

2.3 The Internal Verification policy will promote rigorous commitment to quality improvement.

3. Policy Statements

3.1 Standardisation:

When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and internal verification has taken place. The standardisation process is to agree the standard by discussing and mutually assessing a sample of the learner's work to reach a consensus. 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 appointed learners, after which internal verification will take place.

Standardisation can also be used as a staff development tool. Standardisation material for each BTEC subject area is published by Pearson. Each Lead Internal Verifier can access the information via the Pearson website. Standardisation must be completed by the Lead IV each academic year. This must be confirmed as complete on Edexcel online.

3.2 Internal Verification

A quality assurance process which assures the assessment against the BTEC unit grading criteria and those assignments are fit for purpose.

3.3 Standards Verification

This is an external verification process conducted by Pearson.

3.4.1 Retaining Documents

- Original learner evidence must be kept current, safe, and secure for 12 weeks after learners have been certificated.

Please note that the 12 weeks starts once the certificates have been received by the centre.

- Due to the nature of the evidence produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence.

- Following learner certification, the following BTEC documentation should be retained for a minimum of three years for centre and awarding body scrutiny as required:
Assignment briefs.
Assessment records (feedback sheets).
The associated internal verification documentation.
Achievement tracking at criteria and unit level.
- **This will require:**
Storing all assessment records securely and safely relating to both internally and externally set assessments. This may be electronic.
Maintaining records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards.
Having all current learner evidence available for verification purposes. Once learners have received their BTEC certificates, you may return their work to them 12 weeks after the certification date.
Retaining records of assessment decisions at criterion and unit level.

3.5 Internal Verification of Assignment Briefs Resources needed:

- The unit specification.
- The assignment brief.
- Internal verification of the assignment brief form.

The internal verifier should check that the assignment brief:

- Has accurate unit and programme details.
- Has clear deadlines for assessment.
- Shows all relevant assessment criteria for the unit (s) covered in the assignment
- Indicates relevant assessment criteria targeted against each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.
- Re-use of assignment briefs from previous academic years should be checked to ensure dates and deadlines have been updated and that the assignment is appropriate to the new groups of learners.

- Assignment briefs should be reviewed regularly to ensure they are fit for purpose and to make improvements based on experience of delivering and assessing them.
- All Pearson authorised assignment briefs (AAB) should be internally verified to check that dates and deadlines are appropriate, by use of the Pearson Internal Verification Form.

3.6 Giving Feedback to the Assessor

Internal verifiers should use the feedback section on the form to provide advice and guidance to the Assessor. If an action is identified by the Internal Verifier, the Assessor should complete this and return it to the Internal Verifier for authorisation prior to the assignment being used by learners.

3.7 Timing

Assignment briefs are expected to be internally verified, with any issues addressed, before being distributed to learners.

3.8 Assignments from other sources

There may be occasions where assignments may be used which have come either from published material or from other centres. Assessors will make use of Pearson set assignments or authorised assignment briefs where available. These must still be internally verified.

4. Internal Verification of Assessment Decisions

Resources needed:

- The unit specification.
- The assignment brief.
- Assessed learner's work and accompanying assessment record.
- Internal Verification of Assessment Decisions Form.
- Mark scheme and assessment guidance specific to the subject area.

4.1 The Internal Verification sample

During the BTEC programme, sampling from assessors should cover the following as a minimum:

- Every assessor.
- Every unit.
- Work from every assignment.
- Every assessment site (for multi-site centres).

There is not a requirement that all learners must have been internally verified during the lifetime of the programme. If following a review of the sample, there are any assessment concerns, the sample can be re-selected.

For example, if the group has been awarded high grades, the number of learners to be sampled for this grade can be increased. A well-constructed sample should consider:

- 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 work internally verified than an experienced assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Known issues with internal verification: these may have been identified previously.

4.2 The Internal Verification plan

All BTEC programmes must have an internal verification plan at the start of the course/unit to identify an appropriate sample size. This will be based on risk factors such as:

- SV feedback about the unit or assessor in previous years.
- Assessor experience.
- Whether the unit has been delivered before.
- Any significant changes to the delivery of the unit.

Lead Internal Verifiers should be aware of any issues relating to sample selection, such as:

- Grades awarded by assessors.
- Learner feedback.
- Staff issues such as absence or role changes.
- Feedback obtained at Quality Management Review or other Pearson training events.
- Other stakeholder feedback such as Ofsted, parents, colleagues at other centres.
- Feedback from standards verification.

4.3 The Internal Verification of Assessment Decisions Process

The Internal Verifier reviews the Assessors' judgment against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification.

Internal verifiers should check:

- The learner's work against the assessment criteria and judge whether it has been assessed accurately.

The assessment criteria. This represents the national standard and all BTEC learners are measured against it.

- Coverage of the unit content in conjunction with the assessment guidance to ensure the Assessor has taken this into account. It is not a requirement of the unit specification that all content is assessed. However, the indicative content will need to be covered in a programme of learning, in order for learners to be able to meet the standard determined in the assessment and grading criteria.
- The feedback from assessor to learner is accurate and linked to the assessment criteria.

