

BTEC Centre Guide to Assessment (Level 4 to 7)

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Introduction

This guide is designed for **higher level BTEC programme teams** and provides essential guidance on planning and implementation of internal assessment. It replaces the Specialist Papers, which we previously published on a number of assessment topics.

The majority of BTEC units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your students and relates to local need. The way in which you deliver the programme must ensure that assessment is fair and consistent as defined by the requirements for national standards and that these standards are consistent over time.

To achieve this, it is important that as a centre you:

- make sure that there is a Programme Leader in place, who can support the whole programme team in understanding higher level assessment standards
- make full use of materials provided by us which define and exemplify assessment requirements such as specifications, published assignments, other support materials and guidance
- plan the assessment of units to fit with delivery – your plan should allow for the links between units, such as where one unit needs to build on another
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by your Programme Leader, when it will be taught and assessed, and how long it will take
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across Assessors, and is internally verified before use
- provide preparation and support for students before the start of the final assessment
- make careful and consistent assessment decisions based only on using the defined assessment criteria and unit requirements and the overarching approach to grading
- ensure that all student evidence submitted for assessment is valid and authentic
- validate and record assessment decisions carefully and completely
- work closely with us to ensure that your implementation, delivery and assessment are consistent with national standards.

Which qualifications does this guide cover?

This guide covers all BTEC qualifications from Level 4 to Level 7. This includes:

- BTEC Level 4/5 Higher Nationals
- BTEC Level 3/4 Foundation Diploma in Art & Design
- BTEC Level 4-7 Professional qualifications
- Knowledge-based components of BTEC Higher Apprenticeships – either Higher Nationals or Professional Qualifications identified in the higher apprenticeship framework.

Other essential guidance

BTEC qualification specification

The specification for each BTEC qualification is the document that Programme Leaders and teams must use as a first point of reference for all planning and assessment. Specifications are accompanied by important assessment and delivery guidance which provide instructions and advice for each unit in the qualification. Please note, in larger programmes with a significant number of units available, the units may be published as separate documents to the initial specification guidance. All BTEC specifications are freely available on the BTEC website: www.btec.co.uk

UK Vocational Quality Assurance Handbook

We use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support where it is needed in order to safeguard certification. It also allows us to recognise and support good practice. Every year we publish an updated **UK Vocational Quality Assurance Handbook** to explain our quality assurance processes for the coming academic year: www.btec.co.uk/keydocuments

Forms and templates

We publish a range of useful forms and templates for you to use in your centre: www.btec.co.uk/keydocuments. These forms are not mandatory, but using them will help to ensure that you are meeting requirements.

The forms and templates provided include:

- Internal verification of assignment briefs
- Assignment briefs
- Internal verification of assessment decisions
- Assessment tracking documents
- Tutor observation records and witness statements
- Student declarations.

QAA Quality Code for Higher Education

The **Quality Assurance Agency for Higher Education (QAA)** has published a UK Quality Code for Higher Education: www.qaa.ac.uk/AssuringStandardsAndQuality

All staff involved in management and delivery of higher level qualifications must be familiar with the Code, which sets out the expectations all providers of UK higher education are required to meet. It gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide.

QAA also produces a range of other guidance to help education providers ensure that students receive a high quality experience of UK higher education.

The programme team

The programme team consists of all the staff responsible for the delivery, assessment and verification of a BTEC qualification. It is extremely important that sufficient systems and procedures are in place prior to delivering a BTEC programme. BTECs are vocational qualifications. Therefore, in order to get the best out of the qualifications it is very important that the programme team includes individuals with up to date, relevant vocational experience or knowledge.

The roles undertaken by the programme team include the following:

Programme Leader

A Programme Leader or Programme Manager is a person designated by a centre to take overall responsibility for the effective delivery and assessment of BTECs in their subject. The Programme Leader may also act as an Assessor and/or Internal Verifier.

Internal Verifier

Internal Verifiers conduct quality checks on assessment processes and practice to ensure that they meet national standards and that all students have been judged fairly and consistently. An Internal Verifier can be anyone involved in the delivery and assessment of the programme that is able to give an expert "second opinion". Where there is a team of Assessors, it is good practice for all Assessors to be involved in internally verifying each other. Please note that as an Internal Verifier you cannot internally verify your own assignments or assessment decisions.

Assessor

An Assessor is anyone responsible for the assessment of students and acts under the guidance of the Programme Manager who will direct Assessors to appropriate training, support and standardisation. Typically, Assessors will devise assignment briefs, deliver the programme of study and assess the evidence produced by students against the assessment criteria in the programme specification.

Staff handbook

A handbook for the teaching and delivery team will give key messages and clarify the major differences between BTECs and other qualifications that they manage. A Staff Handbook is recommended to help support full and part-time members of a delivery team.

This handbook may include the following:

- Programme title and how it fits in with the student's progression and development
- Course structure
- Assessment plans, including dates, terms, semesters, assessment timings
- Internal verification, plans and timings, responsibilities, etc.
- External Examination information and requirements

For more guidance on developing handbooks and quality assurance procedures, please refer to the **BTEC Centre Guide to Managing Quality**, available here: www.btec.co.uk/keydocuments

For further guidance on specific roles and responsibilities, please refer to the **UK Vocational Quality Assurance Handbook**: www.btec.co.uk/keydocuments

Roles and responsibilities

Stage	Planning	Implementation	Internal Verification
Programme Team	<ul style="list-style-type: none"> • Discusses the qualification specification to ensure a shared understanding and awareness of relationships between units • Creates assessment plan • Plans assessment activities and timescales • Agrees entry requirements for the programme • Develops external links with employers and other sources of relevant vocational input • Identifies staff development needs and opportunities • Selects appropriate units relevant to students' needs and the local context • Considers resource needs for the programme including published, digital, staff, external inputs • Develops programme handbooks. 	<ul style="list-style-type: none"> • Delivers programme according to agreed assessment plan • Ensures timescales are met. 	<ul style="list-style-type: none"> • Adheres to agreed process for internal verification • Ensures understanding of the documentation used, keeps it up to date, and makes use of electronic and paper versions as agreed.
Assessor	<ul style="list-style-type: none"> • Undertakes standardisation with team • Applies assessment arrangements to deliver national standards • Designs, adapts and uses assessment instruments • Identifies formative and summative assessment opportunities for the student. 	<ul style="list-style-type: none"> • Delivers content using effective approaches and takes account of support materials • Checks that all student work is authenticated and that any evidence accepted for assessment is the students' own work • Assesses student work according to the agreed assessment plan and against national standards • Provides constructive formative feedback to student • Provides guidance for the student to enhance assessment achieved on formative assessment • Provides interim/summative assessment decisions • Tracks student achievement and maintains accurate records • Plans next steps with the student • Oversees any permitted retakes/resubmissions. 	<ul style="list-style-type: none"> • Completes any remedial action identified by the Internal Verifier.

Stage	Planning	Implementation	Internal Verification
Internal Verifier	<ul style="list-style-type: none"> Works with assessment team to ensure standardisation Ensures that an assessment and internal verification plan is in place and operational for all qualifications Confirms the quality of assessment instruments as fit for purpose Advises on the interpretation of national standards Co-ordinates assessment arrangements including multi-sites if appropriate Approves and signs the programme assessment plan. 	<ul style="list-style-type: none"> Ensures an effective system of recording student achievement is in place Advises on opportunities for evidence generation and collection Keeps records of the verification process Liaises with the Standards Verifier (EE)s where appropriate Monitors course file Ensures appropriate corrective action is taken where necessary Takes part in the formal stages of any appeal Advises programme team on any training needs Approves requested additional assessment opportunities for students Provides feedback to the programme team, senior management and Pearson as required. 	<ul style="list-style-type: none"> Provides advice and support to Assessors on a regular basis, Undertakes internal verification, covering all Assessors and all units, in line with the internal verification plan Checks the quality of assessment to ensure that it is consistent, valid, fair and reliable Confirms whether assessment decisions meet national standards Provides feedback to the Assessor, including action to be taken if assessment decisions are judged to be incorrect Arranges standardisation meetings across teams and multi-sites Ensures own assessment decisions are sampled if assessing on a programme.
Student	<ul style="list-style-type: none"> Completes induction to BTEC programme Agrees to abide by the centre's policy on assessment including producing valid evidence for assessment. 	<ul style="list-style-type: none"> Produces work for assessment to meet national standards as set out in assignments Meets deadlines for assessment Responds to formative feedback Confirms authenticity of own work Receives assessment decisions and feedback from the Assessor Plans next steps with the Assessor. 	
BTEC Standards Verifier (EE)	<ul style="list-style-type: none"> Allocated by us, according to BTEC programme requirements Contacts centre to negotiate arrangements for External Examination visit and sampling of students' work. 	<ul style="list-style-type: none"> Prepares visit schedule covering allocated programmes Checks management of the programmes is effective and meets our requirements and those of the UK Quality Code for Higher Education Undertakes sampling in line with current requirements Checks consistency of the interpretation of national standards by each Assessor Identifies whether assessment decisions meet national standards Confirms that student evidence meets the grading criteria awarded Confirms student work has been accepted as authentic by the Assessor Checks that timely and effective internal verification has been carried out on assignments, assessment decisions and feedback to students Gives verbal feedback to the programme team or other centre nominated person on decisions made Completes online report clearly identifying whether national standards are being met Where required, identifies any remedial action required for re-sampling and conducts re-sample. 	

