1. Introduction

2. In this section ... Rules and feedback refresher

3. In this section ... Theory into practice

4. Support – Contact us

In this Subject Guide

**Refresh:** run through each area of the framework and the Feedback Stages summary.

**Explain:** give advice and guidance at a unit level on how the rules work in practice.

**Exemplify:** provide subject-specific examples of assignments, recording and giving feedback, and post-results support, so you can see in practice how this new framework will support you, your learners and their progression.
Geoff Harvey, Head of Vocational Assessment at Pearson, introduces the Subject Guide to Internal Assessment for Engineering for BTEC Firsts and Nationals teaching teams.

We’re introducing a new framework to support you in delivering high quality internal assessment for all learners registered on a BTEC Firsts or Nationals programme from 1 September 2014*.

Guide to BTEC Internal Assessment
The Guide to Internal Assessment for BTEC Firsts and Nationals explains more about the new framework and gives advice on how to give high quality feedback to support learner progression.

We recommend you have the Guide available to refer to when you’re using the Subject Guides.

Introducing ... Subject Guides
You told us you needed more examples of what the new rules framework looks like in practice for your subject areas and sectors.

So we’ve created a series of Subject Guides which contain a:

• quick refresher on the rules framework and learner feedback stages

• Theory into Practice section containing unit-level guidance and some examples of Assessment Plans, Assignment Briefs, Observation Records and Assessment Records, showing what learner feedback you can give at each stage.

For centres outside the UK
Some of the examples in this Subject Guide relate to next generation BTEC Firsts (NQF) which are not available outside the UK. However, the principles we’ve outlined here do represent best practice, and we recommend that you follow them.

*The new assessment rules only apply to new learner registrations for courses starting from 1 September 2014. This means that all BTEC First and National learners who are already part-way through their programme on 1 September 2014 will complete their course following the assessment rules and methodology which applied when they started their BTEC course of study. See page 3 of the main Guide for more information about “top ups”.

www.btec.co.uk/keydocuments
In this section

Refresher

In this section you’ll find:

Quick refresher on the Rules for Internal Assessment for BTEC Firsts and Nationals which you can find explained in full in the Guide to Internal Assessment for BTEC Firsts and Nationals.

Feedback Stages summary – at-a-glance guidance on what kind of feedback you can give your learners to support progression:

- during teaching and learning
- during an assessment
- post-results.
# Internal assessment and feedback for BTEC Firsts and Nationals

## 1. Taking an assessment

Once the learner is ready to take an assessment, they must work independently.

**What feedback can I give at this stage?**

- Give feedback and support around knowledge, understanding and skills.
- Supervise learners if they are undertaking any assignment work in class.

Before the learner submits their evidence for assessment, your feedback must stop short of:

- providing specific assessment feedback on how the evidence meets the assessment criteria
- confirming achievement of specific assessment criteria or grades.

## 2. Submission of evidence and assessment

Each learner is allowed one submission of their evidence for each assessment – see also resubmission.

**What feedback can I give at this stage?**

- Formally record the assessment result and confirm achievement against specific assessment criteria (each criterion is assessed once only).
- Confirm the evidence submitted is authentically the learner’s own work (they need to sign and date a declaration to this effect when they submit).
- Confirm the assessment criteria the learner has and has not achieved (explaining the reasons for the assessor’s decision).

Your feedback must stop short of:

- providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. you cannot provide a list of specific actions the learner needs to take to achieve a higher grade if they are allowed an opportunity to resubmit.

## 3. Resubmission of evidence

The Lead Internal Verifier may authorise one opportunity to resubmit evidence for each assignment.

**When can the Lead Internal Verifier authorise a resubmission?**

- If the learner has met all the initial deadlines or agreed extensions.
- The teacher or tutor judges the learner will be able to provide improved evidence without further specific guidance.
- The assessor has confirmed the evidence originally submitted was authentically the learner’s own work.

**How does a resubmission work?**

- Record evidence of the Lead Internal Verifier’s decision on the assessment form.
- Set a resubmission deadline within 10 working days of the learner receiving the original assessment decision (within the same academic year, within term time).
- Stop short of giving the learner any further specific guidance or coaching on how to improve their grade.