Timing

- For internal verification of assessment decisions to take place, the learner's work must have been formally assessed.
- Internal verification must take place within 10 days of marking and prior learners receiving confirmation of their achievement and feedback.
- If any inaccuracies are identified by the internal verifier, these can be corrected by the Assessor before results are made known to the learners.
- When issues are identified by the internal verifier, if appropriate these should be applied across the group.

Internally verifying resubmissions

- If a request for a resubmission is made and providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified if the learner's grade has not improved.
- If the first submission shows only pass criteria and a resubmission shows a higher grade awarded then the resubmission must be internally verified.

5. Responsibilities

Learner:

- Should be informed of all aspects of assessment, progress monitoring and learner induction.

- Will agree to complete and submit work that is their own and confirms authenticity of their own work.
- Receives assessment decisions from their Assessor.
- Learners will agree to meet deadlines set by their assessors.
- Are made aware of BTEC standards, assessment deadlines, and the need for authenticating work and learner submissions and appeals.

Programme Team:

- Is responsible for managing the BTEC programme delivery and assessment of the learners to ensure coverage of all units and grading criteria and identifies staff development requirements.
- Creates the assessment plan and agrees to deliver the programme to the plan ensuring timescales are met.
- Plans assessment activities and timescales.
- Agrees entry requirements for the programme.
- Develops external links with employers and other sources of other relevant vocational input.
- Selects units relevant to learners' needs and the local context.
- Considers resources to effectively deliver the BTEC programme.
- Develops BTEC programme handbooks and updates all relevant documentation both electronic and paper based as required.
- Adheres to the process of internal verification.

Assessor

- Is responsible for assessing the learner's work within 15 days of submission and according to the assessment plan and against national standards.
- Provides feedback to learners, ensures authenticity of the learner's work and records and tracks achievement.
- Completes standardisation training.
- Delivers programme content using effective approaches, by designing, adapting and using assessment instruments.
- Provides assessment decisions and tracks learner achievement maintaining accurate assessment records both paper based and electronic.
- Plans next steps with the learner.
- Oversees any authorised resubmissions.
- Completes any actions identified by the Internal Verifier.

Internal Verifier

- Checks the quality of assessment to ensure that it is consistent, valid, fair and reliable.
- Confirms assessment decisions meet national standards.
- Carries out internal verification of assessors and their units according to the internal verification plan and provides feedback to assessors including any action required.
- Arranges standardisation meetings across teams.
- Ensures own assessment decisions are sampled if assessing on a BTEC programme.

Lead Internal Verifier

- Is responsible for overseeing quality standards in BTEC programmes.
- Ensures compliance of quality is adhered to. As good practice the Lead Internal Verifier will internally verify assessors' marking.
- Registers and accesses the standardisation materials and works through the standardisation material with the programme team.
- Approves and signs the BTEC programme assessment plan.
- Checks the quality of assessment to ensure that it is consistent, valid, fair and reliable and ensures corrective action is taken when required.
- Confirms whether assessment decisions meet national standards.
- Provides feedback to the Programme Team, SLT and Pearson including any training requirements. Authorising valid resubmissions provided they follow the required criteria.
- Ensures effective systems are in place to record the learner's work and achievement both paper based and electronic records.
- Monitors the BTEC programme file and updates accordingly.
- Takes part in the formal stages of any appeal.
- Arranges standardisation meetings across the subject team and liaises with the Quality Nominee and Standards Verifiers.
- Ensures own assessment decisions are sampled if assessing on a programme.

Standards Verifier

- Maintains effective mechanisms for the internal verification of BTEC programmes.
- Demonstrates effective recording of assessment and internal verification.
- Appointed by Pearson, Standards Verifiers contact the BTEC Lead Internal Verifiers to arrange standards verification of each BTEC programme learners' work from a sampling schedule.

- Completes sampling in line with Pearson's standards verification published requirements checking consistency of the interpretation of national standards by the Assessor.
- Compares the assessment decisions of centre BTEC assessors for BTEC programmes to review the consistency and accuracy of their assessment.
- Confirms that the submitted learner's work meets the assessment criteria awarded and confirms work as authenticated by the Assessor.
- Checks timely and effective internal verification has been carried out on assignments, assessment and feedback to learners.
- Gives feedback to the Lead Internal Verifier on standards verification decisions and completes an online report identifying whether national standards have been met, including any remedial actions such as re-sampling.

Quality Nominee

- Is responsible for the effective management of BTEC programmes and actively encourages and promotes good practice.
- Acts as the main point of contact for BTEC.
- Initial point of contact for all Standards Verifiers.
- Liaises with BTEC practitioners and Internal Verifiers to ensure Standards Verifiers are able to carry out their role.
- Ensures that appointed Lead Internal Verifiers complete the OSCA induction and download the standardisation materials for dissemination to the BTEC programme teams.
- Registers on Edexcel online and updates Pearson with any programme and staff changes.
- Liaises with the Centre Quality Management Reviewer and completes the annual Quality Management Review.
- Ensures the accuracy of approved programmes and monitors approvals and review dates.
- Ensures registrations are on approved BTEC programmes.
- Ensures internal verification of BTEC programmes is planned at the start of the year and that internal verification takes place throughout the year.
- Ensures programme teams are briefed on quality assurance processes, including:
 - Registration of Lead Internal Verifiers.
 - Quality Management Review.
 - Standards Verification process.

