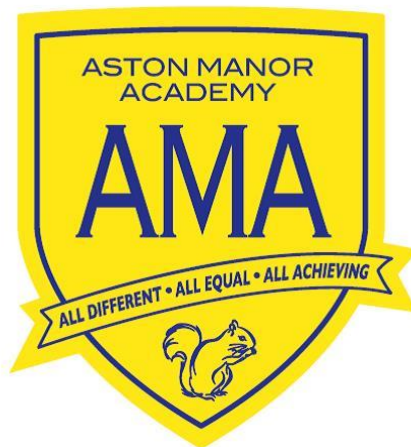


ASTON MANOR ACADEMY



BTEC PROCEDURES FOR ASSESSMENT AND INTERNAL VERIFICATION

Review Date: December 2019
To be Reviewed: December 2020
Agreed: Raising Standards Board
Policy Lead: Jasbir Kular

BTEC Procedures for Assessment and Internal Verification Policy

1. INITIAL ASSESSMENT

Well-planned and executed initial assessment is integral to the 6th Form Probation Period and Y9 options. This may commence at the enrolment stage with a pre-course questionnaire to establish learners' interests, experience and motivation. It may be part of the "getting to know you" activity in induction. It is important that there is also some form of skill/knowledge assessment which can be validated by the teacher's discussion with individual learners about what they can do and want to be able to do. Initial assessment:

- establishes the existing skill and knowledge levels of learners
- may establish how each learner learns
- introduces learners to some of the skills and knowledge they will need to acquire on the programme
- provides information to help tutors plan the programme
- can provide a helpful introduction to assessment in a non-threatening way

2. INTERMIN ASSESSMENT

This takes place throughout the course and involves checking that learning is taking place, including:

- finding out what knowledge and skills the learners have acquired
- helping to plan the next steps
- encouraging motivation
- helping the teacher to modify the teaching and learning approaches where necessary
- enabling learners to identify what they have learned and what they want to learn next

3. FINAL ASSESSMENT

This is used at the end of a course to:

- enable learners to recognise their achievements
- justify awarding a qualification or other recognition of achievement
- help the teacher plan future units
- guide learners through their next steps

4. ROLES AND RESPONSIBILITIES OF ASEESOR

An assessor must:

- have relevant qualifications, knowledge and/or experience in the subject area being assessed

- have relevant qualifications, training and experience in the assessment process
- ensure that learners are fully briefed on assessment procedures and methods, including appeals procedures
- involve learners in the assessment planning process
- provide constructive feedback to learners on assessments and discuss targets and areas for development on an individual basis following BTEC/NCFE protocols
- adhere to the BTEC assessment specification in the judgement of evidence towards an award
- record outcomes of assessment using appropriate documentation
- follow agreed procedures for recording, storing, reporting and confidentiality of information

Responsibilities

An assessor has responsibility for the following:

- developing plans for assessing competence with learners
- judging evidence criteria to make assessment decisions
- providing feedback and support to learners on assessment decisions
- contributing to the internal quality assurance process

5. DEVELOPING PLANS FOR ASSESSING COMPETENCE WITH CANDIDATES

The assessor should:

- check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures
- identify appropriate and cost-effective opportunities for assessing performance
- identify how experience and achievements of learners will contribute to the assessment process
- identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- ensure that learners' progress is reviewed and data is inputted on whole school assessment data drops
- be aware of ways of handling difficulties or disputes in the assessment process

6. JUDGING EVIDENCE AGAINST CRITERIA TO MAKE ASSESSMENT DECISIONS

The assessor should:

- ensure that the work being assessed is the learner's own work
- apply any approved special arrangements to make sure the assessment is fair
- make a record of the outcomes of assessments by using an agreed recording system

7. PROVIDING FEEDBACK AND SUPPORT TO CANDIDATES ON ASSESSMENT DECISIONS

The assessor should:

- give learners feedback at an appropriate time and place
- give learners feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- clearly explain assessment decisions
- provide advice and encouragement to learners where it is necessary for them to re-submit work
- follow the agreed complaints and appeals procedures if candidates disagree with the assessment decision

8. INTERNAL VERIFICATION

All BTEC subject units will be internally or externally verified using Pearson's protocols. This is also checked as part of the whole school Learning Review.

