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**BCT Vocational Assessment and Internal Verification Policy**

## 1. Policy Aim

Internal moderation/verification is the process of monitoring assessment practice in order to ensure that assessment decisions meet national standards. It provides a continuous check on the consistency, quality and fairness of marking, grading and overall assessment of a student's work.

- To ensure that all students are fairly, accurately and regularly assessed in a consistent manner.
- To meet and exceed the requirements placed by QCF, the awarding bodies, and the student charter.
- To ensure that valid assessment decisions are determined for all of our students and that external requirements are fully met.
- To support academic staff in their assessment activities by affording them the opportunity to receive critically supportive comments on the assessment decisions reached.

## 2. Duties

- Assignment briefs/tasks are internally verified prior to distribution to the learners.
- Each lead internal moderator/verifier oversees effective internal moderation/verification systems within each principal subject area.
- Staff are briefed and trained in the requirements for current internal moderation/verification procedures.
- Effective internal verification roles are defined, maintained and supported.
- Internal moderation/verification is promoted as a developmental process between staff.
- Standardised internal moderation/verification documentation is provided and used.

- All centre assessment instruments are moderated/verified as fit for purpose.
- An annual internal moderation/verification schedule, linked to assessment plans, is in place.
- An appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and requirements.
    - Should any inaccuracies or weaknesses in the assessments be identified, then this will be dealt with by the internal verifier or lead internal verifier in the form of a time-bound action plan.
- Secure records of all internal moderation/verification activity are maintained.
- The outcome of internal moderation/verification is used to enhance future assessment practice.

## 3. Process of Internal Moderation/Verification

**Verifying the brief:** Prior to a unit being delivered to learners, the lead internal quality assurer or the delegated manager must check that the tasks are fit for the purpose of assessment and complete an internal verification of assignment brief form. Once approved or once remedial actions have been completed, this can be distributed to the learners.

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**Choose a sample:** Once assessment is underway, a representative sample will need to include a selection of assessments from all assessors and across all units. BCT uses a risk-approach to internal verification. This means that the sample is determined based on three main factors:

1. The number of learners within a provision. Samples usually include 25% of a cohort or 3-6 learners.
2. The experience of an assessor will also be considered when selecting sample size, with larger samples being selected for new or recently qualified staff.
3. Previous internal verification outcomes will be considered when determining future samples. For example, where tutors are receiving persistent remedial actions, sample sizes may be extended to accommodate a truer understanding of their assessment decisions.

**Verify the assessment practice:** Ensure that evidence requirements are met and appropriate standards maintained that are valid, reliable and fair. Record your findings and give appropriate and specific feedback.

**Advising and supporting assessors:** Assessors will have all of the relevant documentation, records and guidelines specified by the awarding body validating the program. The internal verifier will check that assessors clearly understand what evidence is required to meet the assessment criteria of the program and will advise and support accordingly.

**Recording the internal moderation/verification process:** Written minutes of meetings (at least one per term) will record issues and agreed action between assessors and the internal moderator/verifier and will be subject to external verification.

**Verifying assessment records**: Assessors' records will be complete, accurate and up to date with detailed and appropriate feedback. Verbal feedback will be followed up with a written report and serves as evidence that a comprehensive internal verification process has taken place. Feedback will clearly identify areas for improvement and agreed action with a designated timescale for review.

**VQ Process**

This section covers the following areas:

- Referencing and Plagiarism
- Feedback & Assessment
- Submissions & Deadlines
- Resubmission/Retakes
- Internal Verification
- Registration/Grade Upload

Failure to partake in additional support guidance in this document will result in activating the disciplinary procedure (SMCs).

