

# KIRKHAM GRAMMAR SCHOOL

## POLICY DOCUMENT

### ASSESSMENT AND INTERNAL VERIFICATION

**This policy applies to Kirkham Grammar Senior School (KGS) only and also covers the registration and certification of learners. In this context, all pupils taking BTECs are referred to as learners, for consistency with BTEC documentation.**

<b>Policy number: 60</b>	<b>Originating date: December 2019</b>	<b>Date last reviewed: March 2024</b>	<b>Next review: March 2025</b>
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#### INTRODUCTION

BTECs are made up of a number of units, which are usually assessed through assignments that are both set and marked by the teacher. To this end, the assessment process must be fair in intent and outcome and must address the basic principles of consistency, transparency, validity and reliability in the application of national standards for assessment, internal verification and moderation.

The roles and responsibilities of assessors and internal verifiers are recognised as being essential to the delivery and quality assurance of these vocational programmes.

#### AIMS OF POLICY

- To ensure that individual learners are registered on the correct programme within agreed timescales.
- To ensure that assessment methodology is valid, reliable and does not disadvantage 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 there is accurate and detailed recording of assessment decisions.
- To ensure valid learner certificates are claimed within the timescales specified by the awarding body.
- To construct a secure, accurate and accessible audit trail to ensure that learner's registration and certification claims can be tracked to the certificate which is issued for each learner.

#### OBJECTIVES

- To assess learner work with integrity.
- To ensure that assessment standards and specifications are implemented fully.

- 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.

## **RESPONSIBILITIES**

### Head of Centre

Responsible for the submission of appeals and any investigation into allegations of malpractice.

### Exams Officer

Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners

### SLT Quality Nominee

Responsible for: co-ordinating and monitoring the learner details held with Pearson; ensuring that centre internal verification and standardisation processes operate; main point of contact for BTEC programmes and the actioning of any points raised in Pearson quality assurance reports.

### Assessor

This is the class teacher, who is responsible for: conducting assessments to national standards, providing clear achievement feedback to learners; processing learner appeals and designing assessments which limit the opportunity for malpractice.

### Internal Verifier

Responsible for verifying assessor decisions, validating assignments and malpractice checks.

### Lead Internal Verifier

Usually the HoD and responsible for the implementation of an effective internal verification centre system in their subject area. This person must register annually and undergo the necessary standardisation processes.

*All assessment briefs must be Internally Verified before being released to learners.*

### Learner

Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

## **ASSESSMENT**

During assessment, staff are asked to be vigilant to ensure that plagiarism is not an issue. Learners are reminded of the importance of submitting authentic work during a meeting with parents/carers in attendance, at the start of the academic year. The school encourages teaching staff to utilise the originality reports feature of Google Classroom for the submission of assignments, in order to help prevent plagiarism.

Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently and should not be advantaged by having additional time to complete assignments. Genuine reasons for not meeting a deadline, such as illness, could see an extension granted, providing suitable paperwork is submitted (eg doctor sick

note). If an extension is granted, the new deadline is recorded and must be adhered to. If a deadline is missed, but work is submitted within the 15 day resubmission window, which follows; the assignment will be marked but there will be no opportunity to provide further evidence following this.

Assignments are marked by the assessor according to specified criteria and then internally verified. Heads of Department are responsible for ensuring that assessment and internal verification plans are regularly monitored and updated as required. Please refer to assignment submission flow chart, Appendix A.

Resubmissions may be authorised by the Lead Internal Verifier when:

- The learner has met deadlines set in the assignment.
- The assessor judges that the learner 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 learner.

Resubmissions must be complete and handed in within 15 working days of the learner receiving the results of the assessment (within term time), with details recorded on the assessment form.

In the case of a learner failing to be awarded a Pass, following the resubmission process noted above; the Lead Internal Verifier may authorise **one retake opportunity** to meet the required pass criteria. The retake must be a new task or assignment targeted only to the pass criteria, which were not achieved in the original assignment.

Once learners have received their BTEC certificates, they may have their work returned to them 12 weeks after the certification date.

Assessors and verifiers are encouraged to keep records of assessment decisions at criterion and unit level for no less than 3 years following certification.