Your Standards Verifier will need to see evidence of the resubmission decision and that the resubmitted evidence is authentically the learner’s own work.

## 4. Retakes

- Retakes are available to learners studying BTEC on the QCF.
- Retakes are not available to learners studying BTEC on the NQF.

**When can the Lead Internal Verifier authorise a retake?**

- If the learner has met all the conditions for resubmission of evidence and the Lead Internal Verifier believes it is appropriate and fair to do so.

**How does a retake work?**

- Set a new task or assignment targeted only at the pass criteria not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a retake.
- Same procedures for submission and authentication of evidence.
- Standards Verifiers will need to see evidence of retakes in sampling.
- No further submissions or retakes are allowed.
1. Teaching and learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Your feedback could include, for example:

- Identifying **areas for learner progression**, including stretch and challenge.
- Explaining clearly **how BTEC assessment works** and what learners need to do to achieve a Pass, Merit or Distinction.
- Setting “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment.
- Feedback on how to **improve** knowledge, skills, understanding, behaviour, approach, grammar etc.

2. During assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.

Your feedback could include, for example:

- Guidance on how to approach the **knowledge and skills** requirements.
- Guidance on **appropriate behaviour and approach**, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting and clarification of what the Assignment Brief requires.

3. 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 etc)
- **General behaviour** and conduct, approach, grammar etc.
In this section

Theory into practice ...

In this section you’ll find:

practical advice and guidance at a unit level, explaining how to approach giving learner feedback and support during assessment

best practice examples for recording assessment decisions and giving feedback, using filled-in examples of an:

- Assessment Plan
- Observation Record
- Assignment Brief
- Assessment Record
What is an Assessment Plan?
Your Assessment Plan is an essential planning and support tool to help you be confident that:

• your assignments and deadlines are planned effectively throughout the programme

• you have covered everything your learners need to learn in your BTEC programme, so each assessment criterion is assessed once during the programme.

How does that help me?
Your plan will give the BTEC programme team – and your learners - confidence that:

• you have planned enough curriculum time to cover all the units in your chosen programme

• your teaching and assessment team (teachers, assessors and internal verifiers) is in place and can plan their time effectively

• you have covered all the criteria for which your learners need to provide evidence for assessment

• you can ensure your assessments are at the right time for your learners.

What’s in an Assessment Plan?
The Assessment Plan must include:

• your assessment and internal verification team for your programme

• coverage of all the criteria against which you will be assessing your learners

• assignment hand-out and hand-in dates

• dates for:
  • submission
  • internal verification
  • opportunities for resubmission.
Theory into practice

Assessment Plan

Who else uses the Assessment Plan?

Your Lead Internal Verifier needs to sign off your Assessment Plan at the start of the programme to make sure there’s an expert second pair of eyes to check you’ve covered everything and the plan is fit for purpose.

Your Standards Verifier will also need your Assessment Plan at the start of the standards verification process so they can agree with you the most appropriate time to select the sample.

What if my Assessment Plan changes?

We realise that plans change and you need to be flexible to meet the evolving needs and demands of your teaching and assessment team and your learners.

If you make significant changes in your plan, you will need to record them to make sure:

- you are still **confident you have the right resources in place** to support your programme
- your Standards Verifier can **sample your assessment decisions at the right time**.

Assessment plan: best practice examples

On the next couple of pages, we’ve created example Assessment Plans which address many of the questions you ask us about how to make the Assessment Plan useful and effective.

There are two plans:

- **“Not acceptable”**: a sample Assessment Plan including many of the problems you’ve told us you encounter, with callouts identifying the issues.

- **“Acceptable”**: the same sample Assessment Plan with the problems resolved, including callouts explaining why this is more effective.
### Example Assessment Plan: Not Acceptable

<table>
<thead>
<tr>
<th>Programme Number &amp; Title</th>
<th>BTEC Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No &amp; Title</td>
<td>Assignment No &amp; Title</td>
</tr>
<tr>
<td>*************************</td>
<td>*************************</td>
</tr>
<tr>
<td><strong>Unit 1:</strong> The Engineering World</td>
<td>External Assessment</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Health and Safety in Engineering</td>
<td>Assignment 1: Preparing for and Carrying Out an Engineering Activity</td>
</tr>
</tbody>
</table>