Planning

Good planning is the first step to successful programmes. It is the best way of making sure everything is in place to ensure unit coverage is robust and achievable.

Overview of programme planning



Planning assessment

Plans should be developed jointly by the programme team and agreed by the Programme Leader. Key areas to consider are:

- unit sequencing or integration
- assignments and projects
- resource planning, such as when to deploy specialist staff
- timetabling, events, shows and trips
- schemes of work
- external resources available
- planning assignment deadlines across the programme to ensure that students are not overwhelmed at key points
- feedback from students and from external sources, such as progression providers
- how authenticity of student work can be assured.

If you deliver a programme where units are integrated, the plan will allow you to establish that all targeted criteria can be achieved. As a minimum requirement, the assessment plan must include:

- names of all Assessors and Internal Verifiers
- dates for:
 - assignment hand out and hand in
 - formative feedback
 - summative feedback
- internal verification and an opportunity for reassessment.

Conflict of interest

Assessment staff may encounter a potential conflict of interest in their work. Examples of these may include:

- a close relation, spouse or partner within the centre who is either a student or another member of staff
- a close relation, spouse or partner acting as a Standards Verifier or other external quality assurance role.

A formal log of potential and actual conflicts of interest should be kept up to date within your centre, including actions taken to minimise risk. This record must be made available on request. Individuals must always disclose an activity if there is any doubt about whether it represents a conflict of interest.

Planning internal verification

Internal verification is the quality assurance system you use to monitor assessment practice and decisions.

It ensures that:

- assessment plans and schemes of work are in place to ensure full coverage of the qualification
- assessment instruments are fit for purpose
- assessment decisions accurately match student evidence to the unit grading criteria and assessment guidance
- assessors are standardised and assessment and grading is consistent across the programme.

It is essential that internal verification is planned for at the start of a programme. An internal verification schedule must be agreed, to ensure that:

- all assignment briefs are internally verified before distribution to students
- a sample of assessment decisions is internally verified, covering every unit, every Assessor and a range of student achievement (e.g. Ungraded, Pass, Merit, Distinction).

Full guidance on internal verification can be found in the **BTEC Centre Guide to Internal Verification**: www.btec.co.uk/keydocuments

Student recruitment and induction

Student recruitment

It is crucial that students are recruited with integrity onto the correct programme and level. There is a carefully designed progression route within the BTEC framework of qualifications. The appropriate levels are set against the equivalent expectations of achievement at Foundation Learning level, GCSE and GCE. Every BTEC specification has clear guidance on the level of the qualification.

Pearson expects all centres delivering BTEC level 4 to 7 programmes to ensure that all students who are non-native English speakers and those who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate to the **Common European Framework of Reference (CEFR)** levels identified below:

- Common European Framework of Reference (CEFR) level B1 for a level 4 or 5 BTEC qualification, and
- Common European Framework of Reference (CEFR) level B2 for a level 6 or 7 BTEC qualification.

The only exception is for an applicant who is gifted; or competent at CEFR level B1 and you believe that the applicant will reach level B2 after a short period of language training before the main course commences. A gifted student is defined as someone who by virtue of their exceptional talent has potential for high performance in the subject area. A non-native English speaking student studying a level 6 or 7 BTEC qualification must be able to provide evidence of reaching level B2.

For a full list of accepted tests and requirements please follow the link below:
www.ukba.homeoffice.gov.uk/sitecontent/applicationforms/new-approved-english-tests.pdf

Student induction

The induction the student receives is key to the success of the student on their chosen qualification. Students must understand the programme specification, including:

- programme structure (how and when units are assessed)
- programme/unit content
- assessment grading
- level of programme and equivalency
- purpose of the assignment briefs for learning and assessment
- relationship between the tasks given in an assignment and the grading criteria
- nature of vocational and work related learning
- responsibilities they have in the learning process (e.g. the importance of meeting assessment deadlines and using opportunities for wider attainment)
- importance of presenting authentic work and being clear on what constitutes plagiarism
- rules relating to submission and re-submission of evidence
- appeals procedure
- arrangements for any units that have external assessment or other exceptional assessment (e.g. through performances, trips, exhibitions).

Programme specification

A programme specification is a concise description of both the intended outcomes of learning from a higher education programme and the means by which these outcomes are achieved and demonstrated. The programme specification should not be confused with the standard Pearson BTEC qualification specifications that comprise the full guidance and units for each of these qualifications. The latter are the nationally devised and accredited structures, curriculum content and related guidance. They do not define the local dimension that your programme specification is intended to capture.

How does a programme specification differ from a programme profile?

The Universities and Colleges Admissions Service (UCAS) has developed programme profiles. These provide prospective students with information that is mostly, although not always, of a summary nature. Programme specifications are different; they are typically used for a wider range of purposes, as well as providing information in greater detail.

Who should write the programme specification?

Writing a programme specification is an academic activity and the responsibility therefore lies with the course team. They may wish to seek guidance and advice from quality assurance experts but they need to take ownership of the programme specification and must therefore make the most significant input.

When is a programme specification required?

A separate programme specification is required for each and every higher education programme on offer. If the curriculum offer comprises an HNC and an HND in a given subject area, then a separate programme specification is required for each, unless the HNC/D is a single offering with two pathways and different outcomes. If the offer comprises HNCs in more than one area, with common core units, then a separate programme specification is required for each.

Why not just use the relevant Pearson guidance and units?

The Pearson guidance and unit specifications are generic and take no account of local market conditions, local student needs, the choice of option units made by your centre and/or the student, any additional units imported under 'meeting local needs' or units that have been locally devised by centres.

Is there a recommended format and style for programme specifications?

There is no recommended format and you are free to decide upon the format that best suits your provision. The programme specification should contain all the information required by the student but should avoid educational jargon wherever possible. Any specialist terms that cannot be avoided should be defined and explained and the entire programme specification should be written in the most accessible style possible.

Who will use programme specifications?

Programme specifications are used by:

- students and prospective students seeking information and understanding of a programme
- institutions and teaching teams, to promote discussion and reflection on new and existing programmes and to ensure that there is a common understanding about the aims and intended learning outcomes for the programme
- internal and external reviewers and external examiners as an important source of information
- employers seeking information about the skills and other transferable intellectual abilities developed by the programme
- professional and regulatory bodies (PSRBs) who accredit HE programmes
- centres, as a basis for gaining feedback from students or recent graduates on the extent to which they perceived that the opportunities for learning were successful in promoting the intended outcomes.

What information should be included in a programme specification?

The following information should be included as a minimum:

- Name of awarding organisation (Pearson)
- Name of teaching institution
- Details of accreditation
- Precise title of the final award
- Programme title
- UCAS code (if applicable)
- Aims of the programme
- Relevant subject benchmark statements
- Programme outcomes; knowledge, understanding and skills, other attributes
- Teaching, learning and assessment strategies to be used
- Programme structure and requirements; levels, modules, credits, awards
- The role of the awarding body and information on external examination
- Date at which the programme specification was written
- Date at which the programme specification will be revised.

The following information would also prove useful:

- Admission criteria
- Assessment regulations
- Practical workshop rules, e.g. etiquette and health and safety details, etc.
- Centre policies and rules, e.g. Malpractice, Authenticity and Assessment, Appeals
- Information on attendance, late work policy, drugs, smoking, college information, helpline details
- Programme team and other key personnel details where appropriate
- Quality indicators
- Learning support provision
- Methods used to evaluate and improve quality and standards
- Name of programme leader
- Mode of study
- Duration of programme
- Level of programme within the Framework of Higher Education (FHEQ), if appropriate (does not apply to HNC)
- Date of last Quality Assurance Agency (QAA) subject review
- Details of accreditation by professional bodies
- Work-based learning elements
- Distinctive features of the programme.

Unit structure

BTEC units follow a standard structure. There may be slight variance between HNC/HND and other Professional qualifications, but the basic principles remain the same.

Unit structure	Guidance
Unit number and title	The unit title is accredited on the QCF and this form of words will appear on the student's Notification of Performance.
Level	Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and student autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.
QCF credit value	Each unit in Pearson BTEC (QCF) qualifications has a credit value which specifies the number of credits that will be awarded to a student who has achieved all the learning outcomes of the unit. Students will be awarded credits for the successful completion of whole units.
Aim	The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.
Unit abstract	The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.
Learning outcomes	The learning outcomes identify what each student must do in order to pass the unit. Learning outcomes state exactly what a student should 'know, understand or be able to do' as a result of completing the unit. Students must achieve all the learning outcomes in order to pass the unit.