## **IMPLEMENTING INTERNAL VERIFICATION**

The Internal Verifier (IV) is at the heart of quality assurance on BTEC programmes; and will have knowledge and qualifications relevant to the qualifications for which they are responsible, to ensure accurate judgements are made regarding candidate performance in relation to competence criteria. Provision is made to allow communication between BTEC staff to share 'best practice' and areas of concern. Standards and processes are discussed to maximise consistency between courses.

Every time an assessor grades an assignment, the IV will select a sample of assignments and check that the assignment and grade is appropriate. In a group of 20, the normal sample size will be four or five assignments verified.

Each subject has a Lead Internal Verifier (LIV), who is registered with Pearson, completes the necessary standardisation processes on an annual basis and oversees effective Internal Verification systems in their subject area. This encompasses implementation of an annual Internal Verification schedule whereby an appropriate sample of assessments are internally verified to ensure procedures/working conforms to national standards. Secure records of such activity are maintained.

Lead Internal Verifiers are responsible for reports on assessment, accreditation and use of Learner Appeals Procedures for inclusion in Headmaster/HoD annual reviews.

The Quality Nominee will check the quality of provision by requesting: details of departments' assessment programme (including details of assessors and units), course meeting dates and minutes, records of assessment sampling and details of how assignments are stored.

## **ASSESSMENT MALPRACTICE**

Kirkham Grammar School encourages learners to take individual responsibility for their learning and respect the work of others. The school seeks to minimise the risk of malpractice by:

- Using the induction period for learners to highlight the penalties for attempted and actual incidents of malpractice.
- Showing learners the appropriate formats to record cited texts and other materials or information sources.
- Asking learners to declare their work is their own.

In the case of an allegation, an investigation commensurate with the nature of the malpractice alleged would be initiated. Such an investigation would be supported by the Head of Centre and, where proven, could result in sanctions being imposed (repeat of assignment, cancellation of assignment, cancellation of unit, withdrawal from BTEC course).

Learner malpractice examples (list not exhaustive):

- Plagiarism of any nature.
- Collusion by working collaboratively with others to produce work that is submitted as individual learner work.
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity.

Staff malpractice examples (list not exhaustive):

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work.
- Failure to keep candidate coursework secure.
- Fraudulent claims for certificates (claiming prior to learner completing all requirements of assessment).
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.

## **APPEALS**

Whilst every effort is made to ensure that the Pass, Merit or Distinction grades awarded are done so in an accurate, fair and timely fashion; there may be times when a learner feels the need to enquire, question or appeal against an assessment decision. Such action would be logged and investigated, with a view to reaching agreement between learner and assessor at the earliest opportunity, and in a manner which is fair and open.

If agreement is not reached, the matter may be pursued through implementation of the Complaints Policy.

## **REGISTRATION AND CERTIFICATION**

In order to achieve the aims of this policy, KGS will:

- Register each learner within the awarding body requirements. The Examinations Officer (EO) will send a memo to the Head of Department (HoD) requesting BTEC Course details, Programme Number and QAN.
- Provide a mechanism for departments to check the accuracy of the learner registration. At the start of term, the Examinations Officer will send the Head of Department set lists for checking with Programme Number and QAN. Head of Department to return with any amendments. Meeting held between Examinations Officer and Head of Department regarding checking of entries.
- Register learners on Edexcelonline by the 1st of November. Confirmation will be printed and distributed to Head of Departments (EO).
- Make each learner aware of their registration status (HoD/LIV, EO).
- Inform the awarding body of withdrawals, transfers or changes to learners' details. (EO acting on information from Form Tutor, teacher/LIV, QN, HoD).
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual learners (EO, HoD/LIV, SEN).
- Ensure that certificate claims are timely and based solely on internally verified assessment records (EO, QN, HoD/LIV).
- Audit certificate claims made to the awarding body (EO and QN).
- Audit the certificates received from the awarding body to ensure accuracy and completeness (EO).
- Keep all records safely and securely for three years post certificate (EO, QN, HoD/LIV).

*Kirkham Grammar School*  
*Registered Charity No: 1123869 and Registered Company No: 6195985*

## APPENDIX A

### BTEC Assessment Submission Process (Level 1 – 3 excluding NQF Level 1/2 Firsts)