* Lead Internal Verifier must authorise any resubmissions

- The full title of the programme is required e.g. First Award, Certificate, etc.
- A formative feedback date is no longer required.
- IV date is far too late after assessment.
- You cannot target criteria more than once.
- Resubmission dates too vague and not within 10 working days. No IV date for resubmissions.
- 10 working days rule is not identified for resubmissions.
## Example Assessment Plan: Acceptable

### Programme Number & Title: BTEC First Award in Engineering

<table>
<thead>
<tr>
<th>Unit No &amp; Title</th>
<th>Assignment No &amp; Title</th>
<th>Learning Aim</th>
<th>Assessment Criteria</th>
<th>Hand Out Date</th>
<th>Hand In Date</th>
<th>Assessment Date</th>
<th>IV Sampling Date</th>
<th>Resubmission Date</th>
<th>Assessor Name</th>
<th>IV Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> The Engineering World</td>
<td>External Assessment</td>
<td>ABC</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>April 2014</td>
<td>n/a</td>
<td>n/a</td>
<td>D Tennant</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Investigating an Engineering Product</td>
<td>Assignment 1: Product Performance</td>
<td>A</td>
<td>1A, 1A, 2A, P1, 2A, M1</td>
<td>21 Apr 14</td>
<td>23 May 14</td>
<td>23 May 14</td>
<td>30 May 14</td>
<td>9 Jun 14</td>
<td>16 Jun 14</td>
<td>D Tennant</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Investigating an Engineering Product</td>
<td>Assignment 2: Materials and Components</td>
<td>A, B, C</td>
<td>1B, 2B, P2, 2B, M2, 2B, D1</td>
<td>21 Apr 14</td>
<td>23 May 14</td>
<td>23 May 14</td>
<td>30 May 14</td>
<td>9 Jun 14</td>
<td>16 Jun 14</td>
<td>D Tennant</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Investigating an Engineering Product</td>
<td>Assignment 3: Manufacturing Processes</td>
<td>C</td>
<td>1C, 3C, 2C, P3, 2C, M3, 2C, D2</td>
<td>7 Oct 14</td>
<td>21 Nov 14</td>
<td>21 Nov 14</td>
<td>28 Nov 14</td>
<td>5 Dec 14</td>
<td>12 Dec 14</td>
<td>J Musson</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Investigating an Engineering Product</td>
<td>Assignment 4: Quality</td>
<td>B</td>
<td>1B4, 1B5, 2B4, 2B, P5, 2B, M3, 2B, M4, 2B, D2</td>
<td>7 Dec 14</td>
<td>10 Jan 15</td>
<td>7 Jan 15</td>
<td>23 Jan 15</td>
<td>5 Feb 15</td>
<td>13 Feb 15</td>
<td>J Musson</td>
</tr>
</tbody>
</table>

### Year 2

| Unit 3: Health and Safety in Engineering | Assignment 1: Accident Emergency Procedures and Workplace Roles and Responsibilities | A | 1A, 1A, 2A, P1, 2A, P2, 2A, M1, 2A, M2, 2A, D | 27 Jan 15 | 10 Mar 15 | 10 Mar 15 | 17 Mar 15 | 31 Mar 15 | 7 Apr 15 | D Tennant | J Musson |

**Lead Internal Verifier Signature:**

Name: John Musson  
Date: 15 Sep 13

*Lead Internal Verifier must authorise any resubmissions. The learner must meet the initial deadline (or an agreed extension deadline) and authenticate their work. The resubmission date must be within 10 working days of the learner receiving the results of assessment.*
Assignment Briefs

What are Assignment Briefs?
Assignments are designed to:

- **develop** a learner’s **knowledge, skills and understanding** in a defined area of study

- **measure evidence** of their learning against:
  - **learning aims** what the learners needs to know, understand and do
  - **assessment criteria** the grade level at which the learner can achieve each learning aim.

What are Authorised Assignment Briefs?
We have produced a range of Authorised Assignment Briefs which you can:

- use ‘off the shelf’
- **edit** and **adapt** to suit your individual programme and local needs.

