Fowey Community College

BTEC Programme Assessment Policy

Fowey Community College is committed:

- 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.
- 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 body.
- Monitor Standards Verification reports and undertake any remedial action required.
- Ensure that known good assessment practice in other centres is identified and utilised.
- 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.

This policy will be reviewed every 12 months by the Quality Nominee and the Examinations officer of Fowey Community College.
BTEC Internal Verification Policy

Fowey Community College is committed:

- To ensure there is an accredited lead internal verifier.
- 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.

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

- The lead internal verifier for each BTEC course is accredited by Edexcel via the successful completion of an online standardisation exercise.
- The lead internal verifier oversees effective internal verification systems within the subject area.
- Staff are briefed and trained in the requirements for current internal verification procedures.
- An effective internal verification role is 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 is internally verified, to ensure centre programmes conform to national standards and standards verification requirements.
- Secure records of all internal verification activity are maintained.
- The outcome of internal verification is used to enhance future assessment practice.

This policy will be reviewed every 12 months by the Quality Nominee and the Examinations officer of Fowey Community College.
Fowey Community College

Roles and Responsibilities of the Lead Internal Verifier

The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

Fowey Community College will ensure the nominated Lead Internal Verifier will:

• Liaise with the Quality Nominee to be aware of information updates and quality assurance requirements.
• Liaise effectively with the Examinations Officer to ensure accuracy of registration and certification of learners.
• Liaise with programme team to confirm assessment and internal verification schedules.
• Liaise with relevant Edexcel appointed staff undertaking quality assurance.
• Ensure that there are sufficient resources to deliver the programmes and units.
• Ensure that programme staff have the necessary expertise and, where relevant, qualifications.
• Review reports arising from quality assurance and ensure that appropriate actions are taken.

The internal verifier should:

• Not verify their own work or assignments.
• Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
• Complete the template (appendix 1) and make recommendations to the assessor on how to improve the quality of the brief if necessary.
• Make all IV evidence available to the EV.
• Plan with the course team an annual internal verification schedule linked to assignment plans.
• Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
• Verify a sample of the work to be submitted from each member of staff.
Fowey Community College

- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the EV and records kept.

This policy will be reviewed every 12 months by the Quality Nominee and the Examinations officer of Fowey Community College.
### INTERNAL VERIFICATION – ASSIGNMENT BRIEFS (Appendix 1)

<table>
<thead>
<tr>
<th>Award</th>
<th></th>
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<tbody>
<tr>
<td>Unit</td>
<td></td>
</tr>
</tbody>
</table>

| Assessor |  |

<table>
<thead>
<tr>
<th>INTERNAL VERIFIER CHECKLIST</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are accurate unit details shown?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are accurate programme details shown</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are clear deadlines for assessment given?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is this assignment for whole or part of a unit?</td>
<td>W/P</td>
</tr>
<tr>
<td>Are assessment criteria to be addressed listed?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Does each task show which criteria are being addressed?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are these criteria actually addressed by the tasks?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is it clear what evidence the learner needs to generate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are the activities appropriate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is there a scenario or vocational context?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is the language and presentation appropriate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is the timescale for the assignment appropriate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Will the conduct of the assessment be valid and reliable?</td>
<td>Y/N*</td>
</tr>
<tr>
<td><strong>Overall is the assignment fit for purpose?</strong></td>
<td>Y/N*</td>
</tr>
</tbody>
</table>

* If “No” is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken.

<table>
<thead>
<tr>
<th>Internal Verifier</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
### Action required:

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Signature</th>
<th>Date</th>
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### Action taken

<table>
<thead>
<tr>
<th>Internal Verifier</th>
<th>Signature</th>
<th>Date</th>
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BTEC Appeals Policy

Fowey Community College is committed:

- 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 considers 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 appeals to inform quality improvement.

This policy will be reviewed every 12 months by the Quality Nominee and the Examinations officer of Fowey Community College.
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BTEC Assessment Malpractice Policy

Fowey Community College is committed:-

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice (including plagiarism) promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:-

- Issue all learners and parents with an examination and internal assessment protocol booklet (including the JCQ examination regulations).
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head Teacher and all personnel linked to the allegation.

It will proceed through the following stages:

1. Examination of evidence [including meeting between learner, their parents, assessor and lead IV, QN or SLT representative as appropriate]
2. Decision reached
3. Inform those involved of the decision.
   - Inform the individual of the avenues for appealing against any judgment made.
   - Document all stages of any investigation.
   - Where malpractice is proven, this centre will apply penalties / sanctions as appropriate.

This policy will be reviewed every 12 months by the Quality Nominee and the Examinations officer of Fowey Community College.
Glossary

Assessment criteria – those topics/aspects of a subject area that a marker would expect to be included in the piece of work being assessed including any apportionment of marks to the various elements of an assessment;

Moderation – the checking of a sample of students’ assessed work in order to confirm that the assessment and marking criteria have been applied so that relative grading is appropriate. Note that moderation is a normative rather than a criterion-referenced process and, as such, does not apply to vocational programmes such as BTEC and NVQ.

Assessment - Assessment is where College staff make judgements on the assessment evidence produced by students against the required standards for the qualification

Verification  -is the process by which the College and the awarding body ensure that national standards are consistently applied to the assessment of students.

Internal Verification – ensures that assessment decisions are made against specific criteria, are accurate and to the national standard.

External Verifier - A person appointed by awarding bodies to monitor the work of approved centres and ensure the consistency and quality of local assessments

Moderator – one whose role is to ensure that the marker(s) has applied assessment and marking criteria equitably and appropriately;

Reviewed by Staffing and Curriculum Committee

Date Reviewed:  14th November 2013

Date of next review: Autumn 2016