Unit content	<p>The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.</p> <p>Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics. The information below shows how unit content is structured and gives the terminology used to explain the different components within the content:</p> <ul style="list-style-type: none"> ● Learning outcome: this is given in bold at the beginning of each section of content. ● Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading. ● Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element. <ul style="list-style-type: none"> ○ Brackets contain amplification of elements of content which must be covered in the delivery of the unit. ○ 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material). <p>It is not a requirement of the unit specification that all of the content is assessed.</p>
Assessment criteria	<p>Each unit contains statements of the evidence that each student should produce in order to receive a pass.</p>
Guidance	<p>This section provides additional guidance and amplification related to the unit to support Assessors/deliverers and Assessors. Its subsections are given below:</p> <ul style="list-style-type: none"> ● Links: sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here. ● Essential requirements: essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here. ● Employer engagement and vocational contexts: this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit. <p>These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.</p> <p>The centre will be asked to ensure that essential resources are in place when it seeks approval from Pearson to offer the qualification.</p>

Planning units

How you plan assessment of units may differ from subject to subject, and relates to your timetable, Assessor expertise, resources available, etc. You should always take full account of the published guidance for each unit to ensure a coherent programme of study. For example, core units often provide a platform of underpinning knowledge for other units and you should think carefully about how these units fit together for delivery.

Delivering and assessing unit-by-unit

A BTEC qualification comprises individual units that cover specific topics. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method. You may break a unit down into two or more assignments if appropriate. However, you should not split a Learning Objective across assignments, or require extra assignments or tasks to meet the Merit or Distinction criteria within a unit. Tasks should be written to allow opportunities for the full achievement of Pass, Merit and Distinction criteria.

Integrating units

In certain sectors the unit delivery can be integrated so that evidence can be mapped into two or more units. This approach may lead to a deeper understanding of the content and its application. It is important to map the assessment of evidence against unit criteria across units and keep accurate records of student achievement.

Learning strategies

Good learning is vocational, active, motivational and progressive. It will be closely linked to assessment; allowing development of skills, knowledge and attributes that will enable the student to complete assessments. From the start, it is important to consider the most effective way of delivering and assessing a unit or assignment. Learning strategies may include:

- project work carried out as an individual or as part of a group
- work-based learning
- lectures and seminars
- facilitated activities
- visits to companies with a facilitator to structure the visit
- visiting speakers from the vocational sector.

The emphasis should be placed on active learning, drawing on materials gained from the working environment or industry wherever possible. This will help students to develop the transferable skills necessary in a changing and dynamic working environment.

A large proportion of units are practical in nature giving students the opportunities to tackle 'real life' examples to apply their skills and knowledge to case studies or projects. As well as Assessors in your programme team having vocational experience, having someone currently working in the sector providing an active role in an assignment will increase the relevance of the assignment and further motivate the student.

When assessment has taken place, it is important that formative feedback informs students what they are able to do to improve the quality of the outcomes for a particular assignment. Feedback should be recorded to clarify this and a further deadline agreed leading to the summative assessment decision.

External links

Where possible, work related programmes will benefit from external links with those working in the vocational sector. These links could be provided in any of the following ways:

- Checking the vocational relevance of the assignments
- Provision of 'live' case study material that is company or organisation based
- Student visits to companies and other vocational settings
- Professional input from companies and vocational practitioners, especially where vocational expertise is clearly identified in the delivery section of the units
- Work placement that is specifically related to the qualification
- Tutor placements to enhance vocational expertise.

Assessment strategies

The purpose of assessment is to deliver valid, reliable, fair, and manageable assessment. The assessment programme must be designed so that skills and knowledge can be developed in line with the assessment criteria. There is a range of assessment methods that can be utilised, such as:

- presentations, written reports, accounts, surveys
- log books, production diaries
- role play
- observations of practical tasks or performance
- articles for journals, press releases
- production of visual or audio materials, artefacts, products and specimens
- peer and self assessment.

Using a variety of assessment methods enhances learning and should improve the validity of assessment. They improve the knowledge of the assessment criteria and what is required to gain higher grade achievement.

Peer and self assessment

While self assessment is not sufficient on its own, it can provide valuable additional evidence of learning and formative assessment. Ask students to self assess by providing them with self assessment criteria or helping them to develop their own. Self assessment has been shown to improve attainment if it is used consistently. It encourages the reflective habit of mind essential for improvement; it ensures students take responsibility for their own learning; it focuses attention on criteria for success and increases effort and persistence.

Where appropriate, peer assessment impacts on self assessment by enabling individuals to become self critical and evaluative. It can provide a useful first and second stage prior to tutor assessment. It should generate action plans that are followed up prior to summative assessment.

Group work

Working in groups is an accepted part of learning within higher education. There are widely recognised benefits of collaborative group work in terms of learning and skills development. When groups work well, students can produce quality learning outcomes and develop specific team work skills, as well as generic skills valued by employers.

Most students can benefit from learning in groups, provided the groups are well managed and there are clear and fair assessment requirements. In a group assignment it is essential that the individual assessment criteria for the unit identified and each student's individual contribution in meeting these is the basis of the assessment decision.

It is important that Assessors clearly identify the purpose of using group work within an assessment:

- Generally, it is not the group work activities themselves that will form the basis of the assessment activity
- Group learning activities and skills, such as team building, leadership, etc. may be assessed towards gaining transferable skills and recorded as being achieved and feedback given, but they are not to form part of the assessment decisions for specific units.

Concerns about group assignments can be reduced by:

- helping students to understand the criteria to be assessed for the group product and process, where process is being assessed
- informing them how individual contributions to the group will be measured and assessed against the unit specific learning outcomes, assessment and grading criteria.

Guidelines on assessing group work

- Group projects should be included in the assessment schedule for a unit only where one or more learning outcomes of the unit indicate that they might be appropriate. In other words, does the learning outcome naturally fit the device of a group assessment?
- QAA expects a variety of assessment methods and consequently where appropriate group working skills should be developed
- Students should be informed, in detail and in advance, of the basis for assessment of group projects, including the methods to be used to measure the extent of individual contributions
- If the group project or its assessment places on students an obligation to exercise skills or judgements beyond those required for the subject (e.g. peer assessment), then adequate training should be provided to assist students to exercise that judgement
- If there is to be peer assessment of the contribution of the students to a group project, then the process for collecting feedback should be confidential between the individual student and the Assessor. If peer assessment includes the measurement of the contribution, the method should be clear and simple to use and self assessment should also be included
- A common group grade should not be assigned to all members of the group; individual contributions should be measured and graded against the learning outcomes, the assessment and grading criteria
- Evidence of observation of presentations and discussions (with peers, with Assessors etc.) should be detailed and mapped to criteria in order to provide evidence of achievement of individual contributions
- It is good practice to encourage students to reflect on what they have learnt from the group work experience and produce a written evaluation
- In some cases, presentations may provide evidence only sufficient for pass criteria, for example where a presentation contained no corroborated detail of individual tasks undertaken by members of the group. In such cases, evidence for higher grades may be achieved through formalised questioning of individual students mapped to the assessment criteria, or having the students produce a supplementary report of their activities
- Feedback can be directed to the group with reference to individual contributions and achievement
- For graded programmes, the achievement of the merit and distinction grade descriptors should be measured against individual contributions and the method of measurement should be clear within the assignment brief.

Time constrained assessment activities

Please note: the word 'test' is used below to describe any type of time limited assessment activity.

The widespread use of time limited assessment activities (e.g. tests) is **not** encouraged within BTEC (QCF) qualifications, but appropriate limited use is permitted. Where tests are used, the programme team should ensure that their use can be justified and that they are valid for the purpose stated. When planning this type of assessment, you should consider the following aspects:

- Is the test an integral part of an overall unit assessment plan?
- Is the test structured so as validly to satisfy the targeted learning outcomes and assessment criteria? If used, are grade descriptors appropriately contextualised?
- Does the unit (and programme) have an appropriate spread of assessment activities?
- Is the test assessed according to QCF assessment procedures?

Integration within a unit assessment plan

All units should have a unit assessment plan, indicating where assessment and grading opportunities are available within the various assessment activities of the unit. An individual assessment activity should show which of the learning outcomes, assessment criteria and/or grading descriptors are being targeted. From the context and student tasks a judgement can then be made regarding the validity of the assessment in terms of the grading opportunities.

The same principles apply to a test. A test should clearly specify which assessment criteria and grading descriptors are being targeted. The action verbs/ contextualised grading descriptors used in each of the questions can then be attributed to individual assessment criteria/grading descriptors and thus confirm that the test is valid in terms of content and level.

The test should also be valid in terms of purpose. Tests provide a high level of certainty where authenticity is an issue. As such, a test could be a valid method of assessment, where the principal requirements are confirmation that a student has an 'on-demand' factual knowledge of an aspect of a subject and if necessary, the ability to apply or explain it.

Tests could be constructed to address only selected assessment criteria or to include material relating to contextualised grading descriptors and so discriminate between Pass, Merit and Distinction levels of performance. However, since the grade descriptors relate mainly to methodology, it is likely that M1 (identify and apply strategies to find appropriate solutions), M3 (present and communicate appropriate findings), D1 (use critical reflection to evaluate own work and justify valid conclusions) and D3 (demonstrate convergent/ lateral/ creative thinking) most readily lend themselves to a test format.

However, in some disciplines, it may also be possible to assess M2 (select /design and apply appropriate methods/techniques) and D2 (take responsibility for managing and organising activities), using certain forms of time-limited activities.