Authorised Assignment Briefs are available for most core units.
You can **download** copies of the Authorised Assignment Briefs for your qualification from the website at [www.btec.co.uk/2012](http://www.btec.co.uk/2012).
Authorised Assignment Briefs are also available in myBTEC – learn more about myBTEC.

Learn more about Assignment Briefs in our *Guide to Writing Assignments for the BTEC Teaching Team.*

Assignment Brief: best practice examples

On the next couple of pages, we’ve created examples of Assignment Briefs which address many of the questions you ask us about how to write effective assignments.

There are two briefs:

⚠️ **“Not acceptable”:** a sample Assignment Brief including many of the problems you’ve told us you encounter, with callouts identifying the issues.

✔️ **“Acceptable”:** the same sample Assignment Brief with the problems resolved, including callouts explaining why this is more effective.
## Example Assignment Brief: Not Acceptable

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>2: Materials Used in an Engineered Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>Dianne Tennant</td>
</tr>
<tr>
<td>Date issued</td>
<td>Sept 5th 2014</td>
</tr>
<tr>
<td>Hand in Date</td>
<td>October 6th 2014</td>
</tr>
<tr>
<td>Resubmission Hand in Date</td>
<td>December 4th 2014</td>
</tr>
<tr>
<td>Retake Hand in Date</td>
<td>If you are not successful you will be able to retake this assignment in May.</td>
</tr>
<tr>
<td>Duration (approx)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Qualification suite covered</td>
<td>BTec Level 1/Level 2 First Award in Engineering</td>
</tr>
<tr>
<td>Units covered</td>
<td>Unit2: Investigating an Engineered Product</td>
</tr>
<tr>
<td>Learning aims covered</td>
<td>Learning aim B: Understand the selection of specific materials for use in the components that make up an engineered product</td>
</tr>
</tbody>
</table>

### Scenario

The manager of the local engineering company you are working for has asked you to develop your investigation of the engineered product you looked at in Assignment 1 (Technical Specification Criteria for an Engineered Product) by disassembling it. He has asked you to discuss the materials used in its component parts, describing properties and qualities, environmental impact and possible alternative materials.

The product you select must have a minimum of two components.

**[Or]**

The product you have been provided with has a minimum of two different components.

### Task 1 [pass]

**Selection, use and impact of different materials in an engineered product**

You should check with your teacher when finishing each section to ensure you have your work in line with your target grade. If you are a Pass student just do Task 1. A Merit student should attempt tasks 1 and 2. A Distinction student should attempt all three tasks.

If you achieve below your target grade you will be required to attend Mrs Parson's after-school catch-up sessions until you have completed work which matches your target grade.

Disassemble the engineered product you have been given and then produce a written report that contains the following:

- A brief description of two components in the product
- The name, properties and qualities of the materials the two components are made from

### Task 2 [merit]

- Environmental impact details for the materials used, including extraction/processing and disposal after their useful lifespan

---

**NQF assignment briefs should not use a 'task per criterion' approach.**

**All learners should have the opportunity to provide evidence across all the grades. Learners may have one resubmission only.**

**Specific assessment feedback cannot be given until work is submitted for assessment.**

*Retakes are not available on the NQF. Even for QCF, any retake requires a new assignment - to pass only - and must be signed off by the Lead IV.*

This date is right at the start of term. Has enough time been allowed for teaching and learning prior to assessment?

This date is too late after hand in. Either the resubmission date is more than 10 days after the learners receive their results, or the gap between hand in and learners receiving results is too long.
# Engineering example Assignment Brief: Not Acceptable

**page 2**

<table>
<thead>
<tr>
<th>Task 3 [distinction]</th>
<th>Evidence you must produce for this task</th>
</tr>
</thead>
</table>
| ● Alternative materials that could be used | Written report (one side of A3)
You may find it helpful to take photographs of the two components which you can then label and annotate/refer to in your report.
Table in the leaflet [merit students only]
Leaflet summary [distinction students only] |

All learners should have the opportunity to provide evidence across the grades.

