



Thomas Telford University Technical College

BTEC Assessment and Internal Verification

Thomas Telford UTC are committed to the values of fairness, integrity and respect in all aspects of UTC, including in the conduct of examinations.

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Comments	This policy should be considered alongside the wider Whole School Assessment Policy which can be found in the staff handbook.		
Monitoring, Evaluation and Review	The Vice Principal will review this document at least every 2 years and in any case as required to changes in regulation. Change of name made on 18/10/18. Additional bullet point on page 3 added on 8/7/19 as per SMA request.		

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1. Purpose

The purpose of this policy is to clarify and define assessment and verification protocols for BTEC Based qualifications. This policy should be considered alongside the wider Whole School Assessment Policy which can be found in the staff handbook. In the event of a non-examination year, and where QTAGs are to be submitted these are to be sufficiently valid and reliable.

2. Principles

BTEC qualifications delivered in our centre are assessed largely through internally assessed and verified coursework activities. This presents some unique considerations and risks in the assessment of work and what follows should be complied with at all times, by all staff within the centre, to ensure that the integrity of our assessment cannot be compromised. Any member of staff who is in doubt about any aspects of BTEC

assessment should seek advice from the centre's Lead Internal Verifier (LIV) for their principal subject area in the first instance, or the centre's Quality Nominee (QN).

3. Submission of Work

At the time the learners are given an assignment it is paramount that a number of pieces of information are shared with them as follows:

- A clearly defined timeline for completion and submission of the work alongside clear guidance regarding the assessment opportunities the assignment provides the learner.
- Submission of work must be made by the time of the agreed deadline and work that is submitted after the deadline will not be eligible for resubmission at a later date.
- Work submitted must be that of the learner and where appropriate, texts should be correctly referenced. It is important that the learners are clear about the definition of plagiarism and malpractice, and that any suspicion raised will be investigated according to our Assessment Malpractice Policy.

It is the professional responsibility of centre staff to ensure that work submitted as part of an assignment remains the work of the learner. To help ensure this, under normal circumstances the following two principles will apply:

- Work shall only be eligible for resubmission with the agreement of the LIV, where it is believed that the candidate can improve upon their assessment **without further instruction** and the candidate met the original deadline or pre-agreed extension. The resubmission date **must** be within 15 working days of the assessment feedback and within the same term. Learners will sign and date their submission to indicate that the work is their own.
- Once an assignment brief has been given out, no feedback will be offered to support the learners in the completion of the assignment.
- For submission of QTAGs in any given academic year, staff must ensure that the QTAGs determined for their learners are sufficiently valid and reliable. TTUTC must:
 - review the specification grading information, i.e. unit level assessment criteria and descriptors with the subject teaching team.
 - Consider what evidence there will be from the content the tutors have taught
 - Collect and evaluate the quality of evidence before assigning a QTAG

These conditions guard against continuous advice and guidance where the resulting submission cannot be truly considered as representative of the learner's understanding. Where centre staff are in any doubt regarding resubmission of work they should consult in the first instance with the subject area Lead Internal Verifier or the centre's Quality Nominee. It is the responsibility of teachers to ensure that assessment records are accurately record late submission and resubmission and that these records are stored securely.

4. Failure to Meet Deadlines

Work may be submitted directly to the class teacher or, by arrangement, to the examinations office who will record and date collection of the work. The preferred method of submission should be made clear to the learners at the time the assignment brief is given out and subsequently on a regular basis.

For learners who fail to submit by the agreed deadline there can be serious repercussions, therefore, the following principles shall apply:

- Teaching staff will make very clear at the time of the assessment brief distribution the serious consequences of not meeting deadlines.
- Teaching staff will monitor pupils closely and identify and intervene with any pupil at risk of not meeting the deadline. In the first instance this intervention may be a quiet word, but the teacher is responsible for escalating to the Head of Department, LIV and parent as required. At this stage in consultation with the LIV it may be appropriate to agree an extension for a learner.
- Where a pupil misses a deadline, work should still be assessed upon hand in but the learner will not be eligible for a resubmission.
- For learners at risk of failure due to poor time management and risk of not meeting deadlines, teachers should liaise with QN and arrange meetings with parents to **pre-empt** further difficulties.