Role and responsibilities of Internal Verifier

The Internal Verifier must:

- understand the process of assessment and verification within the context of quality improvement
- have a relevant occupational background which can be related to the vocational area to be verified
- ensure health, safety and environmental protection procedures are applied within assessment arrangements in key with vocational subjects
- apply and monitor equal opportunities and access procedures throughout all assessment procedures
- have a clear understanding of the standards to which the candidate is being assessed and ensure that any queries relating to the interpretation of the standards are brought to the attention of the External Verifier
- work with others to ensure the standardisation of assessment practice and outcomes
- follow agreed procedures for the recording, storing, reporting and confidentiality of information

Responsibilities

The Internal Verifier has responsibility for the following:

- carrying out and evaluating internal assessment and quality improvement systems
- supporting assessors
- monitoring the quality of assessors' performance
- meeting external quality improvement requirements recommended by Pearson for BTEC

Carrying out and evaluating internal assessment and quality improvement systems

The internal verifier must ensure that:

- arrangements for carrying out internal verification meet the BTEC requirements
- administrative and recording arrangements meet BTEC requirements
- the eligibility of assessors to undertake assessment is checked against awarding body requirements e.g. standardisation of materials on a yearly basis
- appropriate support for assessors is available
- standardisation of assessments is carried out
- a procedure for complaints and appeals, which meets the requirements of BTEC
- appropriate recommendations to improve internal quality improvement arrangements are made to AMA's BTEC Nominee (currently JK)

Supporting assessors

The Internal Verifier must ensure that:

- assessors have appropriate vocational experience
- assessors are familiar with and can carry out BTEC paperwork
- the development needs of assessors are identified in relation to: principles of assessment; needs of candidates; their technical expertise and competence
- assessors can develop their assessment experience and competence and their progress is monitored by the Lead BTEC Teacher
- assessors have regular opportunities to standardise assessment decisions
- assessors can maintain quality standards.

Monitoring the quality of assessors' performance

The Internal Verifier must ensure that assessors:

- plan and prepare for assessment opportunities effectively
- have effective processes for making assessment decisions
- apply safe, fair, valid and reliable methods of assessing candidates' competence
- set up and maintain effective working relationships with candidates at all stages of the assessment process
- apply relevant health, safety and environmental protection procedures,
- meet equality and access criteria
- give timely and effective feedback to candidates
- maintain accurate and secure records
- receive accurate and helpful feedback on their assessment decisions from the Internal Verifier

The Internal Verifier may carry out the following activities:

- sampling units
- observe assessors carrying out assessments
- standardise assignment briefs and assessment judgements

Sampling assessments

The Internal Verifier must ensure that the sampling strategy:

- meets BTEC requirements for Pearson
- covers all assessors, candidates, units, assessment methods in an on-going process
- includes an increased ratio of assessment decisions made by new or inexperienced assessors
- checks that evidence is valid, sufficient, authentic, current, reliable and consistent
- ensures that internal verifiers do not verify evidence that they have assessed.

9. INTERIM AND FINAL ASSESSMENT SAMPLING

Sampling units should involve reviewing the quality of assessors' judgements

Interim Assessment Sampling

It is important the internal verifier samples assessment activity at different stages of the assessment process

Final Assessment Sampling:

The internal verifier should review the quality of the final assessment decision by evaluating how the assessor has reached that decision

Sampling across assessors who share a teaching group

The Internal Verifier should sample at least 3 students at L2, L3 and L4, as well as comparing evidence for certain units, elements or performance criteria across assessors to ensure consistency between assessors over time and with different candidates. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

Standardising assessment judgements

The Internal Verifier must ensure that:

- consistency and reliability of assessment is maintained
- records of standardisation meetings/exercises are kept
- feedback is provided to assessors
- problems encountered with individual candidates are discussed and appropriate action taken.

Meetings and communications

It is important that the outcomes of the above process, as well as feedback from the moderator's reports and the External Verifier's advice is disseminated and discussed at regular meetings with the BTEC team and staff who teach BTEC, to develop a common understanding of the assessment process. This is the responsibility of the Lead Subject Teacher.

New qualifications / schemes and newly appointed assessors

When undertaking a new qualification / scheme, or where assessors are newly appointed, centres may wish to ensure that between 50 - 100% of assessment decisions are internally verified, to have confidence that judgements are consistent and assessments are appropriate.

Meeting external quality improvement requirements

The Internal Verifier must:

- identify how internal assessments will be checked externally and the information needed for this purpose
- plan, collect and analyse information on internal assessment decisions
- agree the timing and nature of external verification arrangements
- give supporting background information to External Verifiers about the assessment process
- explain any issues raised by External Verifiers and give them supporting information as necessary
- raise concerns and disagreements about external audit decisions in a clear and constructive way
- refer any questions or concerns, which could not be dealt with internally, to the awarding body
- give assessors feedback on external verification decisions
- ensure that external verification decisions are included in internal reviews of procedures.

10. Currency and security

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes.

11. Claiming certification

Following final verification process, it is the responsibility of the BTEC Lead to discuss results with Head of Department/Line Manager and then to liaise with Exam Officer to ensure that all candidate certification claim forms are completed accurately and signed.

12. Sources of support

Support for the internal verification is available from the following:

- J. Kular BTEC Nominee
- Lead BTEC Teacher
- Pearson Subject Advisor
- External Verifier

Date of next review: December 2020