



## **BTEC ASSESSMENT POLICY AND ACADEMIC APPEALS PROCEDURE**

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## **1. INTRODUCTION**

East Leake Academy takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives.

This policy and procedure relates to the following BTEC programmes:

BTEC level 2 Engineering  
BTEC level 2 Music  
BTEC level 3 Music  
BTEC level 3 Sports  
BTEC level 1 Sport and Active Leisure  
BTEC level 1 Construction  
BTEC level 1 Introduction to the Hospitality Industry  
BTEC level 2 Animal Care

The BTEC qualification is a vocational qualification that involves a learning and assessment style that is different to traditional GCSE and A Level courses. Courses are assessed through teacher-marked assignments rather than end-of-module exams. Students should be aware of the volume of work that needs to be generated on an on-going basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline.

## **2. ASSESSMENT ENTITLEMENT**

Students of East Leake Academy are entitled to:

- Fair and open assessment practices in line with the Academy's Equal Opportunities policy for learners
- An Assignment Brief indicating the criteria against which they will be assessed.
- Regular advice, counselling and guidance through their teachers.
- Access to an open and fair appeals procedure.
- Assessments being carried out regularly and outcomes reported within 4 weeks, with written and/or verbal feedback.

## **3. ASSESSMENT PROCEDURES**

### **3.1 Submitting Assignments**

It is recommended that each unit is assessed through a number of different assignments. Students are given a hand-in date for each assignment. Staff are required to mark assignments and provide students with feedback within a suitable time frame of no later than 4 weeks. The feedback must be sufficient to give clear information on achievement and areas for improvement. Staff will issue a final date for submission for each individual unit and this will be submitted via the main school office.

### **3.2 Failure to meet deadlines**

Students who fail to hand in work by the agreed deadline will be required to provide evidence of extenuating circumstances e.g. doctor's certificate.

Failure to do so may result in the student's failure to meet all criteria required to pass the course. In any case of a late submission each individual case will be discussed between the Subject Teacher, Lead IV and Quality Nominee.

### **3.3 Resubmissions**

Students are entitled to one resubmission opportunity which is decided at the teacher and Lead IV's discretion. A resubmission can only be authorised by the Lead IV for each principle subject area. Staff should refer to the Internal Verification guidance from BTEC for further information on this process. Students will have no longer than 10 days to complete a resubmission.

### **3.4 Recording Progress**

Staff are required to record student grades on a grade tracking sheet within four weeks of the assignment being completed.

### **3.5 Academic misconduct and plagiarism**

It is the responsibility of assessors to explain what constitutes plagiarism in their courses and the seriousness of the issue. This will be done in line with the schools plagiarism policy at the start of the course delivery.

Teachers should be on the lookout for plagiarism and run internet checks etc to guard against it. Students need to know that this will be done. Students will need to develop the habit of acknowledging sources within their text and as part of a reference list at the end of each assignment.

Pearson regulations on academic misconduct and plagiarism will be followed. All coursework must be authenticated as original by the student and the teacher. The Academy cannot authenticate work it does not believe to be original.

If a teacher suspects plagiarism or academic misconduct has taken place then it must be acted upon. The Programme Leader should be informed who will in turn notify the Quality Nominee to review the case.

If plagiarism or academic misconduct is discovered prior to the date for final entry, the assessor should resolve the matter internally and, in consultation with the Programme Leader, decide whether or not to submit work for that unit.

Where work leans too heavily on a source but stops short of plagiarism this should be reflected in the mark awarded and the comments made on the work.

If plagiarism is detected early enough it may be possible to submit a replacement assignment, but none of the work which contributed to the misconduct must be submitted.

If plagiarism is discovered at a late stage and the work of a student cannot be authenticated then no mark should be given for that work and no work will be submitted for that unit or part of a unit. Where possible a meeting with the student should take place and the student will be informed of the appeals procedure. Parents will be invited in to school to discuss the severity of the situation. A letter will be sent home with the details of the malpractice and the outcomes as well as placing a copy on file.

Serious assessment malpractice will be dealt with by the Quality Nominee or one of the Deputy Heads and this will be reported to Edexcel.

## **4. APPEALS PROCEDURE**

In the event of a student wishing to make an appeal against an assessment decision, the following steps must be followed:-

- Within 3 days the student must contact the assessor to arrange an informal meeting to discuss the assessment decision.
- If the student is still dissatisfied, then he / she may appeal to the Programme Leader.
- This will allow the student to put forward reasons why his / her assignment should be re-assessed. This should be done within 3 days of meeting with the assessor.
- The assignment will be reassessed by an Internal Verifier who will provide the student with feedback within one working week.
- If the student is still dissatisfied, then he / she may appeal to the External Verifier via the Head of Department.