<table>
<thead>
<tr>
<th>Criteria covered by this task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the criteria you must show that you are able to:</td>
</tr>
<tr>
<td>Describe the engineering properties, qualities and environmental impact of materials in two components of an engineered product and suggest alternatives.</td>
</tr>
<tr>
<td>Compare and contrast the materials used in two components of an engineered product with reference to engineering properties, qualities, environmental impact and alternatives.</td>
</tr>
<tr>
<td>Evaluate the fitness for purpose of materials used in two components of an engineered product in relation to possible alternative materials making reference to properties, qualities, environmental impact and alternatives.</td>
</tr>
</tbody>
</table>

**Sources of Information**

- **Your Teacher** — remember to keep checking that your work during your assessment to make sure the work you have done is meeting the assessment criteria.

**Textbooks**


**Websites**

- [http://science.howstuffworks.com/plastic](http://science.howstuffworks.com/plastic)
- [http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials](http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials)
- [http://www.chemguide.co.uk/inorganic/extraction/iron.html](http://www.chemguide.co.uk/inorganic/extraction/iron.html)
- [http://www.technologystudent.com](http://www.technologystudent.com)

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify materials used in two component parts of an engineered product, stating engineering properties for each.</td>
<td>2</td>
<td>1B.2</td>
</tr>
</tbody>
</table>
Example Assignment Brief: Acceptable

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>2: Materials Used in an Engineered Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>Diane Tennant</td>
</tr>
<tr>
<td>Date issued</td>
<td>9th October 2014</td>
</tr>
<tr>
<td>Interim Deadline</td>
<td>21st November 2014</td>
</tr>
<tr>
<td>Final deadline</td>
<td>21st November 2014</td>
</tr>
<tr>
<td>Duration (approx)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Qualification suite covered</td>
<td>BTEC Level 1/Level 2 First Award in Engineering</td>
</tr>
<tr>
<td>Units covered</td>
<td>Unit 2: Investigating an Engineered Product</td>
</tr>
<tr>
<td>Learning aims covered</td>
<td>Learning aim B: Understand the selection of specific materials for use in the components that make up an engineered product</td>
</tr>
</tbody>
</table>

Scenario

The manager of the local engineering company you are working for has asked you to develop your investigation of the engineered product you looked at in Assignment 1 (Technical Specification Criteria for an Engineered Product) by disassembling it. He has asked you to discuss the materials used in its component parts, describing properties and qualities, environmental impact and possible alternative materials.

The product you select must have a minimum of two components.
[Or]
The product you have been provided with has a minimum of two different components.
[delete as appropriate]

Task 1

Selection, use and impact of different materials in an engineered product

Disassemble the engineered product you have been given/selected [delete as appropriate] and then produce a written report that contains the following information:
- A brief description of two components in the product
- The name, properties and qualities of the materials the two components are made from
- Environmental impact details for the materials used, including extraction/processing and disposal after their useful lifespan
- Alternative materials that could be used

Written report (one side of A3)
You may find it helpful to take photographs of the two components which you can then label and annotate/refer to in your report.
Engineering Example Assignment Brief:

Acceptable

Page 2

Criteria covered by this task:

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the engineering properties, qualities and environmental impact of materials in two components of an engineered product and suggest alternatives.</td>
<td>2</td>
<td>2B.P2</td>
</tr>
<tr>
<td>Compare and contrast the materials used in two components in an engineered product with reference to engineering properties, qualities, environmental impact and alternatives.</td>
<td>2</td>
<td>2B.M2</td>
</tr>
<tr>
<td>Evaluate the fitness for purpose of materials used in two components of an engineered product in relation to possible alternative materials making reference to properties, qualities, environmental impact and alternatives</td>
<td>2</td>
<td>2B.D1</td>
</tr>
</tbody>
</table>

Sources of information

Textbooks


Websites

http://science.howstuffworks.com/plastic4
http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials
http://www.chemguide.co.uk/inorganic/extractionviron.html
http://www.technologystudent.com

Note to Assessors:

We’re committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

We would encourage you to use relevant resources for your local area such as local employers, newspapers and council websites.

A range of publications, from a number of publishers, is available to support delivery and training for all Edexcel and BTEC qualifications, so students and teachers can select those that best suit their needs.

Above are just some examples of textbooks. Further useful resources may be found at: www.edexcel.com/resources

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify materials used in two component parts of an engineered product, stating engineering properties for each.</td>
<td>2</td>
<td>1B.2</td>
</tr>
</tbody>
</table>
What is an Observation Record?