5. Internal Verification

In line with Edexcel regulations (Pearson), the centre will operate a robust process of internal verification. As there are many people involved in the verification process, the responsibilities of each role are summarised below:

- The **Quality Nominee** is responsible for:
 - All communication with Edexcel (Pearson) and passing on relevant information internally.
 - Monitoring and assuring quality in planning, delivery and assessment of all programmes.
 - Organising the annual “Centre Quality Review and Development” meeting and completing of the annual centre engagement document.
 - In liaison with SLT, ensuring that staff are recruited, trained and monitored to meet Edexcel (Pearson) expectations.
 - Ensuring that staff are aware of the roles they play as part of the BTEC team and bring the team/parts of the team together for meetings as appropriate.
 - Calendaring BTEC Quality Assurance meetings and recording minutes of those meetings.
 - Ensuring appropriate records are maintained and all policies followed.
- **Lead Internal Verifiers** are responsible for:
 - Sampling and verifying standards to maintain the national standards.
 - Where assessment is found to not be to standard, bringing this to the attention of the programme delivery team and the Quality Nominee.
 - Verifying assessment briefs and delivery methods playing a crucial role in curricular quality assurance.
 - Disseminating standards training through OSCA practice materials and other relevant sources to ensure that programme staff receive regular planned CPD on standards.
 - Checking assessment records are accurate, up to date and complete.
 - Checking that unit grades are accurately derived from unit tracking records at the end of the course.
 - Checking that all unit grades are correctly entered on line by the examinations office before submission is made to Edexcel (Pearson).
- In the event of a non-examination year and the introduction of QTAGs, ensure that evidence that has been used for each QTAG judgement is sufficiently documented to ensure that it can be explained to the learner or parent/carer in the case of Appeals and to the awarding body. If there is a material difference in the results profile expected in any non-examination year, TTUTC must be able to explain why its results are significantly out of line with past performance, be that higher or lower.
- For any QTAG submissions, all assessment evidence is retained by TTUTC until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

Evidence must be made available for the purposes of further external quality assurance or an Appeal and will include documentation that judgement has been followed, i.e.

- Records of standardisation of assessors and internal verifiers and other relevant members of staff in relation to the QTAG process and holistic judgements
- Evidence sheets for learners
- Alternative sources of evidence that have been considered
- Any additional assessment and IQA materials
- Any assessed learner work assessment records
- Records of performance data used for sense check, with explanation for any deviation in the QTAG judgements (if there is a material difference in the profiles expected)
- That all other TTUT policies have been followed, to include our Equality and Diversity, Safeguarding, Health and Safety, Special Considerations, Recognition of Prior Learning, Plagiarism and Assessment Malpractice, Appeals and Complaints, Internal Verification policies
- Requesting, through the examination office, certification when assessment records have been verified.

Programme Leaders are responsible for:

- Co-ordinating the delivery of the programme.
- Scrutinising and submitting to the examination office entry details for candidates.
- Checking entry details are correct with the examination office once registration has been completed.
- The planning of assessment activities.
- Co-ordinating the sampling on internally verified work with the lead Internal Verifier.
- Ensuring the storage assessment records and pupil work is secure.
- Preparing all assessment evidence and documentation for external verification as appropriate.
- **The Examination Office** is responsible for:
- Maintaining accurate staff accounts on Edexcel online and ensuring that the correct permissions are assigned to each role.
- Checking records of learners with the Programme Leaders before completing registration.
- Clarifying with Programme Leaders and then making amendments to learner registration as appropriate.
- Inputting unit grades on Edexcel online and verifying they are correct with the LIV before submission.
- Confirming with Programme Leaders **before** requesting certification that there are no outstanding SV reports.
- Checking that certificates are correct against our assessment records before they are issued to learners.

6. Internal Verification Process

A typical process of internal verification is outline below. Where the actual process of verification differs to this, it should be agreed beforehand with both the LIV for the principal subject area and the Quality Nominee. **It is essential that all documentation is signed and dated as part of verification when it takes place so that the correct chronology of activities can be demonstrated and followed at all times.**

- Assessment briefs are prepared and passed to LIV.
- The LIV will complete the Assignment Brief Verification proforma, outlining the verification decision, any needed changes and suggested refinements. The LIV will check that the proposed assessment activity is appropriate for the assessment objective opportunities outlined. LIV will sign and date proformas/assessment plans at the beginning of the course using the proforma provided or an alternative, to ensure that all assessment objectives, programme teachers, learners and assignments

are appropriately verified by the teams throughout the course. Typically, for cohorts of less than 100, three to four pieces of work should be verified per teacher, per assignment. Where cohorts are greater than 100, samples should be increased proportionally up to eight samples.

