



**Carshalton High School for Girls**

***BTEC Assessment and IV  
Policy***

## 1. Aims and Objectives of the policy

### Aims

Carshalton High School for Girls (CHSG) is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

### Objectives

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

## 2. Range and scope of the policy

The range of the policy covers all BTEC courses offered at CHSG but may well apply to other assignment-based courses should they become a part of the curriculum in future. This should be read alongside the school's Assessment, Recording and Reporting Policy, the Examinations Policy, the BTEC Malpractice Policy and the Policy on Internal Appeals Procedures and Enquiries about Results for Public Examinations but is written in recognition of the specific nature of BTEC and similar programmes.

## 3. Assessment

Assessment is carried out through various types of assignments. The process is explained as part of the induction process and is given to the learners in writing in the student handbook. (Appendix 1 is signed by students to confirm that they have understood the process and know where to refer to for clarification)

- a) **Assignment briefs** are issued once the content for the unit of work has been delivered. They are the students reference point for assessment throughout the unit and therefore should always be at hand; especially when writing coursework.

Each assignment brief will include:

- Date issued; Hand in date and assessment date
- Qualification being studied
- Unit covered
- Scenario
- Description of task
- Description of evidence to be submitted
- Criteria Covered
- Resources list

## **b) Submission of Evidence**

The rule framework allows for **one** submission of evidence for each assignment.

Tutors will formally record the assessment result and confirm the achievement of specific assessment criteria.

Students must submit an assignment for assessment which consists of evidence towards the targeted assessment criteria.

A signed-and-dated declaration of authenticity must be submitted with each assignment. Coursework should be word processed unless otherwise stated. Students should always keep an electronic copy of each completed assignment for their reference.

All assessment marks should be regarded as provisional until an assessment sheet has been completed. However, this can still be subject to moderation and change until BTEC results day.

All work within the assignments must be students own work. It should not be copied from another student nor cut and pasted from articles on the internet. This is regarded as plagiarism. This is extremely serious and could jeopardise students obtaining the qualification.

## **4. Deadlines**

Students must meet the deadline stated on their assignment brief; failing to meet the stated deadline will mean they are **NOT** entitled to a resubmission date and the Lead Internal Verifier will not be permitted to authorise a resubmission date.

## **5. Feedback to students**

Once students are working on the assignments which they will submit for assessment, they must work independently to prepare and produce evidence for assessment.

Before starting the assessment task, teachers will ensure that students understand the:

- **Assessment requirements**
- **Nature of the evidence they need to produce**
- **Importance of time management and meeting deadlines**

Once students begin the work for assessment the tutor must not:

- **Provide specific assessment feedback on the evidence you produce before it is submitted for assessment**
- **Confirm achievement of specific assessment criteria until the assessment stage**

The tutor **can** continue to give general feedback and support, particularly around the development of knowledge, understanding and skills

Once assignments have been submitted the tutor will create an assessment record.

Assessment records for all assignments completed will include the following information:

- Unit title
- Issue date
- Submission deadline
- Date submitted
- First submission/ resubmission
- Authorisation of resubmission (if applicable)
- Target criteria covered

- Criteria achieved (yes/no)
- Assessment comments- this will include comments on how you achieved or did not achieve specific criteria
- General comment from assessor
- Assessor declaration and signature
- Learner comment and signature

This information will be stored electronically using the appropriate Pearson's forms.

## 6. Re-submission Policy and Procedures

Students must be made aware of the importance of **meeting** formal assessment deadlines in order for their tutor to accept evidence for assessment or for re-submission.

Every assignment contributes towards the final qualification grade the rule framework allows for one resubmission of evidence for each assignment.

Re-submissions can only be authorised by a Lead Internal Verifier, however, for them to authorise the re-submission following conditions must be met: A submission flow chart is included in the student handbook (see Appendix 2)

- Students must have met initial deadlines set in the assignment, or has met an agreed deadline extension
- Assessors can judge that students 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 student

If students do not meet the above conditions they will **not** be authorised for a resubmission. Students will be given a deadline for resubmission within **15 working days** of receiving the results of the assessment

## 7. Retakes

If students have met all of the conditions listed above in opportunities for resubmission, but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake will be a NEW task or assignment targeted only to the pass criteria which you did not achieve in the original assignment.

The assessor will agree and record a clear deadline before students start the retake.

The assessor will not be able to award a merit or distinction grade for a retake.

Students will not be allowed any further resubmissions or retakes.

## 8. Marking and the IV process

The internal verification process promotes a rigorous commitment to quality improvement. There is a recognised team of Internal Verifiers, who meet regularly to ensure standardisation of

procedures. BTEC internal verification forms are standardised across the centre and all Assessors are involved in the internal verification role. Standardisation/team meetings are calendared and the school recognises that time is required for internal verification with the appointment of a Lead Internal Verifier who is given time to monitor and check the iV process for all BTEC subjects.

The internal verification process is monitored in the school, by the Lead Internal Verifier and the Quality Nominee.

All assignments are marked by teachers in relation to the set criteria appropriate to each units learning outcome. Students will be awarded a pass; merit or distinction grade for each unit completed and evidence produced that meets the grading criteria.

The assessment process is then subject to internal verification from a second marker from within the Vocational faculty. Moderators second mark samples of work to ensure that marking is consistent and reflects appropriate standards of achievement.

The IV process is led by an Internal Lead IV who will ensure that all BTEC subjects have a timely IV process identified on their Assessment Plans and every six weeks, where coursework is being undertaken will check the IV of all subjects. Edexcel will also check the grading of randomly selected assignments to make sure marking is correctly done through the standards verification process.

## **9. Appeals Procedure**

- Any discrepancies that the student feels has taken place are first discussed with the candidate and the assessor.
- If no headway is made at this point, the assessor and IV meet to discuss the appeal. The assessors will then feedback to the candidate the IV's decision.
- The candidate is at liberty to discuss this decision with the IV.
- If this does not clear the situation then the information will be passed onto the Quality Nominee; if the candidate is still not happy with outcome the External Standards Verifier for the subject will be asked to make a decision, which can be upheld by the Awarding Body.
- This should give a prompt, fair and accurate feedback to the candidate.

**BTEC Student Handbook LEVEL 3  
2017-18**



Learner Name		
Subject/Course:		

**Induction:**

**During induction I have: (please tick all that apply)**

- **Read the Student Handbook - and know where to access an electronic copy of the Handbook (T Drive)**
- **Had a presentation by my subject teacher about the content of the Handbook**
- **Had the processes involved in the setting and assessments of assignments explained to me**
- **Been given an outline of the course and both internal and external assessment opportunities**
- **Discussed what plagiarism is and the consequences of plagiarism**

**Learner declaration**

Please sign the statement below to declare that you understand:

- The importance of meeting deadlines
- The procedures for resubmissions and retakes.
- The significance and consequences of plagiarism

I certify that all work submitted is my own. I am aware of the importance of meeting deadlines and the procedures for resubmissions and retake opportunities. I am also aware of what plagiarism is and the consequences should I commit plagiarism.

Name:

Signature:

Date:

**Submission Diagram for Student Handbook**

**Example:**

You have been set a deadline for the 29<sup>th</sup> September 2017- the diagram below will outline the submission and resubmission guidelines:

