



## ASSESSMENT & INTERNAL VERIFICATION (IV) POLICY, INCLUDING APPEALS

Updated September 2018  
Approved by the Principal

### PART A: ASSESSMENT

#### 1. Purpose/Scope

- That assessment of BTEC programmes is to the national standard.
- That there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

#### 2. Definitions/Terminology

- Assessor: the person responsible for making decisions about whether learners' work achieves the national standard required for certification.
- Formative assessment: used to review learner progress and inform improvement.
- Summative assessment: the definitive assessment of the learner's achievement and must be to national standards. This assessment contributes to achievement and informs a unit grade (where applicable).
- Resubmission: If requested, and at their discretion, the lead Internal Verifier may authorise one resubmission of improved evidence by a learner, following summative assessment. Resubmissions must not provide a learner with an unfair advantage over others.
- Standardisation: a method of comparison that enables centre assessors to review the consistency and accuracy of their assessment decisions with those of other assessors.
- Learning aims/outcomes: what the learner should know, understand or be able to do as a result of completing the unit.
- Unit content: the unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved:
  - All elements of the unit content must be taught, apart from anything preceded by 'e.g.' which is merely an example of what can be selected to teach.
  - For assessment, a learner is not required to provide evidence for all of the unit content.
  - To successfully achieve the unit, learners are required to provide sufficient evidence to address the grading criteria.
  - Assessment guidance is given in each unit to support the achievement of individual grading criteria.
  - Unit grading grid: each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.
- Course Manager: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria
- Assessor: responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

- Internal verifier: a member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.
- Lead Internal Verifier: by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

### 3. Procedures

- Learner induction: should inform learners about all aspects of assessment and progress monitoring. Reference should be made to national standards, assessment deadlines, the need for authentic work, and learner appeals.
- Assignment design: should have a practical vocational focus and reference the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates should be planned and monitored during delivery of the programme.
- Assessment Plan: At the start of the programme the assessment plan needs to be agreed and signed off by the Lead Internal Verifier. The assessment plan is an important document which is required for standards verification. At the start of the Standards Verification process, the Standards Verifier will request a copy. The plan should include:
  - A list of all Assessors and the units they are assessing
  - A list of all Internal Verifiers and when Internal Verification will take place
  - Confirmation of the learners registered on the programme
- Assessment of learner work: should be to the published unit assessment and grading criteria only. The punitive 'capping' or limiting of grades is not allowed.
- Tracking assessment: a secure audit trail must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit achievement for the programme. These records will be held securely for three years after certification.
- Learner registrations are completed by Management Information Systems and checked by the Director of Curriculum as part of the ILR submission process.
- Certification claims: need to be based on accurate, audited records
- Certification claims are checked by Course Leads, Curriculum Managers and Executive Assistant before being claimed.

### 4. Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- produce a clear and accurate assessment plan at the start of the programme/academic year.
- provide clear, published dates for handout of assignments and deadlines for formative and summative assessment.

- assess learner's evidence using only the published assessment and grading criteria.
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- provide resources to ensure that assessment can be performed accurately and appropriately.

## 5. Links

- BTEC Qualification Specifications: these provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published at [www.btec.co.uk](http://www.btec.co.uk).
- Pearson BTEC Assessment & Grading Policy: policy on the application of grading criteria when assessing BTEC programmes [www.edexcel.com/policies](http://www.edexcel.com/policies)
- BTEC Centre Guides to Assessment: A valuable resource for centres in planning, quality assuring and delivering BTEC programmes: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## PART B: INTERNAL VERIFICATION

### 1. Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards
- That the assessment instruments are fit for purpose
- To assure the assessment of all BTEC programmes delivered by a centre
- To be part of an audit trail of learner achievement records
- To provide feedback to inform centre quality improvement.

### 2. Definitions/Terminology

- Internal Verification: an Academy devised quality assurance process which assures the assessment against the BTEC unit grading criteria and those assignments are fit for purpose.
- Standards Verification: an external verification process used to check Academy assignments and assessment against national standards, and internal verification processes.

### 3. Responsibilities

- Quality Nominee: the Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out
- Lead Internal Verifier (BTEC Entry Level –Level 3): a member of the programme team who oversees the implementation of an effective internal verification centre system in

their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes

- Internal Verifier: a member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

#### **4. Procedures**

- Staff briefing: all Assessors, Lead Internal Verifiers and Internal Verifiers require regular briefing on BTEC processes
- Verification schedules: annually agreed to cover all Assessors, units and assignments. Schedules should be drawn up at the beginning of the programme and monitored through the year
- Internal Verification of assignments: carried out before use to ensure that they are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification must be kept.
- Internal Verification of assessment decisions: must verify a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support should be given.
- Internal Verification records: must be correctly maintained and kept securely for 3 years after certification. We recommend that you use our standard templates for Internal Verification: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)
- Standards Verification: you should have in place monitoring and review procedures for Standards Verification outcomes. Procedures are required to deal with unsuccessful standards verification samples.

### **PART C: APPEALS**

#### **1. Purpose/Scope**

- That there are clear procedures for learners to enable them to enquire about, question or appeal an assessment decision
- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal
- That the Head of Curriculum & Quality facilitates the learner's ultimate right of appeal to the awarding body, once the internal appeal procedure is exhausted.

#### **2. Definitions/Terminology**

- Appeal: a request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her
- Appeals Procedure: a standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

#### **3. Responsibilities**

- Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased.
- Head of Curriculum & Quality: responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

#### **4. Aim**

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate
- To protect the interests of all learners and the integrity of the qualification

In order to do this, the centre will:

- Inform the learner at induction of the appeals policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the awarding body when a learner consider that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the awarding body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification when the outcome of an appeal questions the validity of other results
- Monitor appeal to inform quality improvement

#### **5. Appeals Process**

- Learners must follow the process for complaints by addressing a written complaint to the Principal and submitting it to the Principal's PA. The Academy's Complaints, Compliments and Concerns Procedure will be exhausted before escalating to the awarding body.