



BRANNEL SCHOOL

**BTEC
ASSESSMENT
POLICY**

Written by: Mrs M Harris September 2015

Reviewed: October 2017

Next review Due: September 2018

Aims

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

In order to do this, the 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 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 as required by the awarding organisation
- monitor standards verification 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.

Guidance for staff delivering programmes

- Work should be handed in at the deadline set for the assignment and the assessor undertakes summative assessment at the agreed date on the IV schedule
- Summative assessment and feedback should be recorded on the assessment record. It should inform the learner of successful learning.
- A sample of learners work should be taken for the purpose of internal verification of assessment. Assessment decisions are reviewed by IV and the date of completion recorded on the IV departmental schedule. The IV completes the assessment IV form and if IV confirms the decision of the assessment by the assessor then formative assessment is given back to the learner.
- If IV disagrees with the decision made by the assessor then feedback should be given via the IV form and remedial action should be taken by the assessor and then rechecked by the IV before final summative assessment decision can be given to the learner.
- All completed IV forms should be stored in the departmental IV file.