



Rye College Policy

Policy Title:	Vocational Assessment
Leadership Responsibility:	Head of College
Review Body:	Executive Headteacher
Date:	September 2020
Review:	September 2021

Aim

- Ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals;
- Ensure that the assessment procedure is open, fair and free from bias and to national standards;
- Ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, Rye College will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;
- Produce a clear and accurate assessment plan at the start of the programme/academic year;
- Provide clear, published dates for handout of assignments and deadlines for assessment;
- Assess learner's evidence using only the published assessment and grading criteria;
- Ensure assessment practices meet current BTEC assessment requirements and guidance;
- 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/external examination as required by the awarding organisation;
- Monitor standards verification/external examination reports and undertake any remedial action required;
- Share good assessment practice between all BTEC programme teams;
- 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;
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.



This policy has due regard to Pearson guidance including, but not limited to, the following:

- Pearson – BTEC Centre Guide to Internal Assessment 2020-21;
- Pearson – BTEC Centre Guide to Internal Verification 2020-21;
- Pearson – Centre Guide to Policies and Procedures for Vocational Qualifications 2020-21.

Planning for Assessment

The assessment plan is a working document and as such can be changed throughout the duration of a course.

As a minimum requirement, the assessment plan should include:

- Names of all Assessors and Internal Verifiers;
- Scheduling for assignment hand out and submission;
- Deadlines for assessments;
- Scheduling for internal verification;
- Scheduling of the opportunity for resubmission;
- Scheduling of external assessments so that a full programme plan is shown.

In designing the assessment plan, the splitting of Learning Aims/Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria must be avoided. Tasks must be written to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim.

Dates for internal verification activities of both first and resubmission opportunities should be established and detailed on the assessment plan before the programme commences.

The assessment plan should be composed by the assessor, and subsequently verified by the Lead Internal Verifier. The drafted assessment plan should be submitted to the Lead Internal Verifier no later than fifteen working days before the start of the course. The Lead Internal Verifier should verify the assessment plan and feedback to the assessor within 5 working days. Any required amendments should be made by the assessor, and the finished assessment plan should be signed off by the Lead Internal Verifier no later than 5 working days before the course commences. All assessment plans must be sent through to the QN upon LIV sign-off. They should also be stored electronically, on the central system.

As previously stipulated, the assessment plan should remain a working document. Any changes to the document must be agreed and signed off by the Lead Internal Verifier. Amended assessment plans must be sent through to the QN and stored electronically.

All Assessors and Lead Internal Verifiers should use either the 'BTEC Assessment Plan' downloaded from Pearson's website, and stored in the 'BTEC folder' on the central drive, or compose their Assessment Plan using MyBTEC.

The Assignment Brief

Assignment briefs should be designed by the Assessor and subsequently verified by the Lead Internal Verifier. The drafted assignment brief should be submitted to the Lead Internal Verifier no later than fifteen working days before the start of an assignment. The Lead Internal Verifier should verify



the assignment brief and feedback to the Assessor within five working days, using the 'Internal Verification of Assignment Brief' template provided by Pearson and stored centrally.

The Assessor must ensure that, and the Lead Internal Verifier must check that the assignment brief:

- Has accurate unit/component and programme details;
- Has clear deadlines and an appropriate timeframe for assessment;
- Has a suitable vocational scenario and context;
- Show all relevant assessment criteria for the unit/component(s) covered in the assignment;
- Indicates relevant assessment criteria targeted by the assignment;
- Clearly states what evidence the learner needs to provide;
- Is likely to generate evidence which is appropriate and sufficient.

Assignment briefs must be reviewed annually.

Prior to Assessment

The assessor must deliver the unit content fully before the commencement of the assessment, and must ensure that the delivery has enabled all students to understand the course content sufficiently to provide adequate evidence of the assessment and grading criteria having been met. Before learners start an assessment, the assessor should:

- Be confident they are sufficiently prepared to undertake the assessment and can do so independently;
- Encourage them to aim at “getting it right” on first submission so they are not relying on a repeat submission or retake (where applicable).

Before a learner begins his/her assessment work, the assessor must ensure that each learner fully understands:

- The assessment requirements;
- The nature of the evidence they need to produce;
- The importance of time management and meeting deadlines, including the consequences for late submission;
- The importance of submitting authentic work.

Suitable schemes of work for each unit should be produced by the assessor, in accordance with the assessment plan, and verified by the Internal Verifier, before delivery of the unit commences.

Submission of Evidence

Only one submission per unit is allowed. The assessment result of the first submission should be formally recorded by the assessor, having assessed the work against the relevant criterion. The assessment decision should be recorded on the BTEC assessment record template provided by Pearson. Each learner should submit:

- Evidence towards the targeted assessment criteria;
- A signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves. The declaration should be recorded on the BTEC assessment record template (as above), and also on the individual learner authenticity



declaration sheet to be submitted at the same time as the learner submits the assessment work.

It is the role of the assessor to:

- Formally record and confirm the achievement of specific assessment criteria, using the 'Assessment Record Sheet' provided by Pearson and stored centrally;
- Confirm that the evidence assessed is authentic and that it is the learner's own work (to the best of his/her knowledge).

Such records and confirmation of authenticity, should be included in the IV sample, and should be scrutinised/verified by the Lead Internal Verifier, as such.