1. Purpose/Aims

The purpose of this section is to highlight the importance of standardised conduct regarding all areas of vocational qualifications, with specific reference to evidence submission and assessment. And to ensure:

1.1 Learners are given realistic targets and appropriate support to achieve these
1.2 All paperwork is accurately recorded, tracked and shared with relevant staff
1.3 Submission and assessment occur within a timeframe that meets the standard set by the relevant awarding bodies, to enable certification claims to be made on-time.
1.4 Assessment methodology is valid, reliable and does not disadvantage/advantage any learners
1.5 Assessment procedure is open, fair and free from bias and to national standards

2. Definitions

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| Formative/Interim | Refers to feedback and assessment used to review and inform learner progress and improvement mid-unit. |
| Summative | The definitive assessment or feedback of the learner's achievement of an overall element, project or unit. |
| Assessment Plan | A Gantt chart of the planned delivery and marking schedule signed off by the Lead Internal Verifier. The plan will reference units and their designated assessors and internal verifiers. |
| Standardisation | A process which ensures all staff, for example: teachers; trainers; assessors; and quality assurers interpret and follow the requirements of the programme or qualification in the same way. |
| Internal/External Verification | The monitoring and reporting of the assessment decisions made by a teacher/assessor to ensure it is fair, accurate and justified. This is done internally and then externally by the awarding body (usually around April/May). |
| Special Measures Contract (SMC) | A three-stage disciplinary process to support a learner to keep on top with their current programme. If no improvement is made, the learner may be removed from the college.<br>_ SMC1 is managed by Tutor who notifies parents and CM<br>_ SMC2 is managed by CM and a letter is sent/emailed to parents<br>_ SMC3/FMC (Final Measures Contract) is fully managed by CM who arranges meeting with parent, |

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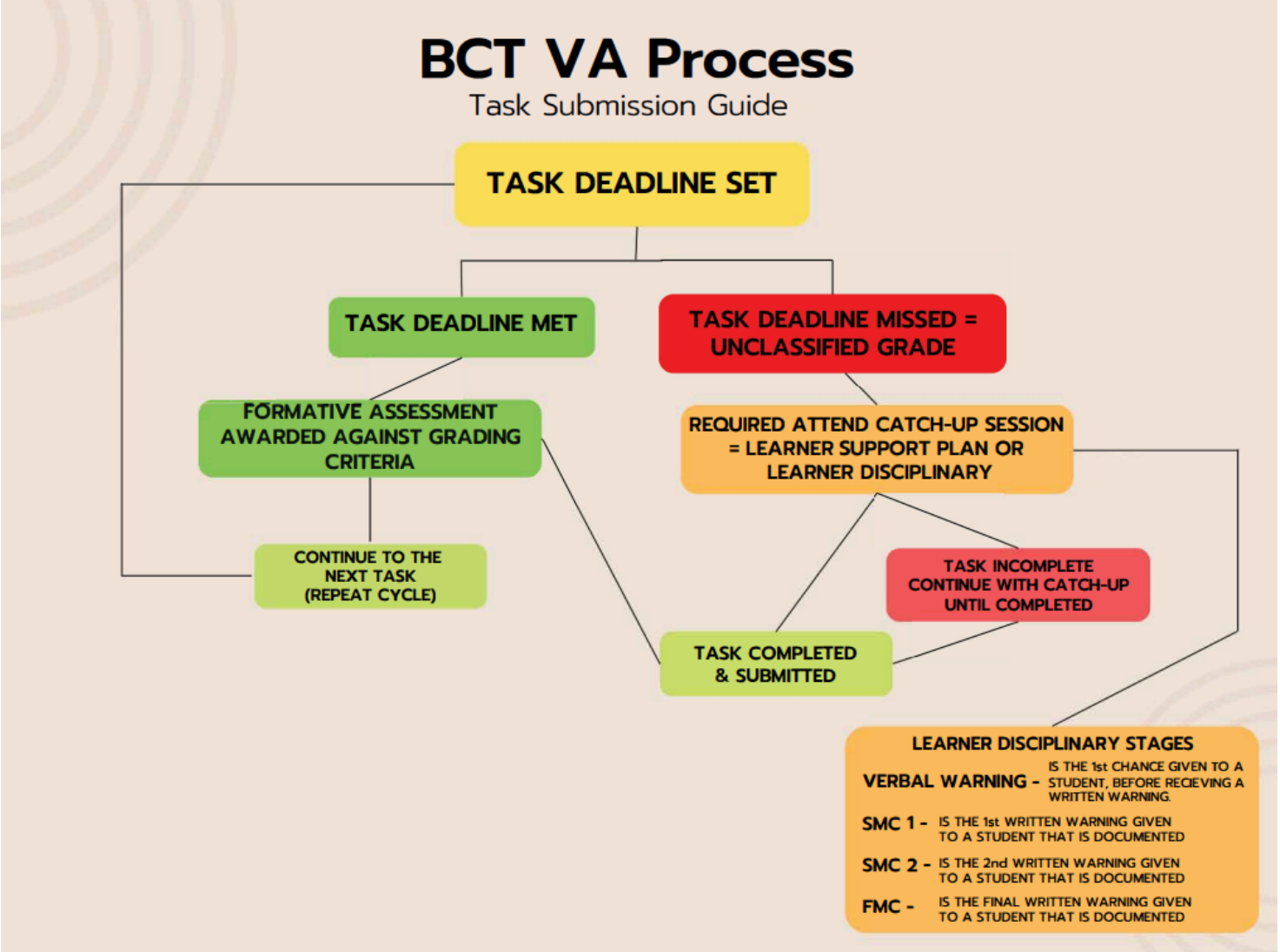
| | student and the Deputy Director of Study Programmes |