- The LIV will prepare assessment plans using the proforma provided to ensure that each assignment and programme teacher are verified throughout the course. Typically, for cohorts of less than 100, five to six pieces of work should be verified by the LIV per assignment, three to four pieces should be work that has been verified by programme teams and two pieces should be unverified.
- Internal verification at both team level and LIV level should be completed within four weeks of an assignment deadline to ensure that appropriate feedback can be shared with learners in a timely manner. Due to the rules concerning resubmission, thought should be given to feedback dates to ensure there is time available within the half term to allow a second submission within 10 working days . In many cases it is anticipated that internal verification will happen much sooner than this. **LIV and programme tutors should sign and date cover sheets when work is assessed or verified.**
- Records of verification within teams and by the LIV will be maintained and shared with the Quality Nominee through regular team meetings. Where internal verification results in adjustment to assessment outcomes, this will be shared with the programme teams, LIV and Quality Nominee and appropriate training, if needed, arranged.

7. Accreditation of Prior Learning

It is not anticipated that the centre will often need to consider the accreditation of prior learning. The situation may however occur when for instance, a pupil transfers from another school delivering a different course during the academic year. Consideration of accreditation will be given to work by the LIV for a subject, who will report their decision to the Quality Nominee in the first instance. When considering prior learning, a suitable time-scale for review will be identified and the LIV will consider the following questions:

- Does the work provide clear, suitable evidence of relevant performance objectives?
- What confidence level can our centre have with the integrity of the work concerned?
- Following the specification guidelines for the subject area, to what extent is the work eligible for consideration?

When a decision has been made about accreditation the learner will be informed of the centre's decision and their right to appeal. When it is agreed that prior learning can be accredited, the learner will be given assessment feedback as appropriate and the LIV will work with the teaching team to create an individual learning plan as necessary to address any gaps in the assessment evidence. As appropriate, the Quality Nominee will ensure that external verification takes place on accredited prior learning. It is essential that this process operates in a manner that is fair to the learner but at the same time protects the integrity of standards.

8. Appeals on Assessment Decisions

It is our centre's aim that all appeals, with regard to assessment outcomes, are efficiently and fairly managed within the centre, removing any need for involvement of Edexcel (Pearson). Where appropriate, the Quality Nominee will inform Edexcel (Pearson) about appeals. It is the learner's right to appeal against decisions made when assessing work as well as decisions regarding resubmission opportunities, late submission and accreditation of prior learning. Learners may choose to appeal a decision formally in written form but teachers should also be aware a pupil questioning a teacher when receiving results can be considered to be making an

informal appeal. In the latter situation, the teacher will advise the pupil that they have a right of formal appeal, how to exercise this right of appeal and how the appeal will be dealt with. Once a formal appeal has been made, the LIV will liaise with the teaching member of staff and notify the centre's Quality Nominee who will ensure that the appeal is recorded and the planned review conducted appropriately. In the case of an appeal concerning accreditation of prior learning the centre's Quality Nominee will lead a review that will typically include the following:

- Reviewing the work and its suitability as evidence for accreditation against performance objectives.
- Reviewing the reasons for the LIV decision regarding accreditation.
- Reviewing the confidence levels regarding ownership of work to ensure they are appropriate.

In all other cases of appeal, the LIV will plan and lead the review, keeping the centre's Quality Nominee informed of the outcomes. This will typically include the following:

- Review records of (re)submission dates and decisions regarding opportunities for resubmission.
- Verification of assessment by the Lead Internal Verifier.

Following the review of an assessment decision, the outcome will be decided and reported to the Quality Nominee. Learners will be notified about the outcome of an appeal in a meeting with the LIV/Quality Nominee and in writing. Full details of the review and the decision made will be shared with the learner. TTUTC is committed to an open and fair response to appeals that may be made. Where a learner is not satisfied with the outcome of an appeal the Quality Nominee will review their reasons and if necessary lead a further review. Where agreement between the centre and the learner cannot be reached the Quality Nominee will inform Edexcel (Pearson) and make available all records as may be requested. The learner will be informed in writing of the details of the examination board contact that they may make a representation to.

Where an appeal is upheld, the Quality Nominee will review what further action may be necessary (for example, further staff CPD training, reviewing larger samples of work) and action as necessary. Details of all appeals and their outcomes will be kept on file by the Quality Nominee.

9. DfE Guidance and other documentation has been used to create this document. The specific guidance documents include:

- [JCQ General Regulation 2020](#)
- [JCQ Guidance on Suspected Malpractice](#)
- [JCQ. General-regulations](#)