An assessor uses an Observation Record to provide a formal record of their observation of learner performance, for example:
• during presentations,
• practical activities.

What is a Witness Statement?

A Witness Statement is used by someone who isn’t the assessor (for example, an external expert or placement supervisor) to provide a written record of learner performance.

Are Observation Records and Witness Statements the same as an Assessment Record?

No – Observation Records and Witness Statements are sources of evidence which should be included when the learner submits their evidence for assessment.

They do not in themselves confer an assessment decision or allocate a final grade.

Observation Record – best practice examples

On the next couple of pages, we’ve created examples which address many of the questions you ask us about how to use Observation Records.

This example looks at how a tutor has given feedback to a learner using an Observation Record on a BTEC National Diploma in Construction & The Built Environment. The feedback relates to Unit 1: Health, Safety and Welfare in Construction and the Built Environment.

There are two example records:

“Not acceptable”: a sample Observation Record including many of the problems you’ve told us you encounter, with callouts identifying the issues.

“Acceptable”: the same sample Observation Record with the problems resolved, including callouts explaining why this is more effective.
Example Observation Record: Not Acceptable

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td>BTEC National Diploma in Construction &amp; The Built Environment</td>
</tr>
<tr>
<td>Unit number &amp; title:</td>
<td>Unit 1: Health, Safety and Welfare in Construction and the Built Environment</td>
</tr>
<tr>
<td>Description of activity undertaken</td>
<td>The group undertook a risk assessment of an onsite workshop and demonstrated reporting procedures.</td>
</tr>
</tbody>
</table>

Assessment criteria targeted

- P3 describe how to identify the hazards present in a given workplace situation, the people who may be at risk, and the possible consequences
- P4 describe the main principles and features of a typical risk assessment for a given workplace situation
- M2 carry out a typical risk assessment for a given workplace situation using a suitable format
- D1 justify the contents of a risk assessment, in terms of available control measures and what is ‘reasonably practicable’

How the activity covers the requirements of the assessment criteria

Don and Phil did the risk assessment, Loretta and Nancy wrote up the report and described the hazards. The group provided evidence to achieve P3, P4 and M2.

Criteria should not be confirmed as achieved.

The learner should sign and date the observation, confirming its accuracy, and use this as supporting evidence for their assignment submission.

This description of the group activity does not provide sufficient evidence for an assessor to make a decision for each of the learners.

<table>
<thead>
<tr>
<th>Learner name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner signature:</td>
<td>Date: March 25th 2014</td>
</tr>
<tr>
<td>Assessor name:</td>
<td>Diane Tennant</td>
</tr>
<tr>
<td>Assessor signature:</td>
<td>Date: March 25th 2014</td>
</tr>
</tbody>
</table>
### Example Observation Record: Acceptable

**Learner name:** Don Brown  
**Qualification:** BTEC National Diploma in Construction & The Built Environment  
**Unit number & title:** Unit 1: Health, Safety and Welfare in Construction and the Built Environment

#### Description of activity undertaken

Don undertook a risk assessment of an onsite workshop and demonstrated reporting procedures. This was followed by a presentation to the group, identifying the hazards present, outlining how he completed the risk assessment and provided justification for the judgements made.

#### Assessment criteria targeted

- P3 describe how to identify the hazards present in a given workplace situation, the people who may be at risk, and the possible consequences
- P4 describe the main principles and features of a typical risk assessment for a given workplace situation
- M2 carry out a typical risk assessment for a given workplace situation using a suitable format
- D1 justify the contents of a risk assessment, in terms of available control measures and what is 'reasonably practicable'

#### How the activity covers the requirements of the assessment criteria (this does not confirm achievement of assessment criteria or confer an assessment decision)

Don undertook the risk assessment with Phil; both of them identifying and discussing the hazards present and contributing to the completion of a risk assessment report each.

Afterwards, Don then presented his findings to the group, explaining step-by-step how he approached the risk assessment. He correctly referred to the HSE’s “Five Steps to Risk Assessment”. Don identified the people who may be at risk and the consequences and gave some reasons for his judgements, but this was fairly brief and didn’t provide full justification.