3. Visual Overview of the Vocational Assessment Process




## 4. Strategy/Processes

### Referencing and Plagiarism

4.1 Good academic practice consists of good referencing to credit ideas of others and display knowledge of further reading.

4.2 All level 3 learners will be provided with a tutorial on referencing and citations during the induction period, with the expectation of using the Harvard referencing system. It is then the responsibility of each learner to ensure they appropriately source all researched information in their work.

4.3 Unreferenced work will be given a plagiarism warning and returned to the learner with a one-day turnaround to amend their work. If the turnaround is longer than one-day or the submission of unreferenced work occurs regularly, the learner will be requested to attend catch-up sessions.

4.4 The usage of AI is allowable where relevant and appropriately referenced, as part of the research of idea generation processes of creative work. However, great caution is advised in order to avoid constituting academic malpractice, and AI must not be used to create final outcomes or evaluations. For further details, please refer to the AI Policy.

4.5 Learners and tutors are expected to take all necessary steps to ensure the authenticity of the work submitted for assessment. This includes:

- Tutors supervising as necessary to monitor progress
- Usage of Turn-It-In to check the authenticity of the work
- Signatures being collected on marking sheets as this serves as a declaration – that the work is the learner's own and not copied.

**Feedback & Assessment**

4.6 Delivery should not occur simultaneously to assessment as this allows no opportunity for learners to practise their skills before being formally assessed.

4.7 Learners are expected to make notes using a Padlet or on paper, in every teaching lesson.

4.8 Assessment may happen in the form of work intended to be completed independently, over the weekend/holiday period and can be used where the tutor feels appropriate practice has informed the learner to complete a task without further supervision.

4.9 Tutors and support staff must not do the work for the students, this will be considered malpractice and will result in the student receiving an unclassified mark as well as potentially activating an investigation into the involved staff. Further guidance can be found within the Malpractice Policy.

4.10 Formative feedback will be given throughout the unit and can be verbal recordings or written on the unit marking sheet, following the WWW (What went well) and EBI (Even better if) structure.

4.11 Summative feedback must be given at the end of the unit within ten working days, following the WWW (What Went Well) and EBI (Even Better If) structure. More guidance can be found within the Feedback Policy.

4.12 If a learner falls behind on their deadline, they will be required to attend the learner support catch-up sessions to support the completion of their work and help to stay on track with the overall college delivery.

**Submissions & Deadlines**

4.13 Deadlines will be set throughout the academic year to prevent additional workload stress on tutors, students and staff at the end of the academic year.

4.14 It is crucial that learners are not advantaged by having additional time to complete assignments. This helps them to build the appropriate skills required in future study.

