



The  
Westminster  
School



# BTEC Staff Handbook 2017/2018

*Safe Happy and Learning Together*  
*Building foundations and providing*  
*opportunities to create confident,*  
*aspirational and independent members of*  
*our community.*

Approved by Governing Body on: 15/02/18

Signed by Chair of Governors:

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15/02/19

# **BTEC Assessment and Internal Verification Policy and Procedures for BTEC Courses**

24/1/2018

## **Aims and Objectives of this policy**

### **Aims**

The Westminster School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies, in this case Pearson.

The way that learner work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of each learner.

### **Objectives**

- a. To assess learner work with integrity by being consistent and transparent in our assessment judgements and processes so that our outcomes are fair, reliable and valid.
- b. To ensure that assessment standards and specifications are implemented fully, 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 the learner to achieve at the required level.

### **Range and Scope of the Policy**

The range of the policy covers all BTEC courses offered at The Westminster School but may well apply to other assignment based courses should they become a part of the curriculum in future.

## Related Policies

Exams Policy (includes appeals and malpractice procedures)

Assessment and Feedback Policy

## **Assessment (Linked to BTEC Centre Guidance to Managing Quality 2017 - Pages 19-22 - See Appendix)**

Internal assessment is defined as the process where staff have to make judgements on evidence produced by the learner against required criteria for the BTEC qualifications. All centre devised assessment materials must be internally and/or externally verified before being issued to learners, for example assignment briefs. For the academic year 2017-18 all BTEC courses for our students are internally assessed. It may be that courses are called for standards verification and a sample called.

- a. Completed learner assignments will be assessed internally, by subject to internal verification and external moderation by the awarding body, if appropriate (for example external standards verification)
- b. The learner must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, moderation and that ultimately the final decision rests with the awarding body.
- c. The assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and judgements of evidence is valid and reliable. Due to the needs of the pupils evidence they require to complete an assignment must be made explicit and appropriate.
- d. Each learner will be given an interim deadline for each assignment. Following feedback, a new deadline will be set after which the work is assessed and the outcome entered on the learner study sheet that is accessible for students. The assessment decisions are then internally verified according to the procedure outlined at the start of each academic year. There is a further opportunity to improve assessment before the final deadline.
- e. All portfolios must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Course Leader. We recognise that due to student's individual needs (for example medical needs) that submissions may be later than the agreed

assignment brief deadline. Interventions agreed with the quality Nominee (AHT - BT) may then be agreed on an individual basis.

### **Role of the Assessor**

The role of the assessor is to:

- a. Set tasks which allow each learner to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grade in their BTEC courses.
- b. Ensure that each learner is clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the portfolio components of a subject.
- c. Encourage each learner by giving detailed feedback and guidance on how to improve work, giving pupils opportunity to respond to this feedback.
- d. Set interim deadlines for portfolios and advise learners on the appropriate amount of time to spend on the work, ensuring that it is level with the credit available.
- e. Adhere to the Awarding Body's specification in the assessment of learner assignments.
- f. Ensure students are given an induction to BTEC prior to the start of the course.
- g. Ensure that appeals and malpractice procedures have been explained to students. A requirement maybe needed to ensure that students fully understand these processes.
- h. Record outcomes of assessment using appropriate documentation. Outcomes will be held securely for 3 years, measured from the point of certification. Associated Internal Verification records should also be kept, to support and verify decisions that were made for cohort.
- i. Ensure each learner signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each learner and to that of each sample request.
- j. Provide accurate records of internally assessed portfolio marks to the Exams Office /BTEC Quality Nominee in a timely manner for transfer to the awarding body.
- k. Ensure students recognise their work (for example photo evidence) by signing to say this is them in the evidence

## Internal Verification (Refer to page 23-25 in the Centre Guide to Managing Quality 2017)

- a. 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.
- b. Internal Verifiers will have knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to ensure accurate judgements to be made regarding candidate performance in relation to competence criteria.
- c. Provision will be made for communication between BTEC staff to share 'best practice' and areas of concern. Typically, this will be achieved through Internal Verifiers meetings at which standards and processes are discussed to maximise consistency between courses. These meetings will occur when deemed appropriate. The Westminster School has a relatively small cohort of staff delivering BTEC accreditation so professional discussion is frequent. A facility is available online for staff to share good practice and upload assignment briefs etc

The role of the Internal Verifier is:

- Planning
  - Monitor that the internal verification schedule covers all units and all assessors on the programme.
  - Co-ordinate assessment arrangements including multi-sites and consortia as appropriate.
  - Internally verify all assignment briefs before issue to learners.
  - Feedback to assessors on how briefs can be improved.
- Implementation
  - Ensure an effective system of recording learner achievement is in place.
  - Advise on opportunities for evidence generation and collection.
  - Keep records of the verification process for 3 years after certification.
  - Liaise with external verifiers (where applicable).
- Assessment and Internal Verification
  - Provide advice and support to assessors on a regular basis.