Resubmission/Retakes

In some circumstances, learners may be eligible for one resubmission of evidence for each assignment submitted. The Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners. The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension;
- The learner has correctly authenticated the evidence;
- 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 learner declaration of authenticity.

If/when evidence of these conditions has been collated, the Lead Internal Verifier must liaise with the QN (Assistant Head teacher), and collectively decide whether a resubmission is necessary/warranted. In the event that a learner does not meet all of the conditions, the resubmission must not be authorised.

If a resubmission is authorised, the following procedure must be applied:

- The resubmission must be recorded on the assessment record, giving a deadline for resubmission within 15 working days¹ of the learner receiving² the results of the assessment;
- The work must be undertaken by the learner with no further guidance.

The following must be in place and included in any required sample requested by a Pearson Standards Verifier:

¹ These 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period. If learners are studying part time, this is the equivalent of 15 days of "study time" to ensure consistency and fairness to all.

² Feedback must be received by learners close to the assessment date. It is not permissible for Assessors to retain the feedback until the following term for example, just before a resubmission week or at the end of the once the learner's overall achievement for the qualification is known.



- Evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated;
- The initial assessment record;
- The resubmitted learner evidence, accompanied by a signed-and-dated declaration of authenticity by the learner;
- The resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions.
- Confirmation from the assessor that the resubmitted evidence is authentic and is the learner's own work.

Assignment Design/Assignment Brief

It is the responsibility of the Assessor to compose the assignment brief, and send through to the Lead Internal Verifier at least fifteen working days before the assignment is due to commence. The Lead Internal Verifier must have completed the internal verification process within five working days. Any alterations required must be completed by the Assessor, and signed off by the Lead Internal Verifier within five working days of the Assessor being in receipt of the Lead Internal Verifiers verification decision.

If the Assessor is using the MyBTEC service, a minimum of fifteen working days should still be adhered to.

To ensure consistency, all Assessors and Lead Internal Verifiers should use either the 'BTEC Assignment Brief' downloaded from Pearson's website and stored in the 'BTEC folder' on the central drive, or compose their assignment briefs using MyBTEC.

Assessing the Learner Work

Upon receipt of the learners completed work, the Assessor should:

- Mark the work against the requirements of the unit specification;
- Formally record and confirm the achievement of specific assessment criteria on an assessment record;
- Complete a confirmation statement that, to the best of their knowledge, the evidence they have assessed is authentic and is the learner's own work.

All Assessors should use either the 'BTEC Assessment Record' template downloaded from Pearson's website, and stored in the 'BTEC folder' on the central drive.

Feedback Stages

For BTEC qualifications, feedback to learners is split into three distinct stages:

- Stage 1: Teaching Learning;
- Stage 2: During Assessment;
- Stage 3: Post Assessment.

Stage 1: Teaching and Learning

The focus of this stage is to prepare learners for the assessment, developing their decision making and personal skills to support their achievement of the assessment criteria. Feedback should not



consist of formal formative feedback. Instead, feedback during this stage could include the following:

- Identification of areas for learner progression, including stretch and challenge;
- Explanation of how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction;
- The setting of “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment;
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar, etc.

Stage 2: During Assessment

While learners are working on an assessment, the Assessor can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills, for example:

- Guidance on how to approach the knowledge and skills requirements;
- Guidance on appropriate behaviour and approach, confirmation of deadlines, etc;
- Confirmation of which criteria the Assessor is targeting;
- Clarification of what the assignment brief requires.

However, feedback should not include formative assessment of the specific assignment evidence as learners are generating it, nor should it confirm the achievement of or advise how to meet specific assessment criteria. This should only happen once formal assessment has taken place.

Stage 3: Following Assessment

Following assessment, the Assessor must formally record their assessment decisions against individual assessment criteria on the ‘Assessment Record Sheet’ provided by Pearson, and stored centrally. The assessment record provides formal opportunity for the assessor to give learners feedback to support their progression.

In order to support the learner to learn and progress, on the assessment record the Assessor should give clear feedback on:

- The assessment criteria the learner has achieved and what the learner has done well;
- Which assessment criteria the learner has not achieved and what was missing;
- Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief);
- General behaviour and conduct, approach, grammar, etc.

However, Assessors should avoid giving direct and specific instructions on how the learner can improve the evidence to achieve a higher grade as this would affect any resubmission opportunity. Assessors are able to justify why the criteria has been awarded or not awarded, but is not able to tell the learner what to do in order to improve their grade.



Assessment Recording/Tracking

It is the responsibility of the Assessor to ensure that all learners' achievements are tracked and recorded throughout the BTEC programme. All Assessors at Rye College must use the 'BTEC Assessment Record' template provided by Pearson and stored centrally. Assessment records must be stored centrally. Tracking using MyBTEC must also be kept up-to-date. By so doing, Rye College is ensuring the following:

- Assessment evidence is clearly measured against national standards;
- Learner progress can be accurately tracked;
- The assessment process can be reliably verified;
- There is clear evidence of the safety of certification;
- Full coverage of the units;
- Identification of which assessments are outstanding;
- The enabling of internal verification;
- Samples for standards verification and other external audits can be made available as required.

Reviewing

This policy will be reviewed on an annual basis.

BBL NOV2020

EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside college. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the college and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the college seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.