This observation should be submitted with the notes, full report and evaluation produced for the rest of Assignment 1.

| Learner name: | Don Brown |
| Learner signature: | Don Brown | Date: | March 25th 2014 |
| Assessor name: | Diane Tennant |
| Assessor signature: | Diane Tennant | Date: | March 25th 2014 |
Assessment Record

What is an Assessment Record?
The Assessment Record is the **only** place where the assessor formally records their assessment decisions against individual assessment criteria.

The assessor should:

- **give feedback** on the achievement of criteria to support learner progression
- **avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

Authenticating learner work

The Assessment Record also includes a declaration of authenticity for the assessor to sign, to ensure everyone is confident the evidence was genuinely the learner’s own work.

It’s important to keep the Assessment Record secure, although it should also remain accessible to the learner.

Assessment Record: best practice examples

On the next couple of pages, we’ve created example Assessment Records which address many of the questions you ask us about how to make the Assessment Record effective and be confident you are giving full and constructive feedback that supports learner progression.

There are two plans:

- **“Not acceptable”**: a sample Assessment Record including many of the problems you’ve told us you encounter, with callouts identifying the issues.
- **“Acceptable”**: the same sample Assessment Record with the problems resolved, including callouts explaining why this is more effective.
## Example Assessment Record: Not Acceptable

<table>
<thead>
<tr>
<th>Programme</th>
<th>Learner name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC First Award in Engineering</td>
<td>Don Brown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>Assessor name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Engineering Materials</td>
<td>Diane Tennant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit no. &amp; title</th>
<th>Target learning aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5: Engineering Materials</td>
<td>Learning aim B: Know about the supply and sustainable use of engineering materials and selection for an engineering product or activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue date</th>
<th>Submission deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th January 2014</td>
<td>9th February 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First submission / resubmission?</th>
<th>Date submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Submission</td>
<td>13th February 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resubmission authorisation by Lead Internal Verifier*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John Musson</td>
<td></td>
</tr>
</tbody>
</table>

* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:
  - The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
  - The tutor considers that the learner will be able to provide improved evidence without further guidance.
  - Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

**Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

### Target criteria

<table>
<thead>
<tr>
<th>Target criteria</th>
<th>Criteria achieved?</th>
<th>Assessment comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B.4</td>
<td>Yes</td>
<td>You successfully outlined the environmental impact.</td>
</tr>
<tr>
<td>1B.5</td>
<td>Yes</td>
<td>You successfully identified the forms of supply of materials.</td>
</tr>
<tr>
<td>2B.P4</td>
<td>Yes</td>
<td>You have successfully described the material used for an engineering product.</td>
</tr>
<tr>
<td>2B.P5</td>
<td>Yes</td>
<td>You have selected appropriate forms of supply of material.</td>
</tr>
<tr>
<td>2B.M2</td>
<td>No</td>
<td>You need to assess whether materials have been used sustainably, whether the best material has been used, can it be re-used and how difficult this would be. You haven’t looked into this in enough detail. You are not that far away from a higher grade, if you add some work on re-use and better material it will be enough.</td>
</tr>
<tr>
<td>2B.M3</td>
<td>No</td>
<td>Work not attempted. You need to look at the assignment brief and complete this work.</td>
</tr>
<tr>
<td>2B.D2</td>
<td>No</td>
<td>Work not attempted. You need to look at the assignment brief and complete this.</td>
</tr>
</tbody>
</table>

### General comments

You have produced a very clear account and a useful presentation is good. To get M1 and M2 you could produce a word document that supports your account, explaining more about material and how they can be supplied. Remember the work we did on the previous lesson – remember to change the names.

### Assessor declaration

I certify that the evidence submitted for this assignment is the learner’s own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

### Assessor signature

Diane Tennant
Date: 28.04.14

### Learner comments

I enjoyed learning about materials and how they can affect the environment.

