

Mayfield School BTEC Assessment Policy

September 2016

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;
- 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 (see also Mayfield Malpractice Policy);
- Maintain accurate and detailed records of assessment decisions;
- Maintain a robust and rigorous internal verification procedure (see also Mayfield Internal Verification Policy);
- Provide samples for Standards Verification as required by the awarding body;
- 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.

Definitions and 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 credit achievement and informs a unit grade (where applicable).

Standardisation: a method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning 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.

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.

Responsibilities

Programme leader: 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.

Lead internal verifier: by registering with Edexcel, has access to standardisation materials which may be used with assessors to ensure that national standards are understood.

Tutor: the class teacher who delivers the programme

In some smaller programmes, one colleague may take on several of these roles.

Assessment Rules

Tutors must decide when learners are ready to undertake the assessment. Once learners are working on assignments which are to be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

Before starting the assessment, the tutor **must** ensure that each learner understands:

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

Once the learner begins the work, the tutor **must not**:

- Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- Confirm achievement of specific assessment criteria until the assessment stage

Submission of evidence for assessment

Only one submission is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. The results for each Unit need to be recorded on the department's tracking system.

Each learner must submit:

- An assignment for assessment which consists of evidence towards the targeted assessment criteria
- A signed and dated declaration of authenticity for each assignment which confirms that they have produced the evidence themselves. This form is available in the school's shared area.

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 learner's own work. This form is available in the school's shared area.

Assessment must identify exactly which assessment criteria have and have not been met by the learner evidence. Assessors must provide feedback to justify your assessment decisions. It is helpful to identify where in the evidence the learner achieved specific criteria. Assessors may give general comments on the overall performance and conduct of the learner during the assignment and give advice on how to improve their learning in future.

The assessor **must not**:

- Provide feedback or guidance on how to improve the work to achieve a higher grade

Submission Deadlines

Tutors must encourage learners to develop good habits around preparation and timeliness which will prepare them for future study and employment. It is also important that assessors assess all their learners fairly and consistently, and that they do not give an unfair advantage to some learners by giving them additional time to complete their assignments.

In exceptional circumstances, tutors may authorise a deadline extension. Learners can apply in writing to the Lead Internal Verifier for an extension if they have a genuine reason for not meeting the deadline. If they are successful in their application for an extension, the Lead Internal Verifier must record the revised deadline and ensure they adhere to it.

Assessors can refuse to accept work that is submitted late. Tutors must ensure that learners are made aware from the outset of the consequences if they miss deadlines. If tutors accept evidence for assessment, you cannot penalise a learner for submitting work late, unless this is explicit in the assessment criteria or assessment guidance.

Opportunities for Resubmission

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for the learner to resubmit evidence.

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

- The learner has met the initial deadlines set in the assignment, or has met an agreed deadline extension
- The tutor judges that the learner 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 learner.

If the learner has not met the conditions listed above, the Lead Internal Verifier **must not authorise** a resubmission.

Procedures for resubmission

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

- Recorded on the assessment form
- Given a deadline for resubmission within 10 working days of the learner receiving the results of assessment. 10 working days must be within term time and in the same academic year as the original submission
- Undertaken by the learner with no further guidance

Standards Verifiers will require Lead Internal Verifiers to include evidence of resubmitted work in sampling, including:

- Evidence of Lead Internal Verifier authorisation, signed and dated, with resubmission deadline clearly stated
- The initial assessment record
- The resubmitted learner evidence, accompanied by a signed and dated declaration of authenticity by the learner

- The resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions
- Confirmation from the assessor that the resubmitted evidence is authentic and the learner's own work

Retakes for NQF BTECs

Compensation is available on NQF BTECS and learners do not have to achieve every pass criterion in order to successfully achieve the qualification. Therefore, retakes are not available to learners studying NQF BTEC courses