### **4.1 Grounds for Appeal**

Appeals may be made under the following circumstances:

- If a student has substantial evidence that work has been incorrectly marked.
- If there is a material error in the case of reassessment.
- If the student has any personal circumstances which may have affected his / her ability to complete assignments and meet deadlines.

## **5. ASSESSMENT**

### **5.1 Assessment Aims**

The purpose of assessment within BTEC programmes are:

- To identify the positive achievements of each student and the areas of their work that need to be improved. This involves summative assessment only, in line with the new guidelines with effect from September 2014.
- To further identify learning and additional support needs so that appropriate help and guidance can be provided.
- To enable the tutor and student to know how the quality of a student's work relates to the standards of external awarding bodies.
- To inform the process by which students set targets for attainment.
- To allow teachers to evaluate students' understanding and progress and decide whether the way in which the course is taught and managed needs refinement or modification.

### **5.2 Assessment Processes**

Assessment processes will aim to promote learning and achievement of all learners from entry, throughout the programme.

The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.

The role of the Teacher / Assessor is to: -

- Ensure that learners are fully briefed on assessment methods and procedures including Student Appeals Procedures and guidance on what constitutes plagiarism.
- Involve learners in the assessment planning process and agreement of assessment deadlines.
- Provide constructive feedback to learners on assessments (conveying strengths and areas for development) on an individual basis.
- Adhere to the Awarding Body's assessment specification in the judgement of evidence towards an award.
- Record outcomes of assessment using appropriate documentation.

Each unit is assessed using the grading grid and grading criteria at Pass, Merit and Distinction. There is also an overall qualification grade calculated from the unit grades. To achieve the BTEC all units have to be achieved at least to Pass level.

## **6. INTERNAL VERIFICATION – LEAD INTERNAL VERIFIER**

The Lead Internal Verifier is at the heart of quality assurance in all programmes. Their role, in terms of managing assessment, is that it consistently meets national standards.

Lead Internal Verifiers will have the knowledge and qualifications relevant to the vocational qualification for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria. They will be required to complete the OSCA training set by Edexcel in order to carry out the role of the Lead Internal Verifier.

Internal Verification will be carried out by using the revised national standards: -

- Carrying out and evaluating internal assessment and quality assurance systems.
- Supporting assessors.
- Monitoring the quality of assessors' performance.
- Meeting external quality assurance requirements.

## **7. IMPLEMENTATION OF INTERNAL VERIFICATION (IV)**

### **7.1 Verification of Assessment Decisions:**

- Students work will be marked by unit / assignment tutor (in the case of a unit / assignment having more than one tutor, the class will to be split with each tutor taking assessment responsibility for half of the class).
- IV will 'sample' work assessed (top, middle and bottom).
- IV will feedback to assessor on awarding of criteria, accuracy, feedback to learner and grading decision. If remedial action is needed, this will be discussed and allocated a timeframe of review.
- IV will follow up action recommended ensuring high quality standards are being met and maintained. IV will 'sign off' assessment decisions form once satisfied.
- IV will initial and date the 'IV Schedule-Assessment Decisions' form to document sampling. The form will ensure Internal Verification coverage of all pupils and all criteria within units within each academic year.

### **7.2 Verification of Assignment Briefs:**

- Assessor / unit leader will write assignment brief.
- IV will check assignment is 'fit for purpose' incorporating deadline for assessment, assessment criteria, task mapping against criteria, relevance of tasks, evidence, vocational context / scenario, timescale and language / presentation.
- IV will suggest remedial action, if any, needed before brief is issued. Assessor and IV will confirm actions have been met.
- Brief will be signed and dated by IV.
- Brief will be distributed to students.

Provision will be made within East Leake Academy for communication between programme teams to share 'best practice' and areas of concern. This will be achieved through meetings of Internal Verifiers, standardisation meetings and team meetings.

All teachers, assessors and internal verifiers on East Leake Academy BTEC programmes will be issued with a copy of this documentation.

Internal Verifiers will meet with assessors on a regular basis. These meetings will concern themselves with resolving issues of interpretation, validity, sufficiency and reliability of evidence.

## **8. EXTERNAL VERIFICATION (EV)**

All units are internally assessed and subject to external verification through National Standards Sampling (NSS). External verifiers will be responsible for carrying out the sampling process. Verifiers, through consultation with their centres, will agree dates when the sampling process will take place.

The verifier's role is to monitor assessment practice to ensure that all:

- assessment decisions are valid and reliable
- evidence is attributable to the learner
- evidence is current.

In addition, the verifier will offer advice and guidance on the above where the centre is not meeting the criteria.

Verification of assessment practice will normally be carried out either through postal sampling or a centre visit.

**Next review date: November 2017**