- Advise on the appropriateness evidence with regard to level, sufficient, authenticity, validity, and consistency.
  - Use subject specialism to sample assessed work to verify assessors' judgements.
  - Check the quality of assessment to ensure that it is consistent, fair and reliable.
  - Ensure own assessment decisions are internally verified by another person.
  - Give feedback to assessors and identify action to be taken where appropriate.
- Follow up
    - Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
    - Take part in the formal stages of any appeals.
    - Advise the programme team of any training needs.
    - Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.
- Standardisation
    - Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment.
    - Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.
- Continued Professional Development
    - To check the Edexcel website for any changes to syllabuses.
    - To check on the availability of BTEC courses that subject staff may be required to attend (including online courses).
    - Liaison with other schools and FE providers to share good practices and moderation.
    - Responsibility of the Quality Nominee to ensure CPD opportunities are made available to staff and ensure OSCA procedures are facilitated.
    - BTEC provision may feature on individual staff's performance management

### Internal verification of assignment briefs

All centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring the criteria below.

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learner roles and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.

Internal verification of the assignment briefs should be carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. It is not mandatory, but is strongly recommended that any internally devised form considers whether the assignment brief:

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria targeted against each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set to an appropriate level.
- Has an appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.
- Assignment brief template should be used to ensure consistency.

The outcome of internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for signing off.

Once the assignment is verified as fit for purpose, it may be issued to the learners. The forms should be signed and dated for audit purposes by the external verifier. Any internal verification **MUST** be shared with the Quality Nominee and Exams Officer for record keeping.

## **Internal Verification of assessment decisions**

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment. As above, internal verification of assessment decisions should be carried out ideally by staff who are familiar with the BTEC assessment procedures and have subject knowledge of the programme area.

Internal verification of assessed work should be recorded. If action is required, the assessor should complete this and return it to the internal verifier to sign off. This should be in line with the submitted assessment plans.

Internal verification of assessment decisions should not be end loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners. It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner name, and includes the following questions:

- Which criteria has the assessor awarded?
- So they match the criteria targeted by the assignment brief?
- Has the work been assessed accurately?
- Is there constructive feedback on assessment?
- Is feedback linked to relevant grading criteria?
- Are there identified opportunities for improving performance?

The outcome of internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for signing off. The form should be signed and dated for audit purposes by the external verifier.

### **The Internal Verification Sample**

During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. A well-constructed sample should consider the following criteria:



- The full range of assessment decisions made: work meeting distinction, merit and pass criteria, and no criteria should all be included in the sample if possible.
- The experience of the assessor: new and inexperienced assessors should have more work internally verified than an experienced assessor.
- New BTEC programmes: when a unit is first introduced, the sample should be increased.
- The size of the group of learners.
- Issues identified at previous external verification or centre risk assessment may affect the sample size.

**Authentication of Candidates work (Linked to Page 29 on BTEC Centre Guide to Managing Quality)**

- a. On each assignment, learners must sign that the work submitted is their own and assessors should confirm that the work assessed is solely that of the candidate concerned and conducted under required conditions.
- b. If the learner hand in an assignment and the teacher suspects that it is not the learner's own work, the matter should be reported to the Assistant Head Teacher who must proceed in accordance with the centre malpractice policy.
- c. Assessors must ensure that pupils sign picture evidence sheets and any accompanying witness statements.

**It is the responsibility of teacher/assessor to:**

- a. Provide assessment processes that are fair and meet the requirements of learners and of the qualification.
- b. Provide learners with a schedule of assessment.
- c. Provide accurate, timely and informative assessment feedback to inform learners of their individual progress and tell them what they need to do to improve, with an opportunity for learners to respond.
- d. Record assessment decision regularly, accurately and systematically using agreed documentation.
- e. Comply with Centre and Awarding Body guidelines regarding work that is submitted after the submission date and work that is resubmitted following a referral decision.
- f. Familiarise themselves and learners with the centre assessment appeals procedure(s).
- g. Be aware of and keep up-to-date with awarding body guidance in respect of assessment, standardisation, moderation and verification.

- h. Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the centre and the awarding body.
- i. Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.
- j. Provide special arrangements for learners with learning difficulties and/or disabilities according to the regulations of the awarding body.
- k. Differentiate work accordingly through thorough planning and implementation of short term and medium term planning.

**Internal Verifiers are responsible for:**

- a. Verifying assignment briefs prior to distribution to learners.
- b. Verifying a sample of assessment decisions.
- c. Developing the skills of assessors, especially those new to assessment.
- d. Maintaining the consistency of assessment decisions by holding standardisation meetings of assessors.
- e. Supporting assessors through the external sampling process.

**It is the responsibility of the Examinations Officer to: (refer to page 16 - 18 on the BTEC Centre Guide to Managing Quality.**

- a. Facilitate the Internal Verification process.
- b. Meet the deadlines for registering learners with the awarding body.
- c. Ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners.
- d. Claim learner certificates as soon as appropriate.
- e. Claim unit certification when a learner has not been able to complete the full programme of study.
- f. Remind staff of forthcoming deadlines.

**It is the responsibility of the Quality Nominee (BT Assistant Head Teacher) to:**

- a. Act as the quality nominee for the centre.
- b. Act as a conduit for information from awarding bodies to course teams.
- c. Ensure standardisation of processes and documentation across the programmes.
- d. Support new staff coming into BTEC.
- e. Identify CPD opportunities for staff in delivering BTEC.
- f. Develop a monitoring cycle for delivery staff can adhere to.
- g. Liaise with Quality and Management officer and support the smooth running of quality assurance visits.

Review date:  
February 2019

## **Appendix**

**Appendix 1 - BTEC Centre Guide to Managing Quality 2017**  
**Appendix 2 - Key Documentation and templates for BTEC**  
**Appendix 3 - Leaner Induction Handbook**