4.15 Work must be submitted on the dates set out in each unit/project assignment brief. This will ensure that tutors will have enough time to support learner completion & give quality feedback.

4.16 Deadlines are not optional – Failure to submit work on time will result in an Unclassified unit mark and you will have to attend catch-up sessions.

4.17 Failure to submit work on time will result in an Unclassified unit mark and the learner having to attend catch-up sessions on their days off and/or in holiday periods.

4.18 After formative feedback, the learner evidence may require a 2nd attempt. For this, learners must follow the set guidelines to validate their 2nd attempt submission.

- A 2nd attempt must meet the new deadline given
- Any additional attempt must be a new upload
- All additional text evidence in a 2nd attempt, must be submitted in a new coloured font. (Any additional submission, not in a new coloured font, will not be accepted).

4.19 The only deadline exception is where an extension has been granted with permission from the Curriculum Manager/Lead Internal Verifier.

4.20 To ask for an extension, learners must tell their tutor what support and why they need additional time to complete this work. If an extension has been granted, failure to submit by the extension date will result in an Unclassified mark.

4.21 If the reason for an extension is deemed invalid, learners must attend catch-up sessions to complete the work before the closure of the unit.

4.22 It is important that deadlines for resubmission opportunities happen throughout the year and units are completely closed off before moving on, as leaving them until the end of the academic year will impact the centre's ability to complete standard verification. Additionally, this may also impact the learner's ability to recall information.

4.23 Where disruption is so great i.e., a learner has missed a large portion of the year or a bereavement has had an impact on their ability to produce work, they may instead be applied for a special consideration at the discretion of the Curriculum Manager/Lead Internal Verifier. More information can be found within the Access Arrangements and Special Consideration Policy.

4.24 Once a unit is closed off, no further amendments should be made to the delivery, assessment or administration of them. Where there are late learner enrolments, they should not be after January, as this is too late to complete the core units required for their qualification. If completing the full qualification, late learners will be required to attend extra sessions to catch-up to the current point of delivery as well as be assigned independent work, if required.

4.25 If any amendments are required after a unit is locked, this will need clearance from the Lead Internal Verifier and there is no guarantee that this additional work will be accepted beyond specified dates.

**Resubmission/Retakes**

4.26 A unit resubmission opportunity can only be given once per unit and only where a learner has met the following conditions:

- Learners must have met the initial deadlines set out by the tutor
- Learners must have signed the marking sheet, to declare the authenticity of your submission
- The tutor must make an informed judgement and justify if the learner will be able to achieve a better grade without further guidance.

4.27 If all these conditions are met, learners have one resubmission opportunity per unit. It is important that all amendments must be in another coloured font.

4.28 For level 3 learners, the tutor should not tailor the resubmission process for learners to meet their desired UCAS/university thresholds.

4.29 The tutors must not encourage multiple resubmissions of work and resubmission before unit deadlines must not be an iterative process wherein small amendments are made through to achieve the desired level or grade. This constitutes malpractice and academic misconduct. Further guidance can be found within the Malpractice Policy.

4.30 Most importantly, if learners do not meet the initial deadlines, they cannot retake or resubmit. These are fixed in-line with awarding body regulations. The only exceptions would be where an extension or special consideration has been granted.

Internal Verification

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| Assessor | Staff member responsible for making decisions as to whether learners' work achieves the national standard required for certification |
| Curriculum Manager | Staff member responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria |
| Internal Verifier | Staff member who checks other assessor decisions to validate assignments or where required, assign remedial actions |
| Lead Internal Verifier/Quality Assurer | Qualified staff members ultimately responsible for ensuring standardisation, internal verification and regular checks on progress occur throughout the year – the lead internal verifier completes additional quality assurance activities, i.e., assessment plan checks, assignment brief sign-off, eligibility for special considerations etc. |

4.31 Internal Verification is the process of monitoring assessment practice to ensure assessment decisions meet national standards. It continuously checks the consistency, quality and fairness of marking, grading and overall assessment of a student's work.

4.32 Internal Verification will take place throughout the year in four to five windows, usually scheduled for the week before each half term. The samples are selected by the Lead Internal Verifier. It is extremely important for all learners to submit on time, this ensures marking is ready for the IV process to take place and to close-off the unit.

4.33 IV Reports will be made available and linked into the IV Sample Plan. Further guidance can be found at the Internal Verification Policy.

4.34 Once internal verification for a unit is successfully completed and any actions have been addressed, the unit will be locked off and the grades uploaded to the awarding body. (This will include learners with an 'unclassified' mark).

Grade Upload and Registration

4.35 Grade upload will be conducted three times throughout the year (January, April and June) as centres are encouraged to update this on a regular basis to avoid a heavy workload for students, tutors and more at the end of the academic year.

4.36 For the functionality of this process, it is vital that all marking is completed before the grades are uploaded and the students have completed unit submissions for each term within an appropriate timeframe.

4.37 The process for ensuring accurate grade upload (and by extension certification claiming) involves checking and entering claims against assessment record trackers. This is usually a week before the awarding body's set deadline. Checks are then conducted by two members of staff, with further spot checks occurring prior to submission by the Lead Internal Quality Assurer.

4.38 Registrations will be made after 6 weeks of a students first date of attendance in order to allow time for adjustments or course swaps to be made, if necessary.

4.39 The centre endeavours to ensure accurate registrations are made. This is achieved through the enrolment process which comprises of series of confirmations and checks conducted by internal staff, on details such as name, date of birth, and eligibility for the qualification and course, overall.

4.40 Prior to registration, the MIS team will conduct an audit of learner details, to ensure BCT hold accurate and up-to-date information regarding each learner. This is cross-referenced against documentation from previous education providers as well as the Government Learning Record Service.

4.41 These checks form the basis of building a tracker of learner information to complete the qualification registration process.

4.42 Where learners join the course beyond the 6 weeks, and/or have missed the awarding body registrations windows, they will be allowed a full 6 weeks from their own start date to confirm their suitability to the course before we notify the awarding body, either directly by email or through making a late registration on the awarding body's system, where allowed.

4.43 Inaccuracies or false registrations are identified in the main checking window when registrations are made, these will be communicated to awarding bodies at the earliest possibility, detailing the nature of the error, those that are affected and a relevant solution.

4.44 The process for late and inaccurate/false registrations also applies to the exam window periods.

4.45 Sizes of qualification that each learner will be registered for will be discussed between the Lead IQA, Tutor and Curriculum Manager in the case of a bespoke set of units or alternate equal size needing to be delivered.

4.46 Where learners are SEN or have an EHCP, the SENDco will be consulted first to ensure all parties are in agreement of a learner's intended learning plan, as well as tested for any relevant access arrangements or reasonable adjustments.

4.47 Registrations will be made and tracked on a centralised spreadsheet recording learner details, qual and exam entries, certification claims and more to update onto various MIS.

4.48 Where learners have left the course and completed a unit or more, unit certification or a small qual size will be claimed from the awarding body, where possible.

4.49 The process of removal for funded learners involves an SA1 agreement being signed in the context of mutual agreement and a letter of dismissal in contexts where a signed form is not viable (such as in the case of gross misconduct or permanent exclusion). The learner will be removed from all associated systems within 5 working days of the MIS

team's receipt of this. The awarding body will be notified within 30 days of a learner's withdrawal, where relevant.

5. Duties

As part of BCT's duty, the centre will:

- Ensure that all learners are provided with an induction detailing all aspects of assessment and progress monitoring. With specific reference made to the national standards, the college submission procedures, the college assessment deadlines & expectations, the need for authenticating work, IV & EV and the assessment appeals process.
- 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 and not limit or 'cap' learner achievement if work is submitted late.
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for external verification as required by awarding organisations
- Monitor internal verification reports and undertake any remedial action required
- Ensure that methodology and the role of the assessor are understood by all staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.

| **Date Updated** | **To Review** | **Responsibility** |
|---|---|---|
| July 2025 | July 2027 | JD |