If appropriate, a test may be a reasonable means of re-assessment after a late submission at summative assessment.

Spread of assessment activities

A holistic view of the programme should be taken to ensure there is an appropriate spread of assessment activities within and across the units. The units making up the programme should collectively allow students opportunities to develop, and be assessed in, higher level skills, such as analysis, literature searching, teamwork, management responsibilities, effective communication etc. Where tests are used, they should not be so numerous as to skew the balance of skills that can be best developed through written assignments, case studies, experimentation, investigative activities etc.

Structure of a test

The duration of the test should be clearly stated. Where a test relates only to the pass criteria of learning outcomes, each question relating to the targeted assessment criteria should:

- Be identified and clearly annotated on the test paper.(Centre teams may wish to use the notation 1.1, 2.2 etc., to indicate the first and second listed assessment criteria for outcomes 1 and 2 respectively)
- Have 'sufficiency' in terms of unit content
- Be set at the appropriate level
- Use valid action verbs that address the demands of the assessment criteria.

Where a test is used to distinguish merit and distinction performance, i.e. contextualised grading descriptors are being assessed, then the different grading components of the questions should be identified so that it is clear which grading descriptors are being targeted. (Centre teams may find it convenient to use the notation M1, D2 etc for this purpose). It is essential that the questions are appropriately contextualised so as to satisfy the demands of the respective grading descriptors.

In addition to the overall duration of the test, there should be clear guidance to students on recommended times to be spent on answering pass, merit and distinction items in the paper.

BTEC assessment procedures

It is not acceptable to use numbers to assess individual questions or to aggregate numbers to arrive at a final grade. Within the BTEC assessment system there is no system of compensation or transference of credit whereby a relatively poor performance in one aspect of unit achievement can be offset by a good performance in another aspect. These fundamental features of outcome-based assessment must be taken into account in test-based assessments.

Each question relating to a contextualised grading descriptor should be assessed as a single entity with a final decision of 'grading descriptor achieved' or 'not achieved' based on the sufficiency, level and factual correctness of the answer. Where several assessment criteria are covered, then each criterion must be separately assessed and the final assessment must clearly state which assessment criteria have/have not been achieved. Where more than one question is used to cover an individual assessment criterion then all questions must be answered at an acceptable level before 'criterion achieved' is recorded. No compensation is permissible.

The final assessment should clearly state which outcome(s), assessment criteria and grade descriptors have been achieved. Where applicable any necessary remedial action should also be listed. No overall grade of Pass, Merit or Distinction should be given for a test that covers only part of a unit.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the student's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each student has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the Assessor should be included.

Students must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the Assessor this is not necessary.

Your Assessors should assess only student evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person.

When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets etc.

The authentication of student evidence is the responsibility of your centre. If during external sampling a Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied.

Plagiarism

There are many definitions of what constitutes plagiarism. All of them agree that plagiarism is a form of academic misconduct or, put more simply, a form of cheating. Plagiarism is much more than simple copying from another student, or from books, or from the internet and can be taken to include paraphrasing, subcontracting the work to someone else, submitting the same piece of work for two different purposes, etc. Ultimately, plagiarism is attempting to pass off other people's work and ideas as your own.

Why is plagiarism wrong?

- It is fundamentally dishonest
- Students who commit plagiarism are seeking an unfair advantage over other students
- Students who commit plagiarism are devaluing the value of the qualification they seek
- It is disrespectful to their Assessors, and a betrayal of their trust.

What are the undesirable consequences of plagiarism?

- Students who commit plagiarism learn far less than those who do not
- Assessment procedures are compromised if the work submitted is not the student's own
- Assessors are unable to form correct decisions on the progress of individual students
- It may result in legal action due to infringement of copyright laws
- It may be penalised by failure in one or more components of a course
- It could be unfairly interpreted as professional incompetence on the part of the Assessor
- The Standards Verifier (EE) will block the programme if they find evidence of student plagiarism that has not been detected by the centre.

Why does plagiarism happen?

There are many reasons. Students may:

- not understand what is meant by plagiarism, because it has never been explained to them
- not believe plagiarism to be wrong: they download music, video clips and games all the time
- not understand the concept of individual ownership of ideas and words
- have misconceptions about the ownership of electronic material
- struggle to differentiate between intellectual property rights and common knowledge
- regard the conventions of academic documentation as unimportant or irrelevant to them
- lack referencing skills, and therefore be unable to record and cite sources correctly
- lack the study skills, research skills and writing skills needed to produce the work required
- not know how to adapt published literature sources so that they do not require citation
- regard plagiarism as a short cut to success.

What can you do to help minimise the risk of plagiarism?

The most important thing you can do is contribute to a culture in which students do not consider plagiarism an option. You should:

- develop clear policies and procedures re plagiarism and other forms of academic misconduct and explain at induction what is meant by 'plagiarism' and how it will be monitored and policed
- explain, at an early stage of the course, the concepts of individual ownership of ideas and words, the ownership of electronic material and the difference between 'intellectual property' and 'common knowledge'
- provide instruction in study skills, research skills, writing skills, time-management skills and the use of a suitable referencing system to record and cite sources correctly
- insist upon the use a standard referencing system and a comprehensive bibliography from day one
- act as a team, with every Assessor rigorously applying centre policies on referencing and bibliographies
- avoid the use of highly generic assignments and, instead, produce contextualised tasks that require the student to research in depth and individually analyse and evaluate their findings
- avoid the unhelpful practice of recycling assignments year after year

- include an authenticity statement with every assignment brief: students must sign and date the authenticity statement to acknowledge that the work produced is their own and that they understand the penalties that will be imposed on students who do submit plagiarised work
- provide students with opportunities to discuss any problems they may encounter, support them at each step and provide them with the resources they need to do the work properly
- ensure that students are not overloaded by providing them with an assessment schedule, agreed by all of the course team, and then ensure that the team adheres to the schedule.

How can you identify plagiarism?

The expertise of individual Assessors is the best safeguard against plagiarism, supported by appropriate technology where available. Assessors should check student work for:

- the use of unfamiliar words
- grammar and syntax of a standard far higher than that demonstrated previously
- a discontinuous rise in the quality and accuracy of the student's work
- the use of texts familiar to the Assessor, but without appropriate referencing
- the use of American spellings and unfamiliar product names.

You might also:

- build an oral element into the assessment process, wherever appropriate, to check on understanding
- ask students to elaborate on suspect passages within their work
- type a few selected phrases into a search engine such as Google: simple but effective
- employ a sophisticated electronic plagiarism detection device such as 'Turnitin'
- discourage the use of unregulated websites such as Wikipedia
- familiarise yourself with the more widely-used 'essay banks' to be found on the internet
- pay particular attention to those students who perform well in coursework but much less well in examinations and tests
- share concerns with colleagues: if everyone has the same suspicions about a particular student, it would seem appropriate to apply rigorous checks to all of his or her work.

What kind of policies and procedures are needed to address plagiarism?

You will need to have policies and procedures in place to address this issue. These policies and procedures should include:

- a precise definition of plagiarism and other forms of academic misconduct
- a statement of why plagiarism, and all other forms of academic misconduct, are wrong
- the actions that will be taken by the centre to address the culture of plagiarism
- the techniques that will be used to monitor students' assessed work and detect plagiarism
- the procedures that will be employed to investigate allegations of plagiarism
- a tariff of penalties that will be applied to students found guilty of plagiarism
- details of the appeals system for students to use when appealing against decisions made.

Observation records and witness statements

We strongly recommend the use of witness statements, Assessor observation records or other paperwork. However, in order for these to be useful, they must record achievement at criterion level against the activity that is being observed. Checklists prepared against unit grading criteria are one way of doing this.

Tutor observations and witness statements are very useful supplementary evidence of achievement. However, an observation sheet or witness statement on its own may not be considered sufficient evidence for verification. It is important that it is supported by other evidence, such as audio/visual records of the activity, production reports, notes, self-evaluation by the student, etc. that can substantiate that the activity took place as described.

Observation records

An observation record is used to provide a formal record of an Assessor's judgement of student performance (process evidence e.g. during presentations, practical activities) against the target grading criteria. The record will:

- relate directly to the evidence requirements in the grading grid of the unit specification
- may confirm achievement or provide specific feedback of performance against national standards for the student
- provide primary evidence of performance
- be sufficiently detailed to enable others to make a judgement about quality and whether there is sufficient evidence of performance
- confirm that national standards have been achieved.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- note how effectively these were used to meet the grading criteria
- record the Assessor's comments
- be evidenced in student's portfolios when assessment is carried out through observation along with relevant supporting evidence
- be completed by the Assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the Assessor and the student
- also include students' comments.

Witness statements

A witness statement is used to provide a written record of student performance (process evidence) against grading criteria. Someone other than the Assessor of the qualification/unit may complete it. This may be an Assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the student against given grading criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole but who is able to make a professional judgement about the performance of the student in the given situation.

The quality of witness statement is greatly improved, and enables the Assessor to judge the standard and validity of performance against the grading criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony but this may need further amplification for a non-Assessor
- the student or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The Assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision

- review the statement with the student to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- the job role/relationship of the witness with the student should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of a unit.

