

## QN Quality Focus 6:

# BTEC Internal Assessment

Most BTEC courses have a range of units that are internally assessed and this must be done in a fair and consistent manner across all units and all courses within your centre.

There are a number of Assessment Rules that your teams will need to follow to ensure that not only is that fairness in place but also that the standards and processes are robust and consistent with every other centre that delivers BTEC courses.

A detailed guide to **Internal Assessment** can be found [here](#) and a full range of templates for the documents required for assessment can be found [here](#).

### Getting started

Assessment plans should be drawn up for each course. This is a means of planning delivery and assessment across all of the units that will make up that qualification and should be drawn up by the programme team. This will allow them to consider the sequence of units, the possible integration of topics amongst a range of other things as well as the timing of assessment itself.

At this point you should also have a plan for internal verification in terms of an approach or strategy – for instance do you have new assessors or assessors whose decisions were queried last year? How many learners will make a representative sample and so on?

### Teaching/Delivery

A centre is expected to deliver the unit content fully although it is not a requirement that all of the content is assessed. Learners are required to provide sufficient evidence to address the assessment criteria in order to successfully achieve the unit. This should also take into account the Assessment Guidance section of each unit within the specification.

During delivery learners may be given feedback on classwork and homework that relates to the unit content and suggest ways of improving their work.

When the assessor decides that learners are ready to undertake assessment on a section of content then delivery or input on that content should stop and the assessment should be launched. The assessor should be confident that the learners understand

- The assessment requirements
- The nature of the evidence they need to produce
- The importance of meeting the submission deadline

## Assessment

Learners should work independently once the assessment instrument or assignment has been launched. There should be no direct feedback from the assessor on their work such that they are being guided to improve.

Only one submission of evidence is allowed for each assignment and this should include a signed and dated declaration of authenticity that confirms that the work is the learner's own.

The assessor should formally record and confirm the achievement of specific criteria and complete the declaration to confirm that they are satisfied that the work is authentic and the learner's own.

## Feedback

**During teaching** – you are able to provide as much feedback as you would like using your own professional judgement in relation to your learners including how to improve their work

**During assessment** – you can provide encouragement and general support such as confirmation of deadlines and clarification of the assignment brief. You must not comment on specific achievement or criteria since learners are expected to work independently

**Following assessment** – you can comment on what has been achieved and why, and provide general feedback on how well the learner has performed. You can comment on what has not been achieved and why, but cannot include feedback on how to improve this.

## Resubmission

Learners are allowed one resubmission of evidence for each assignment.

This must be authorised by the Lead Internal Verifier but only if the following conditions are met:

- ✓ The learner has met the initial deadline
- ✓ Both the learner and the assessor have signed the authenticity statements
- ✓ The assessor judges that the learner can improve their evidence without further guidance

If a resubmission is authorised then this is recorded on the assessment record and the learner is given a maximum of 15 working days (in term time, in the same academic year) from when they received feedback to resubmit their work.

All criteria are available to be awarded for the resubmitted work.

## Retakes

Retakes are available for

- BTEC QCF Levels 2 and 3
- BTEC Introductory Level 1 (Graded)
- 2016 Level 3 Nationals (NQF)

Retakes are not available for NQF Level 1/2 Firsts

A single retake opportunity is available for learners who have met all of the resubmission criteria above but who have not achieved the pass criteria following a resubmission.

The retake must be a new assignment that targets the pass criteria that the learner has not yet achieved. There must be a clear deadline and again the submission must be signed as authentic.

The merit and distinction criteria are not available for a retake.

## FAQs

*Do I mark a late submission?* – Yes the work should be marked as normal but the learner will not be allowed a resubmission opportunity

*Can I annotate work?* – Yes this is good practice, however annotation is an indication of where evidence might be found rather than the award of the criteria.

*Can I give feedback on homework?* – Yes the BTEC Assessment Rules do not apply to any formative assessment you may put in place such as homework or mock tasks.

## Support

[Web link to BTEC Quality Nominee Information Hub](#)