

# Ysgol Glan y Môr

## Assessment and Internal Verification Policy & Procedures for BTEC/OCR Courses

### 1. Aims and Objectives of the policy

#### Aims

Ysgol Glan y Môr is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

#### Objectives

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgments and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) 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 to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

### 2. Range and scope of the policy

The range of the policy covers all BTEC/OCR courses offered at Ysgol Glan y Môr but may well apply to other assignment-based courses should they become a part of the curriculum in the future.

### 3. Assessment

Internal Assessment is defined as the process where staff make judgments on evidence produced by students against required criteria for the BTEC /OCR qualification. *All school devised assessment materials must be internally and/or externally verified before being issued to students.*

- a) Completed student assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
- b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and that judgment of evidence is valid and reliable.
- d) Students will be given an interim deadline for each assignment. Following feedback, a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined above. There will be another opportunity to improve assignments before the final deadline if the specification rules permit.

e) All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Subject Teacher in accordance with the policy on coursework.

### **3.1 Role of the Assessor (subject teacher): *The role of the Assessor is to***

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC/OCR courses.
- b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c) Encourage students by giving detailed feedback and guidance on how to improve work.
- d) Set interim deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- e) Mark and return drafts within two weeks of submission.
- f) Adhere to the Awarding Body's specification in the assessment of student assignments.
- g) Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- h) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- i) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.

### **3.2 Internal Verification**

- a) The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b) Each course will have an identified Lead IV who is also involved in the assessing or setting of work for the course.
- c) The Lead IV will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgments to be made regarding candidate performance in relation to competence criteria.
- d) Provision will be made for communication between subject teachers / assessors to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Lead IVs at which standards and processes are discussed to maximise consistency between courses.

### **The role of the Lead IV: *The internal verifier should***

#### *Planning:*

- Monitor that the IV schedule covers all units and all assessors on a programme.
- Advise on the interpretation of national statistics.
- Co-ordinate assessment arrangements, including multi-sites and consortia as appropriate.
- IV all assignment briefs before issue to learners.

#### *Implementation:*

- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers.

*Assessment / Internal verification:*

- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- Use subject specialism to sample assessed work to verify assessors' judgements.
- Check the quality of assessment to ensure that it is consistent, fair and reliable.
- Ensure own assessment decisions are internally verified by another person.
- Give feedback to assessors and identify action to be taken where appropriate.

*Follow up:*

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeal.
- Advise the programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.

*Standardisation:*

- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.

**Internal verification of assignment briefs**

All centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.

Internal verification of the assignment briefs should be carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form considers whether the assignment brief:

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria for the unit(s) covered in the assignment.
- Indicates relevant grading criteria targeted against each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.

The outcome of Internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners. The form should be signed and dated for audit purposes by the external verifier.

### **Internal verification of assessment decisions**

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment.

As above, internal verification of assessment decisions is carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area, but staff who are familiar with BTEC assessment but have no specific subject knowledge can carry out internal verification. Again, internal verification of assessed work should be recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off.

Internal verification of assessment decisions should not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners.

A template is available on the Pearson website.

It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and includes the following questions:

- Which criteria has the assessor awarded?
- Do they match the criteria targeted by the assignment brief?
- Has the work been assessed accurately?
- Is there constructive feedback on the assessment?
- Is feedback linked to relevant grading criteria?
- Are there identified opportunities for improving performance?

The outcome of Internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for sign off. The form should be signed and dated for audit purposes by the external verifier. Here is a link to the form: [Internal Verification - Assignment Briefs](#).

### **The Internal verification sample**

During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well-constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible.
- The experience of the assessor: new or inexperienced assessors should have more work IV'd than an experienced assessor.
- New BTEC programme: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Issues identified at previous external verification or centre risk assessment may affect the sample size.

Please note that all assignment briefs should be internally verified before being distributed to learners.

### **3.3 Authentication of Candidate's Work**

a) On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.

b) If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Quality Nominee, who must proceed in accordance with the School's coursework policy.

## **4 Responsibility**

- Responsible for Policy: Quality Nominee
- Responsible for implementation: Course Assessors / subject teachers, Lead IVs

### **4.1 It is the responsibility of teachers to:**

- a) Provide assessment processes that are fair and meet the requirements of students and of the qualifications;
- b) Provide students with a schedule of assessment;
- c) Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve where the specification permits.
- d) Record assessment decisions regularly, accurately and systematically, using agreed documentation;
- e) Comply with the School and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- f) Familiarise themselves and learners with the School's Assessment Appeals procedure(s);
- g) Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification;
- h) Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the School and Awarding Body.
- i) Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentations;
- j) Provide special arrangements for learners with learning difficulties and/or disabilities according to the regulations of the awarding body.

### **4.2 Lead Internal Verifiers are responsible for:**

- a) Verifying assignment briefs prior to distribution to learners;
- b) Verifying a sample of assessment decisions;
- c) Developing the skills of assessors, especially those new to assessment;
- d) Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.

### **4.3 It is the responsibility of the Exams Office:**

- a) To facilitate the IV process;
- b) To meet the deadlines for registering learners with the awarding body;
- c) To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners;
- d) To claim learners' certificates as soon as appropriate;
- e) To claim unit certification when a learner has not been able to complete the full programme of study.

**4.4 It is the responsibility of the Quality Nominee** for the School to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of process and documentation across the programmes.

Reviewed: March 2016

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Signed: \_\_\_\_\_ *W. Bryn Williams*