Assignment design

Assessment instruments designed by you should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

You must clearly indicate the targeted assessment criteria and contextualised grade descriptors on each assessment instrument to provide a focus for students and to assist with internal standardisation processes.

Tasks and activities should enable students to produce evidence that relates directly to the assessment criteria and grade descriptors.

When you are designing assessment instruments, you need to ensure that they are valid, reliable and fit for purpose, building on the application of the assessment criteria.

You are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for students to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement.

Programme planning at the beginning of the year must include assignment mapping. This will ensure that you have fully met the content of the units in your delivery and that students are able to provide evidence for assessment that demonstrates full achievement of all the learning outcomes and grade descriptors.

Assignments tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory guidance within the unit. Tasks should be challenging rather than easily achievable, differentiated by outcome so that they stretch the most able but are open to lower achieving students.

Assignment mapping will allow you to monitor:

- that all assessment criteria from every unit being delivered will be assessed
- arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment
- the planning of the internal verification of assessment during the programme.

Assignment briefs

The assignment brief is the document issued to students at the start of the assessment process. Clear assignment briefs will:

- inform the student of the tasks set
- inform the student of the methods of assessment
- set clear deadlines for submission of work.

We provide assignment templates for you to use here:

www.btec.co.uk/keydocuments (see also 'Example Materials' below). If you wish, you are free to design your own. However, any assignment brief must contain the following information:

Key information

- Assignment title
- Assessor
- Date issued
- Deadline (for assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Duration (approximate time it expected that the assignment will take to complete).

Purpose / Scenario

- Overview and aims
- Vocational scenario (if appropriate, giving you the opportunity to place the assignment within a vocational context).

Tasks

- A task is a detailed description of specific activities the student will undertake in order to produce assessment evidence to address the criteria targeted
- You must reference tasks to the learning outcome and criteria they address
- Where possible, it is good practice for a task to encompass Pass, Merit and Distinction criteria within a learning outcome – however, for some units it may be appropriate for a learning outcome to be addressed by more than one task, depending on the assessment criteria it contains
- Merit and Distinction criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for the tasks set across the unit
- Ideally, learning outcomes should not be split across different assignments
- Good practice in stating tasks will ensure they are clear, specific, time-bound, stepped, relevant and realistic
- Tasks should be written in appropriate language for students at the level of the qualification
- Include details about any specific preparation students will need to make.

Assessment and grading criteria

- The brief must state exactly which criteria are being addressed
- You must not rewrite any aspect of the published criteria
- Please see the section on grading for guidance on grade descriptors and contextualised grading criteria.

Forms of evidence

- A clear statement of what the student is expected to produce as evidence
- Guidance on how the evidence will be assessed.

Other information may include:

- Resources and reference materials
- Wider assessment opportunities built into the assignment or mapped within the specification
- Employer links.

Assignments involving group work

In assignment briefs, students should be provided with a full explanation of the requirements for the assignment in writing together with the usual assessment details (scenario, hand-out and hand-in dates, learning outcome/s and associated assessment criteria, etc.).

It is suggested that this should include:

- The tasks to be undertaken
- The basis for group membership
- Rules that cover the operation of the group
- Confidentiality agreements over what occurs within the group
- Task allocation within the group
- The criteria for assessing the group report/presentation (product)
- The criteria for assessing the group process, if it is to be assessed
- The procedure for assessing individual contributions mapped to the learning outcome/s and associated assessment and grading criteria
- Who will carry out the assessment (e.g. Assessor, peers, employers, self, etc.)
- The fall-back position if a group loses a member or an individual's contribution does not meet the requirements of the tasks.

Internal verification of assignment briefs

All assignment briefs, even those provided by published sources, must be internally verified every year, **prior to issue** to the student.

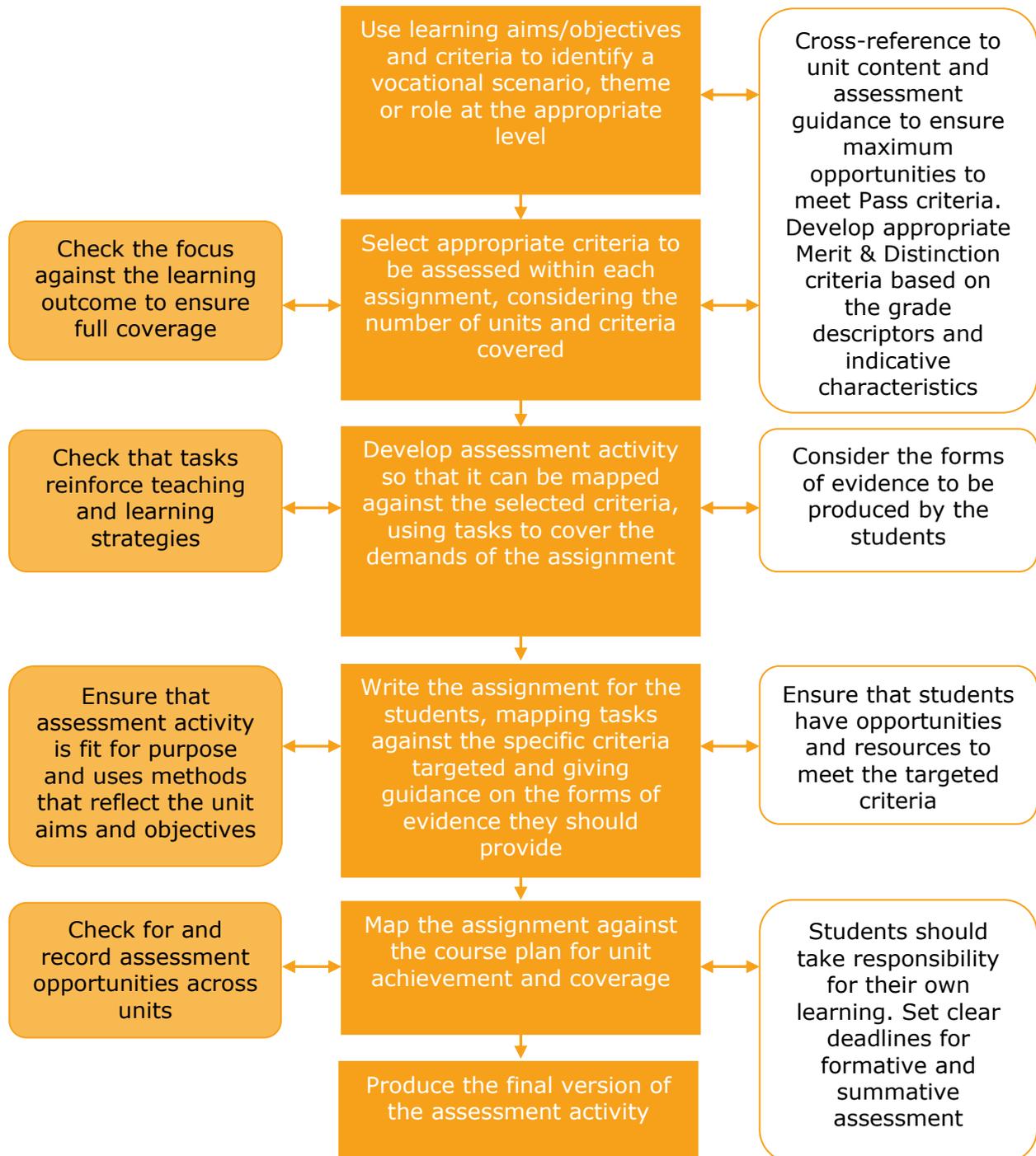
This is to verify the brief is fit for purpose, by ensuring:

- the tasks and evidence will allow the student to address the targeted criteria
- the brief is written in a clear and accessible language
- students' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- timescales and deadlines are appropriate
- equal opportunities are incorporated.

Internal verification of the assignments is carried out by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge within the programme area. Internal verification should always be reported and recorded. If further actions are identified by the Internal Verifier, the Assessor is required to complete all actions and return it to the Internal Verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the students.

Further guidance on internal verification is provided in the **BTEC Centre Guide to Internal Verification**: www.btec.co.uk/keydocuments

Assignment planning



Assessment and grading

Formative assessment

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff.

Formative assessment involves both the Assessor and the student in a two-way conversation about their progress and takes place **prior** to summative assessment. It does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete. Students are provided with formative feedback during the process of assessment and are empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

Though we don't prescribe any hard and fast rules for higher level BTECs relating to the nature of formative assessment, the role of feedback in motivating students must not be underestimated. We recognise that informal verbal feedback is an ongoing process and is an important part of the Assessor / student relationship. However, it is good practice to plan for at least one formal opportunity to provide final formative assessment feedback in each assessment, at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted. This should be built into the Assessment Plan and be formally recorded. This will help Assessors to manage their assessment work load by avoiding multiple assessments, and also reduces the risk of malpractice.

Usually, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be the need for another formative assessment once issues have been addressed.

Your judgement as a professional should be used to determine when this is appropriate. You must not create an advantageous situation for one student. You should operate all assessment procedures in line with your responsibility as a member of a Pearson approved centre.