6. Procedures

6.1 Assignments

Assignment design should have a practical vocational focus and reference unit assessment. Grading criteria should have a variety of assessment methods. A schedule of assignments and assessment is to be planned and monitored during the delivery of each BTEC programme. All assignments briefs should be internally verified to check the dates and deadlines are appropriate.

6.2 Assessment Plan

This is prepared with the Programme Team at the beginning of each academic year. The plan will cover all assessment and grading criteria. The Lead Internal Verifier will approve and sign the assessment plan. The assessment plan should include as a minimum requirement:

- Names of all assessors and Internal Verifiers.
- Scheduling for assignment hand out and submissions.
- Deadlines for assessments.
- Scheduling for internal verification and the opportunity for resubmission.

6.3 Assessment and Tracking Assessment

A secure audit trail is maintained, comprising assessment decisions, internal verification documentation for assignments and the learner's work, and unit achievement for the BTEC programme. This happens in the form of both paper-based documentation and data recorded on Pupil Progress. All assessment evidence is clearly measured against national standards. Learner progress can be accurately tracked, and the assessment process can be reliably verified. There is clear evidence of the safety of certification. Tracking learner progress and recording what learners have achieved and what needs to be completed on a unit-to-unit basis, provides full coverage of the units and grading opportunities. This in turn helps to enable internal verification and provides sampling information for the Standards Verifiers. Up to date and securely stored assessment records help to minimise the risk of assessment malpractice or issues related to staff absence.

6.4 Annotation of the Learner's Work

It is good practice to annotate the learner's work during feedback. Staff annotate where evidence has been produced towards specific criteria noting the criteria reference number.



6.5 Feedback to Learners

During teaching and learning of an assignment, the Assessor is using their professional judgement about the nature, quantity, and level of feedback to the learner. Following assessment, assessors record their assessment decisions on the assessment record for each individual assessment criteria. This record forms part of the feedback to support progression. The Assessor can give feedback to the learner on which criteria they have achieved and not achieved. However, the Assessor should avoid giving direct specific instructions on how the learner can improve their evidence to achieve a higher grade. BTEC assessment rules no longer allow formative feedback.

6.6 Submission of Evidence

The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria. Evidence submitted should target the assessment criteria. There should be a signed and dated declaration of learner authentication to confirm the work submitted is the learners' own work. The Assessor will record and confirm the assessment result and complete confirmation that the work submitted is the learner's own work. Learners should be sufficiently prepared to undertake the assessment and should be encouraged to submit their final complete work on their first submission. One submission is allowed per assignment subject to learners meeting the requirements for resubmission as outlined in BTEC guidance.

6.7 Resubmission of Evidence

The Assessor oversees any authorised resubmissions. The Lead Internal Verifier only can authorise resubmissions and ensures they are fairly and consistently implemented for all learners. The following conditions must be met for a resubmission to be accepted:

- The learner has met the initial deadlines set for the assignment or has met any agreed extension deadline.
- The Assessor will judge that the learner will be able to provide improved evidence without further guidance.
- The Assessor will authenticate the evidence submitted to be that of the learners' own work and includes a signed and dated learner declaration of authenticity. If a learner has not met the above conditions the Lead Internal Verifier will not authorise the resubmission. The resubmission will be recorded on the assessment record and a deadline of 15 working days will be given from the date the learner received the initial assessment result. (15 working days must be within term time, in the same academic year as the original submission).

6.8 Standards Verification

Standards Verification applies to all BTEC programmes with internally assessed units. It is the external verification process used to check the Centre assignments and assessment against national standards and internal verification processes. The process of Standards



Verification is to conduct sampling of assignment briefs and assess the learner's work in order to provide judgements and feedback. The Centre will agree to actions needed, including submission of a second sample, to complete issues arising from the Standards Verification process which could have the potential of blocking learner certification. Evidence of all resubmitted work must be included for sampling.

6.9 Appeals and Malpractice

There are clear procedures for learners to enable them to appeal an assessment decision and related processes to instigate an appeal. Learners and staff should be made aware of the conditions which constitute an appeal and what is considered assessment malpractice. Malpractice issues include: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims, referencing skills, promoting a zero tolerance approach etc. Any appeal will be recorded and documented with retention for 18 months following the resolution of the appeal. The Principal will facilitate the learners' ultimate right to appeal to Pearson, once the Centre's appeal procedure has been exhausted.

6.10 Certificate Claims

Certification claims will be accurate and based on audited records. Claims will only be made with the written authorisation of the Curriculum Lead/ Lead IV for the specific BTEC qualification. Confirmed claims will be made by the EO prior to the Pearson deadline to ensure that results are processed by Pearson to be available for August results day.

Monitoring the Effectiveness of the Policy/Procedure

The effectiveness of this policy/procedure will be reviewed annually and any recommendations for improvement will be made as required.

This policy will be reviewed every 12 months by the Quality Nominee.