Assessment Policy 2026 - 2027

Purpose/scope

- That assessment of BTEC programmes is to the required standard
- That there is equal and fair access to assessment for all learners
- To ensure that learners are given realistic targets and informed of their progress
- That achievement is accurately recorded and tracked
- To ensure that assessment leads to accurate and valid certification claims.
- To ensure a regular cycle of review of BTEC qualifications and resources that promote improvements.

Definitions/terminology

- Assessor: the person responsible for making decisions about whether learners' work achieves the standard required for certification
- Assessment: the definitive assessment decision of the learner's achievement and must be to the required standards. This assessment contributes to achievement and informs a unit grade (where applicable)
- Resubmission: Allowing learners to provide improved evidence. Please note there are different rules for allowing resubmission at different levels and different qualification frameworks.
- Standardisation: a method of comparison that enables centre assessors to review the consistency and accuracy of their assessment decisions with those of other assessors
- Learning aims/outcomes: what the learner should know, understand or be able to do as a result of completing the unit
- Unit content: the unit content gives you the information to devise and plan the programme of learning needed for the learning outcomes to be achieved:
  - All elements of the unit content must be taught, except for anything preceded

by 'e.g.' which is merely an example of what can be selected to teach

- For assessment, a learner is not required to provide evidence for all of the unit content
- To achieve the unit, learners are required to provide sufficient evidence to address the assessment and grading criteria
- Assessment guidance is given in each unit to support the achievement of individual grading criteria

- Unit grading grid: each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one. Please note the big difference in how to award grades between levels.

Responsibilities

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria
- Assessor: responsible for carrying out assessment to the required standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement
- Internal verifier: a member of staff able to verify assessor decisions and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action
- Lead Internal Verifier: The Lead Internal Verifier must agree and sign off assessment and internal verification plans. For Levels 2-3 only; the Lead Internal Verifier will play an important role in authorising resubmissions and retakes.

Procedures

- Learner induction: should inform learners about how assessment works. Learners must also be informed about how their progress will be monitored. Reference should be made to the qualification specification, assessment deadlines, the need for authentic work, and how the learner can make an appeal against an assessment decision
- Assignment design: should have a practical vocational focus and reference the grading

criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates should be planned and monitored during delivery of the programme

- Assessment Plan: At the start of the programme the assessment plan needs to be agreed and signed off by the Lead Internal Verifier. The assessment plan is an important document which is required for standards verification. At the start of the Standards Verification process, the Standards Verifier will request a copy. The plan should include:
  - A list of all Assessors and the units they are assessing
  - A list of all Internal Verifiers and when Internal Verification will take place
  - Confirmation of the learners registered on the programme
- Assessment of learner work: should be to the published unit assessment and grading criteria only. Capping or limiting of learner grades is not allowed if work is submitted late and accepted for assessment.
- Tracking assessment: a secure audit trail must be maintained. It should record assessment decisions; internal verification documentation for assignments and learner work; learners' achievement both at unit level and at qualification level. These records will be held securely for 3 years after certification
- Certification claims: need to be based on accurate, audited records.
- Annual Review: of BTEC Qualifications including assessments and resources at centre.

Policy aim:

- 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 the required standard
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure a regular cycle of review of BTEC qualifications and resources that promote improvements.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are relevant and 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 Pearson
- 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.
- Ensure a regular cycle of annual evaluation and review of BTEC provision should focus on achievement and address delivery, assessment and operational issues and promote improvements that will have a positive impact on the learner experience.

This policy will be reviewed every 12 months by the Business Manager.