Following formative assessment and feedback, students are able to:

- revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve higher grade
- submit evidence for summative assessment and final unit grade.

All records should be available for auditing purposes, as we may choose to interrogate records of formative assessment as part of our ongoing quality assurance.

Summative assessment

Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement.

Assessors should annotate where the evidence supports their grading decisions against the unit grading criteria. It is not expected that students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Programme Leader.

Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

Marking spelling, punctuation and grammar

It is good practice for Assessors to "mark" spelling and grammar, i.e. correct mistakes on student work and expect the student to either correct them (at the formative feedback stage) or note them (at the summative feedback stage).

Mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of student understanding, or
- specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language.

If student work has consistently poor spelling, grammar or language it should not be accepted for marking, but should be returned to the student to be corrected. The student must be given a deadline by which to correct the work.

Grading Higher National units

Please note: This section is only applicable to BTEC Level 4 / Level 5 Higher Nationals.

- The grading of BTEC Higher National qualifications is at the unit and the qualification level
- BTEC Level 4-7 Professional qualifications are usually pass only. Therefore, this section on grading is not applicable
- In the BTEC Level 4 Foundation Diploma in Art and Design, only Unit 10 is graded. It contains specific Merit and Distinction grading criteria which must be followed. Therefore, this section on grading is not applicable.

Each successfully completed unit will be graded as a **pass, merit or distinction**.

- A **pass** is awarded for the achievement of all outcomes against the specified assessment criteria
- **Merit** and **distinction** grades are awarded for higher-level achievement

The generic merit and distinction grade descriptors (listed below and are published in **Annexe C** of the qualification specification) are for grading the total evidence produced for each unit and describe the student's performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Summary of grades

In order to achieve a pass in a unit	<ul style="list-style-type: none">• all learning outcomes and associated assessment criteria have been met
In order to achieve a merit in a unit	<ul style="list-style-type: none">• all learning outcomes and associated assessment criteria have been met• all merit grade descriptors are achieved
In order to achieve a distinction in a unit	<ul style="list-style-type: none">• all learning outcomes and associated assessment criteria have been met• all merit and all distinction grade descriptors are achieved

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. These give a guide to the expected student performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in Annexe C are **not** exhaustive. Consequently, you should select appropriate characteristics from the list, or construct others that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Generic grade descriptors and indicative characteristics

The differences between assessment criteria, grade descriptors and indicative characteristics are outlined in the following table:

Assessment Criteria	Statements that identify the important features to be present in the assessment evidence and are indicative of a satisfactory (i.e. Pass) level of achievement.
Grade Descriptors	Statements that identify the features within the assessment evidence which enable an Assessor to measure achievement above the satisfactory level (i.e. Merit and Distinction).
Indicative Characteristics	Guides to the expected student performance within a particular assignment , supporting the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The merit and distinction grade descriptors and indicative characteristics identified below are published in Annexe C of the Higher National specifications. They:

- need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit
- must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Merit descriptors	Exemplar indicative characteristics
In order to achieve a merit the student must:	(Centres can identify and use other relevant characteristics. This is NOT a tick list). The student's evidence shows, for example:
Identify and apply strategies to find appropriate solutions	<ul style="list-style-type: none"> • Effective judgements have been made • Complex problems with more than one variable have been explored • An effective approach to study and research has been applied.
Select / design and apply appropriate methods and techniques	<ul style="list-style-type: none"> • Relevant theories and techniques have been applied • A range of methods and techniques have been applied • A range of source information has been used • The selection of methods and techniques/sources has been justified • The design of methods/techniques has been justified • Complex information/data has been synthesised and processed • Appropriate learning methods/techniques have been applied.
Present and communicate appropriate findings	<ul style="list-style-type: none"> • The appropriate structure and approach has been used • Coherent, logical development of principles/concepts for the intended audience • A range of methods of presentation have been used and technical language has been accurately used • Communication has taken place in familiar and unfamiliar contexts • The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.

Distinction descriptors	Exemplar indicative characteristics
In order to achieve a distinction the student must:	(Centres can identify and use other relevant characteristics. This is NOT a tick list). The student's evidence shows, for example:
Use critical reflection to evaluate own work and justify valid conclusions	<ul style="list-style-type: none"> • Conclusions have been arrived at through synthesis of ideas and have been justified • The validity of results has been evaluated using defined criteria • Self-criticism of approach has taken place • Realistic improvements have been proposed against defined characteristics for success.
Take responsibility for managing and organising activities	<ul style="list-style-type: none"> • Autonomy/independence has been demonstrated • Substantial activities, projects or investigations have been planned, managed and organised • Activities have been managed • The unforeseen has been accommodated • The importance of interdependence has been recognised and achieved.
Demonstrate convergent / lateral / creative thinking	<ul style="list-style-type: none"> • Ideas have been generated and decisions taken • Self-evaluation has taken place • Convergent and lateral thinking has been applied • Problems have been solved • Innovation and creative throughout • Receptiveness to new ideas is evident • Effective thinking has taken place in unfamiliar contexts.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Each assessment activity does not need to incorporate all of the Merit and/or Distinction grade descriptors. The assessor should include Merit and/or Distinction grade descriptors and an associated indicative characteristic that are relevant for the activity or task in hand. For example, when the student has to select and apply appropriate methods and techniques in order to carry out the assessment activity or task then M2 would apply. Please note that if the assessor has included more than one indicative characteristic against an individual grade descriptor such as M2 in an assignment, e.g.:

- i) a range of methods and techniques have been applied and
- ii) the selection of methods and techniques has been justified

Only one indicative characteristic i) or ii) needs to be achieved by the student for the grade descriptor, M2 to be achieved.

More than one opportunity can be given within a unit to achieve each of the Merit and Distinction grade descriptors and may enhance the breadth and depth of study depending on the unit content or subject requirements. Care must be taken however, not to disadvantage the student through over-assessment, when it is not necessary.

Higher Nationals awarded by Higher Education Institutions under License

Individual Higher National units are graded at either Pass, Merit or Distinction. Where a Licensed HEI uses percentages or literal grading they should map their unit grading system to Pass, Merit or Distinction for HNs.

Typically, this would be 40% to 54% = Pass, 55% to 69% = Merit and 70% or above = Distinction.

Higher National qualifications also have an overall grade, i.e.:

- HNC or HND
- HNC or HND with Merit
- HNC or HND with Distinction.

The procedure used by Licensed HE Institutions in determining the overall qualification grade should be in line with that used for other awards made by the HE Institution.

Meeting deadlines

Deadlines for assessment are an important part of BTECs. Students must be encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments. You are at liberty to refuse to accept work that is late for assessment but must ensure that students are made aware of the consequences of failing to meet deadlines.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. It is best practice to have a clear assessment procedure for a learner to formally apply for an extension if they have genuine reasons for not meeting a deadline. If an extension is granted, the new deadline must be recorded and adhered to.

Submission of late work and referrals

To conform to the QAA Quality Code, your centre will need to develop and publish its own assessment regulations relating to BTEC higher level programmes. The regulations should include a code of practice on how late submission of student work is dealt with.

It is good practice for assessment regulations to be:

- made available to students as well as the programme team: key regulations could be included in the programme specification
- presented in an accessible and easy-to-understand format.

Key principles

You can refuse to mark student work that has been submitted late if this is part of your centre's code of practice. You may then ask the student to resubmit work, but for a different assignment brief.

If you accept student work that has been submitted late you must not downgrade work to a pass level **unless** the assessment and merit/distinction grade descriptors 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.

The generic grading descriptors published in each BTEC Higher National specification can also be used to devise contextualised merit and distinction grading criteria that require evidence of meeting time-related activities, for example:

Merit descriptor	Indicative characteristic	Distinction descriptor	Indicative characteristic
Identify and apply strategies to find appropriate solutions	An effective approach to study has been applied	Take responsibility for managing and organising activities	Substantial activities, projects or investigations have been planned, managed and organised

Resubmissions

Summative assessment is the culmination of the learning and assessment process. You should make sure that students have sufficient learning and preparation before undertaking assessment. Formative feedback during an assessment window will help a student demonstrate attainment to the best of their abilities.

Providing initial deadlines have been met, a student may be given the opportunity to retake a completed assessment after a summative grade has been given. Your centre will need to provide a specific assessment opportunity that is authorised by the Programme Leader. You should make arrangements for retaking the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others. You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements.

You are not required to include Merit and Distinction criteria in the resubmission assignment brief, if the student has not taken advantage of the first assessment opportunity and the formative assessment process. However, you must have given the student at least one opportunity to achieve the Merit and Distinction criteria in the original or other assessments for the unit.

You may opt to conduct a retake under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.

How you provide opportunities to retake assessments needs to be fair to all students. You are not required to make an opportunity available if your student has not taken full advantage of the first assessment opportunity and formative assessment process.

The original evidence for assessment may remain valid and can be extended, or it may need to be replaced partially or in full. The student must not have further guidance and support in producing further evidence.

The Standards Verifier (EE) is likely to want to include assessments that have been re-submitted as part of the sample they will review.