### Learner signature

Don Brown
Date: 28.04.14
## Example Assessment Record: Acceptable

<table>
<thead>
<tr>
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<td>Unit 5: Engineering Materials</td>
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<tr>
<td><strong>Target learning aims</strong></td>
<td>Learning aim B: Know about the supply and sustainable use of engineering materials and selection for an engineering product or activity</td>
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<tr>
<td><strong>Issue date</strong></td>
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<tr>
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<tr>
<td><strong>Resubmission authorisation by Lead Internal Verifier</strong></td>
<td>John Musson</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>6th March 2014</td>
</tr>
</tbody>
</table>

*All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

**Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.**

### Target criteria

<table>
<thead>
<tr>
<th>Criteria achieved? (Yes / No)</th>
<th>Assessment comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B.P4 Yes</td>
<td>You have successfully described the material used for an engineering product</td>
</tr>
<tr>
<td>2B.P5 Yes</td>
<td>You have selected appropriate forms of supply of material.</td>
</tr>
<tr>
<td>2B.M2 No</td>
<td>You covered the requirements for the Pass criteria, but you haven’t sufficiently assessed whether the materials have been used sustainably.</td>
</tr>
<tr>
<td>2B.M3 No</td>
<td>Though you explained the supply of material, you have not justified the selection.</td>
</tr>
<tr>
<td>2B.D2 No</td>
<td>You have not provided sufficient in depth analyses of sustainability of engineering product, materials and forms of supply.</td>
</tr>
</tbody>
</table>

### General comments

Well done, Don. You have produced a very clear assignment and a useful presentation which successfully met the pass requirements. In future powerpoints, you may want to reduce the amount of text on each slide and bullet your main points. Your presentation to the class was clear, concise and made some very interesting points, showing a good basic understanding of the issues.

You have made it clear where your resources and information have come from. However, for future assignments you may want to consider using a range of resources and not just the class text book. At times you have used the wrong their, there or they’re, we will pick this up in your next one to one.

All in all this is a very good start for this unit. Keep up the good work!

### Assessor declaration

I certify that the evidence submitted for this assignment is the learner’s own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

**Assessor signature**

Diane Tennant

Date: 21.04.14

### Learner comments

I enjoyed the assignment and I am pleased with the feedback, I will work on my punctuation.

**Learner signature**

Don Brown

Date: 21.04.14

The learner has submitted their assignment on time. Therefore, the Lead IV may authorise a resubmission.

This is acceptable feedback, as it quotes directly from the assessment criteria. The assessor is not providing specific guidance on how to achieve the criterion, allowing the learner to work independently.

This feedback is acceptable and is not related to achievement of criteria. It is good practice to provide learners with general feedback that will help improve the quality of work for future assessments.
Contact us

You can also contact us directly if you need a more in-depth discussion about your individual needs.

UK centres

If you are in the UK, you can talk to your:

- **Subject Advisor** - for subject-specific advice and guidance
- **Curriculum Development Manager or Curriculum Support Consultant** - for general advice and guidance on curriculum and qualifications
- **Regional Quality Manager** - for advice and guidance on BTEC quality assurance.

Visit [www.btec.co.uk/support](http://www.btec.co.uk/support) for full contact details.

---

Middle East – China – India

The **International Quality Managers** will be able to give quality assurance advice to customers in:

- **Middle East**: Mohamed Kamel
  mohamed.kamel@pearson.com
- **Hong Kong or China**: Florence Chan
  florence.chan@pearson.com
- **Indian sub continent**: Saurabh Saxena
  saurabh.saxena@pearson.com

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Continental Europe – South Africa
South Asia – Latin America
Australasia

The **International Quality and Assessment Advisors** will be able to help customers in:

- **Europe**: Nicola Mortimer-Stokes
- **South Africa**: Colin Beeke
- **South Asia**: Stephen Moore
- **Latin America & Australasia**: Julie Hancock

Please contact Elizabeth Crofts, International Vocational Quality and Risk Manager ([elizabeth.crofts@pearson.com](mailto:elizabeth.crofts@pearson.com)) in the first instance. Elizabeth will put you in touch with the relevant International Quality and Assessment Advisor.

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Where can I find more information?

**BTEC Guides**

If you need any more help or information, you can refer to the **BTEC Centre Guide to Assessment: Entry Level to Level 3** at [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments).

**Your questions answered**

Our BTEC Quality Team has shared their most frequently asked questions around BTEC assessment. Go to our **Knowledge Base** service to ask your question – or talk to an expert in our Teaching Services team via [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

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www.btec.co.uk/keydocuments