

Vocational courses Assessment Policy



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Aim:

- (a) To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- (b) To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- (c) 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.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- 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.
- Annually provide samples for National Standards Sampling as required by the awarding Body or for visits (CTEC/ BTEC/Other)
- Monitor SV reports/CTEC Feedback visits and undertake any remedial action required.
- Share good assessment practice between all BTEC/CTEC/Other programme teams.
- Ensure that vocational assessment methodology and the role of the assessor are understood by all vocational staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

All vocational courses adhere to the JCQ and exam board specifications through curriculum planning meetings, course design workshops and liaisons with the exam board. All Vocational courses complete either standards verification or yearly visits which monitor our accuracy of assessment and procedures. Vocational courses have the same requirements for A Levels and other qualifications in terms of student appeals and reasonable adjustments which all courses adhere to.

The following sections expand on the published materials from CTEC (Cambridge Technical) and BTEC (Pearson) with regards to fair and accurate assessments. All extracts can be found on the CTEC and BTEC website pages.

Section 1: Assessment planning

The vocational assessors will decide when the learner is suitably prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment.

Before commencing an assessment, the vocational assessor should take care to ensure each learner understands:

- The assessment requirements
- The nature of the evidence they need to produce
- The importance of time management and meeting deadlines.

All courses have evidence of planning using the college course planner. These include the relevant information to prepare and inform learners of assessments.

For example: BTEC Planning requirements

A BTEC qualification is comprised of individual units that cover specific topics. Both a unit-by unit approach and an integrated approach to delivery are valid and appropriate methods. However, what should be avoided is 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. Tasks are expected to be written to allow opportunities for the full achievement of Pass, Merit and Distinction criteria.

If deciding to deliver through an integrated approach, it is important, to map the assessment of evidence against unit criteria across units and maintain accurate records of learner achievement.

It is also important to consider the published guidance in the unit specification as = for each unit so that a coherent programme of study can be ensured. For example, core units often provide a foundation of knowledge for other units.

The assessment plan is a working document. 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 and the opportunity for resubmission*

For programmes where units are successfully integrated, a suitable assessment plan should provide the appropriate assessment criteria.

Section 2: Assessing Unit Content

Submission of learner work

All learners will be made clear of plagiarism and assessment requirements. For example learners will complete an authenticity statement for all submission

CTEC

The work you submit for assessment must be your own.

You must not copy the work of another candidate or allow another candidate to copy your work. This would be cheating and is a breach of the exam regulations.

If you use (or copy) any text or images from books, magazines or any other printed materials or from the internet in your work you must acknowledge it by referencing where it came from*. This means you must say where the text and/or image is from and who the author is. If you do not reference the work of other people it is plagiarism.

If you breach the exam regulations in any way including plagiarising the work of other people there may be penalties imposed on you, which could result in you being disqualified and not receiving any results for this qualification. Breaching the exam regulations might also include disqualification from other OCR qualifications

Signed by the learner

<https://www.ocr.org.uk/Images/261146-candidate-authentication-statement-for-ocr-cambridge-technicals.pdf>

(BTEC)

Professional judgement will always be required but the following principles apply to all BTEC programmes:

- It is not a requirement that all of the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification
- A centre is expected to deliver (i.e. 'teach') the unit content fully. You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.
- A learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully achieve the unit.

Submission of evidence procedure:

Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

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.

(CTEC)

Candidates' evidence is then assessed by the centre's assessor(s) against the learning outcomes and assessment criteria. An assessor may be a candidate's tutor/teacher or another person accountable to the centre for the assessment of evidence.

Centres should ensure candidates have regular planned contact with their tutor/teacher and/or assessor to enable cumulative assessment, feedback and review of progress.

Accurate and effective records of assessment decisions must be kept by the centre.

Section 2 (continued): Review of marking- responsibility to the learners

Itchen Sixth Form College delivers and assesses learner work in accordance with the JCQ regulations.

The JCQ and its awarding body members (AQA, OCR, Pearson and WJEC) wish to remind centres that candidates must now be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

Centres must plan to complete the following activities ahead of the awarding bodies' published deadlines for the submission of marks.

The centre must:

- *inform each candidate with an entry for centre assessed work of the mark(s) awarded and advise them that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment†;*
- *having received a request for copies of materials, promptly make them available to the candidate;*

- *provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision;*
- *allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the candidate of the outcome, all before the awarding body's deadline;*
- *ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review‡;*
- *instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;*
- *inform the candidate promptly in writing of the outcome of the review of the centre's marking.*

†These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

‡This may be a third party, provided that they meet the conditions defined above.

Section 3: Resubmission of evidence

(BTEC)

Because every assignment contributes towards the final qualification grade, learners may be eligible for one resubmission of evidence for each assignment submitted.

Your Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Section 4: Retake procedure

(BTEC)

Conditions for retaking a new assignment

If a learner has met all of the conditions listed above in the opportunity for resubmission, but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.

- The assessor must agree and record a clear deadline before the learner starts a retake.
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.

The assessor cannot award a merit or distinction grade for a retake.

The learner will not be allowed any further resubmissions or retakes.

Standards Verifiers will require you to include evidence of any retakes in sampling.

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Section 5: Assessment feedback procedure

(BTEC)

Following Assessment

On the assessment record, you should give clear feedback on:

The criteria the learner achieved (explaining the assessor's decisions) the criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

Which assessment criteria the learner has achieved and what the learner has done well.

Which assessment criteria the learner has not achieved and what was missing.

Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief)

General behaviour and conduct, approach, grammar etc.

Equality impact and monitoring the policy and procedure

In monitoring the impact of this policy and procedure, the College will have due regard to its Equality and Diversity Policy and its single Equality Duty. It will consider any concerns raised or complaints received, based on student and staff data, feedback, surveys and/or professional judgement. If you have a question or a suggestion to improve the policy, please contact the Assistant Principal.