Internal verification of assessment decisions

Internal Verifiers will sample assessed work from every assignment to check the accuracy of assessment decisions.

Internal verification of assessment decisions should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge of the programme area.

During the course of the programme, internal verification sampling should cover the following:

- Every assessor
- Every unit
- Work from every assignment
- Every assessment site (for multi-site centres)
- Pass, merit and distinction achievement (student who has not yet achieved or a referred student is also a valid selection.)

More sampling should be undertaken with new or inexperienced assessors and/or with new BTEC qualifications.

Feedback from the Internal Verifier to the Assessor should comment on the quality of feedback given to the student and the effective completion of documentation. Internal verification of assessed work should be clearly recorded. If action is required, the Assessor should complete this and return it to the Internal Verifier for sign off.

Internal verification of assessment decisions must not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment practice and not disadvantage students. Internal Verification should be undertaken before work is returned to the students.

Further guidance on internal verification is provided in the **BTEC Centre Guide to Internal Verification**, which can be found on the BTEC website: www.btec.co.uk/keydocuments

Student appeals

You should have in place a means for ensuring all students and staff are aware of:

- what constitutes an appeal and what is considered assessment malpractice
- the related processes for instigating an appeal or investigating malpractice
- the possible outcomes that may be reached
- the consequences of both internal and external outcomes
- the process that exists to enable students to make an appeal with Pearson relating to the external or internally awarded assessment outcomes.

Procedures should be known and understood by students and staff. Malpractice issues can be minimised by ensuring students/staff are aware of the issues: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero tolerance approach. The appeals process must be understood by students and staff. It should be transparent and enable formal challenges to assessment grades.

A thorough student induction programme could cover this. The student handbook is also a useful way to ensure the key information about your assessment and appeals policies are communicated.

Recognition of prior learning

Recognition of Prior Learning is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. It is used sparingly and is likely to be applicable to adult students returning to education.

Your centre is expected to develop its own policy in line with Pearson policy. Further guidance on Recognition of Prior Learning can be found on the Policies section of the Edexcel website: www.edexcel.com/policies

Assessment tracking and recording

It is essential to track and record student achievement throughout your BTEC programme. All assessment must be recorded in such a way that:

- assessment evidence is clearly measured against national standards
- student progress can be accurately tracked
- the assessment process can be reliably verified
- there is clear evidence of the safety of certification.

Therefore, you should plan a timetable of assessment activities with clearly identified evidence requirements and target completion dates. Include internal verification of:

- assessment plans
- assignment briefs prior to distribution to students
- assessment decisions.

This enables a holistic approach to assessment of the programme and organises the sequence of delivery and assessment of units.

Prepare assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level. Incorporate time for regular formative feedback. This helps to motivate students and provide learning targets and goals.

Track student progress, recording what each student has achieved and what still has to be done. This helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required.

Retention of student evidence and assessment records

You must keep student evidence and assessment records safely and securely to ensure that they are available for verification. Up to date, securely stored assessment records also help to minimise the risk of assessment malpractice, or potential issues if an Assessor leaves during a BTEC programme.

You will need to:

- store all assessment records securely and safely relating to both internally and externally set assessments
- maintain records of student achievements that are up to date, regularly reviewed and tracked accurately against national standards
- retain both internal and external assessment records for centre and awarding body scrutiny for a minimum of three years following certification
- have all current student evidence available for verification purposes. Once students have received their BTEC certificates, you may return their work to them if you wish.

All assessment records must be secure against hazards like theft and fire, etc. The records must be of sufficient detail to show exactly how assessment decisions were made (i.e. to assessment criterion level). Data should only be accessible by relevant staff.

Up to date and accurate student progress information must be recorded: registration; student feedback and progress; achievement (at assessment criterion level). Staff must check accuracy of information recorded.

Student records and monitoring information should be kept in an appropriate and accessible format. This may be electronic. Records must be available to Pearson for audit on request.

This is particularly important when there are changes to assessment staff. Experience tells us that this is a common cause of quality issues.

Internal verification and assessment records are maintained and checked. These should be of sufficient detail to show exactly how assessment decisions were made (i.e. to assessment criterion level). Records must be securely kept for Pearson audit and in case of student appeals, certification issues, etc.

Student work must be made available to Pearson as required. On occasion, the regulator may also request portfolios of student work and assessment records. The format and storage of evidence must allow for this: security needs to be maintained. This is usually at programme team level.

It is a risk to allow students to keep work long-term while on programme. Wherever possible, evidence produced by students still on programme should be kept at the centre. Electronic archiving is acceptable, providing it is sufficient and accessible on request.

Assessment Boards

Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes.

The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual modules or units
- extenuating circumstances
- cases of cheating and plagiarism
- progression of students onto the next stage of the programme
- the awards to be made to students
- referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals. Where a centre does not currently have such a process then the Standards Verifier (EE) should discuss this with the Quality Nominee and Programme Leader, stressing

the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of College Higher Education process.

Regulations and Operation of Assessment Boards

Each centre should have a published set of regulations for its Assessment Boards. These should cover matters such as the scheduling of boards, membership, terms of reference, operation and administration, appeals, assessment of students with disabilities and anonymity of students in assessment. Regulations may include a standard agenda for all Assessment Boards. Please refer to QAA's Code for further guidance:

www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP_AOS.pdf.

Membership

It is advisable that the Chair and the Secretary of an Assessment Board are, as far as possible, independent of the programme under consideration. Larger centres often use the head of a different department, or a Faculty Dean, or even a Head of Quality Assurance to ensure this. Likewise, the Secretary can be from another department or from the Quality Assurance department. It is more difficult for small centres to arrange for this requirement. The main point is that the Programme Leader should not chair Assessment Meetings.

Your centre cannot insist that Pearson's Standard Verifiers (EEs) attend Assessment Meetings, although it is essential that they have the right to attend.

All members of the programme team should attend the Assessment Board. Clearly, absences are sometimes unavoidable, but it would become a quality issue if certain members were regularly absent, or if attendance were to be persistently poor.

In larger centres the agenda is normally determined centrally, so that all Assessment Boards operate in the same way. In smaller centres this may be left to the department. The style of agenda will vary from centre to centre, but should cover the main purpose of Assessment Boards.

Centres with little experience in operating HE programmes may request advice from the Standards Verifier (EE) in developing good practice for Assessment Boards.

It can save time if the programme team has discussed results prior to the Assessment Board meeting, although these discussions must remain strictly confidential.

Assessment Board Decisions

Decisions on grades, referrals, deferrals, progressions and recommendations for awards are the responsibility of the Assessment Board (in centres that have an Academic Board, the Assessment Boards may have to receive ratification of these decisions by the Academic Board). If a Pearson Standards Verifier attends an Assessment Board it is in the capacity of an adviser, they have no power of veto at the Board. If a Standards Verifier (EE) feels that a wrong decision is being made, they can only register disagreement with the decision on their report.

Confidentiality

Centres should be extremely careful about what happens to the documentation used in the meeting. Practice varies, with some centres insisting that only the Chair and Secretary keep the documentation, while others allow the programme leader and Standards Verifiers (EEs) to keep them, too. Your centre must have clear regulations on how students are informed of their results. No discussion of individual results or counselling of students should take place until after your centre has formally ratified the results and published results lists. It is good practice for only certain people, authorised by the Assessment Board to do so, to discuss results with students.

Example materials

The following example materials may be used as a starting point to help plan, deliver, assess and verify BTEC programmes. They are not mandatory, and may be amended to suit the requirements of your own centre. Blank templates of these documents are available on the BTEC website:

www.btec.co.uk/keydocuments

This section includes the following examples:

- Example of contextualised grade descriptors for BTEC Higher Nationals
- Assessment planning
- Assignment brief – BTEC (QCF)
- Internal verification of assignment brief – BTEC (QCF)
- Observation record
- Witness statement
- Assessment tracking
- Internal verification of assessment decisions – BTEC (QCF)

Example of contextualised grade descriptors for BTEC Higher Nationals

Example: HNC/D Business

Unit 3: Organisations and Behaviour, Learning Outcomes 1 and 2

Learning Outcome 1:

Understand the relationship between organisational structure and culture

- 1.1 Compare and contrast different organisational structures and culture
- 1.2 Explain how the relationship between an organisation's structure and culture can impact on the performance of the business
- 1.3 Discuss the factors which influence individual behaviour at work

Merit Descriptor	Indicative characteristic	Contextualisation
Select/ design and apply appropriate Methods/ techniques	Relevant theories and techniques have been applied	For this assignment, you should cite at least two relevant theories and relate these theories to your two chosen organisations with a rational justification why you have paired each organisation with the particular theory.
Distinction descriptor	Indicative characteristic	Contextualisation
Demonstrate convergent/ lateral/ creative thinking	Innovation and creative thought have been applied Receptiveness to new ideas is evident	Your evidence should show innovation and creative ideas and thoughts that go beyond established theories. There will be some attempt to expound new or fresh ideas applied to the topic of organisational structure and culture, with some effective thoughts on solving problems.

