

Assessment and Internal Verification Policy

EBN Trust

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Reviewed:	July 2016	
Ratified:		Signed: <i>JR Faneall</i>

Aim:

- To provide access to assessment and accreditation services ensuring equality of opportunity for all learners within a framework of Internal Verification.

Context:

- The assessment process must be fair intent and outcome and therefore must address the basic principles of consistency, transparency, validity and reliability in the application of national standards for assessment and verification.
- The Academy Trust will negotiate special arrangements with EDEXCEL for learners with specific needs in securing appropriate arrangements for access and support in assessment process as laid down in their procedures.
- The roles and responsibilities of assessors and internal verification are recognised as being essential to the quality assurance of BTEC. Sufficient time will be allocated so that the assessment and internal verification team can carry out their duties effectively.
- Senior Leadership supports the quality assurance processes and will ensure the requirements of EDEXCELs procedures are followed.

Objectives:

- To ensure consistency, transparency, reliability and validity of assessment processes, ensuring that standards and specifications are implemented/achieved.
- To give quality assurance in assessment processes by establishing quality control mechanisms for assessment through a system of sampling, and internal verification, as appropriate to the programme.
- To identify the staff development issues concerned with assessment processes the appraisal, observation and mentoring.

Range / Scope:

- The range of the policy covers all BTEC programmes delivered by the Academy Trust.

Assessment:

- Assessment processes will aim to promote learning and achievement of all learners from entry, through to on-programme and achievement.
- The assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient and authentic and that judgement of evidence is valid and reliable.

Role of the Teacher:

- The role of the teacher/assessor is to-
- Ensure that all learners are fully briefed on assessment methods and procedures including student appeals procedure.

- Involve learners in the assessment planning process and agreement of assessment occasions.
- Provide constructive feedback to learners on assessments (conveying levels of achievement using Edexcel criteria and grading) discuss targets and areas for development on an individual basis.
- Adhere to Edexcel's assessment specification in the judgement of evidence towards an award.
- Record outcomes of assessment on appropriate documentation.

Internal Verification:

- The internal verifier is at the heart of the quality assurance in all programmes. The role in terms of managing assessment is that it consistently meets national standards.
- IVs will have the knowledge relevant to their vocational area/level for which they are responsible, to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- IV will be carried out by using the national standards which entails:
- Carrying out and evaluating internal verification assessment and quality assurance systems
- Supporting assessors
- Monitoring the quality of assessor's performance
- Meeting external quality assurance requirements

Implementing Internal Verification:

- Provision will be made between subject areas to share 'best practice' and areas of concern. Typically this will be achieved through meetings of internal verifiers, standardisation meetings and team meetings.
- Additional advice for assessors will be devised by individual teams and shared as best practice.
- IV's will meet with assessors regularly (at least every half term). These meetings will concern themselves with resolving issues of interpretation, validity, sufficiency and reliability of evidence. Information from these meetings will be documented and will provide a focus of review and refinement of assessor practice and IV.
- Internal verifiers will collate reports on assessment, accreditation and the use of the student appeals procedures, as well as passing copies of External Verification / Quality Assurance reports on a regular basis to the quality nominee.

Appeals by Candidates

- EBN Academy Trust should provide fair assessments. If you think an assessment is unfair you can appeal. We have a special appeals procedure which includes -
 - a) A formal system of recording appeals
 - b) Prompt responses within clearly stated times
 - c) Stages that give all parties the opportunity to put forward their case
 - d) Clear outcomes at each stage
 - e) Constructive feedback to you, the candidate

The Appeals Procedure has Three Stages:-

Stage One – Assessor and Candidates – 5 Working Days

If you disagree with an assessment you must discuss your reasons with the assessor concerned as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with the assessor.

The assessor will consider your reasons and look again at what you did for your assessment. He or she must then give you an immediate response, which must be:

- a) a clear explanation backed up in writing of the assessment decision and
- b) a new decision or confirmation of the original decision

If you agree with the assessor's response then the appeal stops at this point.

You must tell the assessor if you are still unhappy with the decision, and your appeal will go to stage 2.

Stage Two – Internal Verifier – 5 Working Days

If you are still dissatisfied after Stage 1, the assessor will give the Internal Verifier the following information within 24 hours of the appeal reaching Stage 2:

- a) the original assessment record and candidate's evidence where appropriate
- b) the written explanation and confirmation of the assessment decision

The Internal Verifier will reconsider the assessment decision taking into account the following:

- a) The candidate's reason for appeal
- b) The candidate's evidence and associated records
- c) The assessor's reason for the decision
- d) The opinion of another assessor from the centre

The Internal Verifier will give you the reconsidered decision in writing within 5 working days of receiving the appeal.

You must tell the Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then go to Stage 3.

Stage 3 – Senior Management – 5 Working Days

If you are still dissatisfied with the decision after Stage 2 you have the right to appeal to senior management within 24 hours of reaching Stage 3.

- a) The written explanation and confirmation of the assessment decision
- b) Assessment record sheets (s)
- c) Any written comments from the Internal Verifier

You will be asked if you wish to speak to the senior managers, or you may be represented or accompanied by a parent, guardian or friend or make a written submission. The assessor who made the original decision will be asked to meet the senior managers to answer any questions.

The matter will be discussed in private at senior management level and the decision will be given to you in writing with 5 working days of the meeting. At the same time the decision will also be given to the assessor, recorded and kept with all documents relating to the appeal.

These records should be retained and made available to Edexcel if necessary. Edexcel is not part of the Appeals procedure; this is an internal issue for a centre.

The decision made at Stage 3 is FINAL

Candidates Signature:

Teacher's Signature:

Senior Manager's Signature:

Principal's Signature:

Late Work Policy

Academies must NOT be influenced by the late submission of work, unless the assessment and grading criteria require evidence of:

- Meeting agreed timelines
- The ability to plan/organise time effectively
- The ability to work to industrial/commercial practices that include implicit timelines

Academies may provide learners with interim formative assessment stages and feedback from the assessor should allow the learners the opportunity to improve their performance. At a stated time, the summative assessment of the learner's work needs to take place and this is when formative assessment stops. An Academy must make clear to the learners the different stages of assessment and the dates(s) for the completion and submission of work for summative assessment. Academies can use the student handbook to communicate to learners the consequences of not meeting deadlines for summative assessment.

Academies can devise deterrents to encourage learners to submit work in on time but this must not include downgrading late work. Edexcel does not support one deterrent over another; Academies know their learners and which tactic to adopt with the occasional late submission of work and the repeated offence of missed submission dates. It is important that Academies must communicate effectively and clearly achievable deadlines to their learners and any repercussions if work is submitted in late. The following deterrents are examples and are used at the discretion of the Academy:

- Feedback from the assessor to the learner on the learner's late work is delayed
- The late work for the unit is not marked

The consequence of not marking late work will depend on the BTEC qualification and if compensation is part of the calculation of the overall qualification grade.

Policy on Assessment and Grading: Application of Criteria

As can be seen from the above document late work cannot be dismissed, however, the students have to realise that deadlines are essential so please follow the guidelines:

- Set clear deadlines for formative and summative assessment
- Give clear feedback
- If work is late, please consider contacting parents
- Mark the work but do not return for improvement if the final deadline is passed
- Share the tracking with the whole class
- Build in 'buffer-zones' in the year plan to allow for some catch-up sessions