

## BTEC Assessment Policy

Policy Code:	VO14
Policy Start Date:	December 2020
Policy Review Date:	December 2022

Please read this policy in conjunction with the policies listed below:

TL14 Registration and Certificate (BTEC)  
V03 Vocational Assessment and Appeals Procedures  
V04 Learner Malpractice  
V05 Learner Appeals Procedure  
VO8 Special Consideration and Reasonable Adjustment  
VO10 BTEC Procedures  
VO13 BTEC Internal Verification

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## **1 Policy Statement**

- 1.1 The policy outlines the Trust's approach to BTEC assessment procedures and has been produced in accordance with Pearson's [BTEC Centre Guide to Internal Assessment Entry](#).
- 1.2 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.4 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust's HR department (via [FederationHR@prioryacademies.co.uk](mailto:FederationHR@prioryacademies.co.uk)) for appropriate consideration at the next available point in the policy review cycle.
- 1.5 For the purpose of this policy, the term 'Centre' will be used to refer to any Academy within the Trust which delivers a BTEC programme.

## **2 Roles, Responsibilities and Implementation**

- 2.1 The Pay, Performance and HR Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of HR.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

## **3 Aims**

- 3.1 To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

- 3.2 To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- 3.3 To ensure that there is accurate and detailed recording of assessment decisions.

#### **4 Centre responsibilities**

- 4.1 In order to achieve this policy's aim each Centre 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.

#### **5 BTEC Assessment**

- 5.1 All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification. All BTEC programmes are assessed by reference to the assessment and grading criteria published in the [programme specifications](#).

5.2 Units in some BTECs are graded, for example Pass, Merit or Distinction. Others are only achievable as a Pass. The NQF (National Qualifications Framework) units allow for a Level 1 Pass, in addition to Level 2 achievement. In NQF programmes there are units, which are externally assessed, contributing 25% of the final grade. For the Tech Awards Level 1 learners can achieve Pass, Merit and Distinction.

## **6 Assessment Plans**

6.1 The assessment plan is a working document and as such may need to be changed during the year – the use of version numbers will create a clear audit trail if this happens.

6.2 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.

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

## **7 Conflict of Interest**

7.1 Assessment staff may encounter a potential conflict of interest in their work. Examples of these may include:

- A close relation, spouse or partner within the Centre who is either a learner or another member of staff.
- A close relation, spouse or partner acting as a Standards Verifier or other external quality assurance role.

7.2 Individuals should be forthcoming in disclosing any activity that might represent a conflict of interest. A formal up-to-date log of potential and actual conflicts of interest should be kept within each Centre and be made available upon request for review if required. This log should include any actions taken to minimise risks.

## **8 Assessment Procedures**

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- 8.1 Before starting an assessment the Assessor must ensure that each learner understands:
- The assessment requirements.
  - The nature of the evidence they need to produce.
  - The importance of time managements and meeting deadlines, including the consequences for late submission.
  - The importance of submitting authentic work.
- 8.2 Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners can use their knowledge/skills gained during teaching of the programme, handouts and learning resources, the unit content, assessment criteria and assessment guidance and the assignment brief etc. to work independently towards the task.
- 8.3 Only one submission is allowed for each assignment. This must be handed in to the Assessor on the designated day outlined within the assessment plan, unless there has been an agreed extension between the Assessor and the learner. The Lead Internal Verifier (IV) must be informed of any agreed extensions.
- 8.4 For each assignment task the learner must submit the following:
1. An assignment which consists of evidence towards the targeted assessment criteria.
  2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently. The declaration can be on the assessment record or a separate learner authenticity declaration or an electronic platform or by incorporating a learner declaration into an assignment brief front sheet.
- 8.5 The Assessor should then:
- Formally record and confirm the achievement of specific assessment criteria.
  - Complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge.

## **9 Resubmission**

- 9.1 Resubmission is another chance for the learner to undertake the same assignment.
- 9.2 The Lead IV may authorise one opportunity for the learner to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension.
2. The Assessor judges that the learner will be able to provide improved evidence without further guidance.
3. The Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated learner declaration of authenticity.

If any of the above three conditions are not met the Lead IV must not authorise a resubmission.

9.3 If the Lead IV authorises a resubmission it must be:

1. Recorded on the assessment record.
2. Completed within 15 working days of the learner receiving the results of the assessment.
3. Undertaken by the learner with no further guidance.

## **10 Assessment Evidence**

10.1 Assessment evidence can take many forms, for example:

- Formal essays
- Evaluations
- Notebooks
- Recordings
- Studio logs
- Timesheets
- Plans
- Tutor observation
- Witness statements
- Videos
- Photographs

10.2 Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it.

## **11 Deadlines**

11.1 Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.

11.2 Each Centre will have a clear procedure for a learner to formally apply for an extension if they have genuine reasons for not meeting a deadline, such as illness.

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- 11.3 If an extension is granted, the new deadline should be adhered to and recorded.
- 11.4 Once evidence is accepted for assessment, learners are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions.
- 11.5 If a learner is not able to use an extension opportunity then it may be appropriate to request [special considerations](#).

## **12 Feedback Stages**

- 12.1 Feedback can occur throughout the teaching and learning process, during assessment and following assessment.
- 12.2 During assessment the Assessor can give general feedback and support, particularly around the development of knowledge, understanding and skills. However, feedback should not include assessment of the specific assignment evidence or confirm the achievement of specific assessment criteria
- 12.3 Following assessment the Assessor should give clear feedback on the assessment record focusing on:
- The criteria the learner achieved.
  - The criteria not achieved (and why), although a list of instructions on how to get a higher grade should not be included.
- 12.4 A sample of assessment decisions should be Internally Verified before returning the work and feedback to the learners. Please see the Trust's VO13 Internal Verification Policy for further information.

## **13 Records**

- 13.1 All assessment should be recorded in a way that assures 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.
- 13.2 Assessor records must be monitored and sampled by the Lead IV.
- 13.3 Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certified (12 weeks starts once the certificates have actually been received by the centre). Due to the nature of the evidence

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produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence.

13.4 Following learner certification the following BTEC documentation should be retained for a minimum of three years:

- Assignment briefs.
- Assessment records (feedback sheets).
- The associated internal verification documentation.
- Achievement tracking at criteria level.

## **14 Policy Change**

14.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.





# **The Priory Federation of Academies Trust**

## **BTEC Assessment Policy**

This Policy has been approved by the Education & Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.