Learning Outcome 2:

Understand different approaches to management and leadership

- 2.1 Compare the effectiveness of different leadership styles in different organisations
- 2.2 Explain how organisational theory underpins the practice of management
- 2.3 Evaluate the different approaches to management used by different organisations

Merit descriptor	Indicative characteristic	Contextualisation
Identify and apply strategies to find appropriate solutions	Effective judgements have been made	You should evaluate different leadership styles and make a judgement about what would be an effective style to adopt in the circumstances of your case study.
Distinction descriptor	Indicative characteristic	Contextualisation
Use critical reflection to evaluate own work and justify valid conclusions	Conclusions have been arrived at through synthesis of ideas and have been justified	Your report will provide conclusions that have been arrived at through synthesis of appropriate leadership and management styles. Leadership styles will have been critically evaluated and the conclusions reached will propose realistic and achievable solutions that are congruent with defined characteristics for success.

Assessment planning

Here is an example of how you might plan for assessment over a programme. This example is completed for part of a **BTEC Level 4 HNC in Electrical Engineering**.

Please note: this is merely an indication of how an assessment plan may be completed for one unit. It is not intended to be copied as an exemplar.

Date	Unit No & Title / Assignment No & Title	Learning outcome	Hand Out Date	Hand In Date	Formative Assessment Date	Summative Assessment Date	IV Sampling Date	Assessor Name	IV Name
	Unit 1 Analytical Methods for Engineers								
08/10/12	Assignment 1 Case Study 1: Engineering analysis, modelling and problem solving: algebraic, trigonometric methods and calculus	LO1,2,3	08/10/12	07/12/12	30/11/12	07/12/12	14/12/12	D Smith	R Brown
10/12/13	Assignment 2 Case Study 2: Engineering analysis, modelling and problem solving: statistics and probability	LO4	10/12/12	18/01/13	11/01/13	18/01/13	25/01/13	D Smith	J Davey
08/02/13	Opportunity for reassessment of Unit 1 Assignment 1 and 2, if applicable								
	Programme Leader Signature:				Name:		Date:		

Assignment brief – BTEC (QCF)

Assignment front sheet

Qualification		Unit number and title	
Student name		Assessor name	
Date issued	Deadline	Submitted on	

Assignment title	
<p>In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.</p>	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence

Student declaration
<p>I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.</p> <p>Student signature: _____ Date: _____</p>

Assignment brief

Qualification	
Unit number and title	
Assessor name	
Date issued	
Deadline	

Assignment title		
Purpose of this assignment		
Scenario		
Task 1	This provides evidence for [e.g. P2, P4]	
Task 2	This provides evidence for [e.g. P2, P4]	
Task 3	This provides evidence for [e.g. P2, P4]	
Evidence checklist		
[Summarise evidence required, e.g. 'leaflet', 'presentation notes' etc.]		[tick boxes]
Sources of information		
[insert useful publications, websites, etc.]		

Assessor's comments

Qualification		Assessor name	
Unit number and title		Student name	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Achieved?

Student feedback			
Assessor feedback			
Action plan			
Assessor signature		Date	
Student signature		Date	

Internal verification of assignment brief – BTEC (QCF)

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit			
Assignment title			
Is this assignment an authorised assignment brief published by Edexcel?			Y/N
If yes, has it been amended by the centre in any way? Please give details.			
INTERNAL VERIFIER CHECKLIST		Comments	
Is this assignment for whole or part of a unit?	W/P		
Are accurate programme details shown?	Y/N*		
Are accurate unit details shown?	Y/N*		
Are clear deadlines for assessment given?	Y/N*		
Are the assessment criteria to be addressed listed?	Y/N*		
Does each task show which criteria are being addressed?	Y/N*		
Are these criteria actually addressed by each task?	Y/N*		
Is it clear what evidence the student needs to generate?	Y/N*		
Are the activities appropriate?	Y/N*		
Is there a scenario or vocational context?	Y/N*		
Is the language and presentation appropriate?	Y/N*		
Is the timescale for the assignment appropriate?	Y/N*		
Overall, is the assignment fit for purpose?	Y/N*		
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken on Page 2.			
Assessor signature			Date
Internal Verifier signature			Date

Action required:			
Action taken:			
Assessor signature		Date	
Internal Verifier signature		Date	

Observation record

Student name:			
Qualification:			
Unit number & title:			
Description of activity undertaken			
Assessment & grading criteria			
How the activity meets the requirements of the criteria			
Student signature:		Date:	
Assessor signature:		Date:	
Assessor name:			

Witness statement

Student name:			
Qualification:			
Unit number & title:			
Description of activity undertaken (please be as specific as possible)			
Assessment & grading criteria for which the activity provides evidence			
How the activity meets the requirements of the assessment criteria, including how and where the activity took place			
Witness name:		Job role:	
Witness signature:		Date:	
Student name:			
Student signature:		Date:	
Assessor name:			
Assessor signature:		Date:	

Assessment tracking

This could be used for a complete unit assessment record or individual assignments to make up a complete unit assessment record. This example uses **BTEC Level 4 HNC in Art & Design**. **Please note:** this is merely an indication of how assessment tracking may be completed for a unit. It is not intended to be copied as an exemplar.

ASSESSMENT RECORD AND FEEDBACK SHEET						
Programme:	BTEC Level 4 HNC in Art & Design	Student Name:		Unit Grade:		
Unit No. & Title:	1: Visual Communication in Art & Design	Year:		Assessment Date:		
Assessor Name:		Unit Completion Date:		IV Signature:		
Assignment No. & Title	Learning Objectives	Criteria Targeted	Date Issued	Hand In Date	Formative Feedback	Resubmission Date*
1 Exploring visual communication techniques	1: Be able to communicate ideas and concepts by researching visual techniques	1.1, 1.2				
2 Professional workshop practice	2: Be able to select visual communication techniques to realise creative intentions 3: Be able to produce work which demonstrates the use of visual communication 4: Understand the potential for personal development through the application of new approaches to visual communication	2.1, 2.2, 3.1, 3.2, 4.1, 4.2				
* Resubmissions must be approved by the Assessment Board						
Assignment No.	Grading Criteria	Date Achieved	Comments		Assessor Signature	
1	1.1 Research visual communication techniques					
1	1.2 Evaluate visual communication techniques					
2	2.1 Identify creative intentions					
2	2.2 Select visual communication techniques to effectively realise creative intentions					

2	3.1 Apply visual communication techniques to creative work			
2	3.2 Justify the visual communication techniques used in creative works			
2	4.1 Evaluate the use of visual communication in own work			
2	4.2 Propose new approaches to developing own work through the application of visual communication techniques			
General comments / feedback				
Assessor Sign				Date:
Student Sign				Date:
Student authentication confirmed by Assessor				Date:

Internal verification of assessment decisions – BTEC (QCF)

INTERNAL VERIFICATION – ASSESSMENT DECISIONS			
Programme title			
Assessor		Internal Verifier	
Unit(s)			
Assignment title			
Student's name			
List which assessment criteria the Assessor has awarded.	Pass	Merit	Distinction
INTERNAL VERIFIER CHECKLIST		Comments	
Do the assessment criteria awarded match those targeted by the assignment brief?	Y/N		
Has the work been assessed accurately?	Y/N		
Is the feedback to the student: <ul style="list-style-type: none"> • Constructive? • Linked to relevant assessment criteria? • Identifying opportunities for improved performance? • Agreeing actions? 	Y/N		
Does the assessment decision need amending?	Y/N		
Assessor signature			Date
Internal Verifier signature			Date
Lead Internal Verifier signature (if required)			Date

Confirm action completed			
Remedial action taken			
Assessor signature			Date
Internal Verifier signature			Date
Lead Internal Verifier signature (if required)			Date

Glossary of BTEC terminology

Edexcel Online

This is a multifunctional system for centres. Access is password protected and is managed by your examinations officer. Screens show programmes and students within a centre, allow for new registrations or withdrawals. Lead Internal Verifier registrations and withdrawals will be done through this portal. Standards Verifier and Centre Quality Reviewer allocations and consequent standards and Quality Review and Development status can be viewed here.

Guided Learning Hours (GLH)

Guided learning hours are a notional measure of the substance of a unit. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes student initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Internal Verification (IV)

This is a centre/team based process. Your Internal Verifiers check the quality of assignments before delivery to students and verify the accuracy of assessment decisions to meet national standards. You should have an internal verification plan and a Lead Internal Verifier who will manage the process.

Ofqual

The regulator of qualifications, exams and tests in England and vocational qualifications in Northern Ireland. The Welsh Government has responsibility for education in Wales.

QAA

The Quality Assurance Agency for Higher Education.

QCF

Qualification Credit Framework.

Quality Nominee (QN)

This is the person nominated by the centre who acts as main contact for BTEC.

Regional Quality Manager (RQM)

There is a team of regionally-based Pearson staff with a remit to ensure that centre quality standards meet awarding body requirements. They work alongside Vocational Assessment teams, Centre Quality Reviewers and Standards Verifiers to ensure that national and quality standards are met and maintained.

External Examination

The Standards Verifier (EE) is a subject assessment specialist appointed by the awarding body to conduct external examination. This verifies that centre management of programmes and assessment decisions meet national standards. External examination is conducted by an annual visit.