Marking, Assessment Records & Feedback

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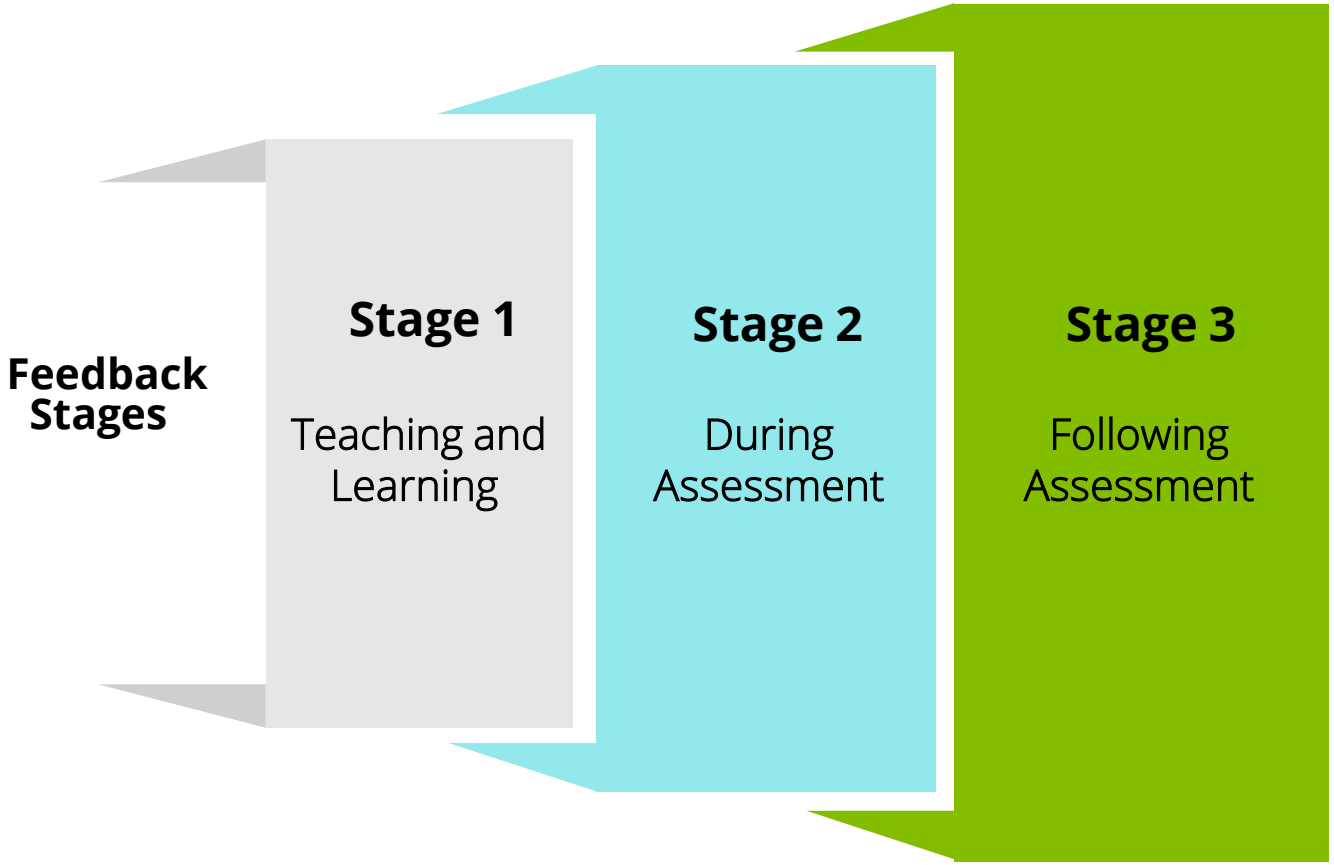
BTEC Assessment Rules - Feedback



Centre Guide to Internal Assessment

Stage 1 – Teaching and Learning

Assessment Requirements

- How BTEC assessments work
- Requirements for a Pass, Merit or Distinction

Nature of Evidence

- Areas for progression, stretch & challenge

Key Skills

- How to improve knowledge, skills, structure, behaviour, grammar, time management

Set 'dry run' / 'mock' tasks to prepare for assessment

Stage 2 – During Assessment

General feedback ….

1

Encourage the independent use of acquired skills and knowledge
Use of notes, handouts, unit content, assignment brief, information sources.

2

Appropriate behaviour and approach
Confirmation of deadlines

3

Which criteria to target
Clarification of assignment brief requirements

4

No formative assessment of evidence
Do not confirm achievement or how to meet assessment criteria.

5

No coaching
No specific lists of actions required to achieve a particular grade

6

Stage 3 – Following Assessment

Feedback should include:

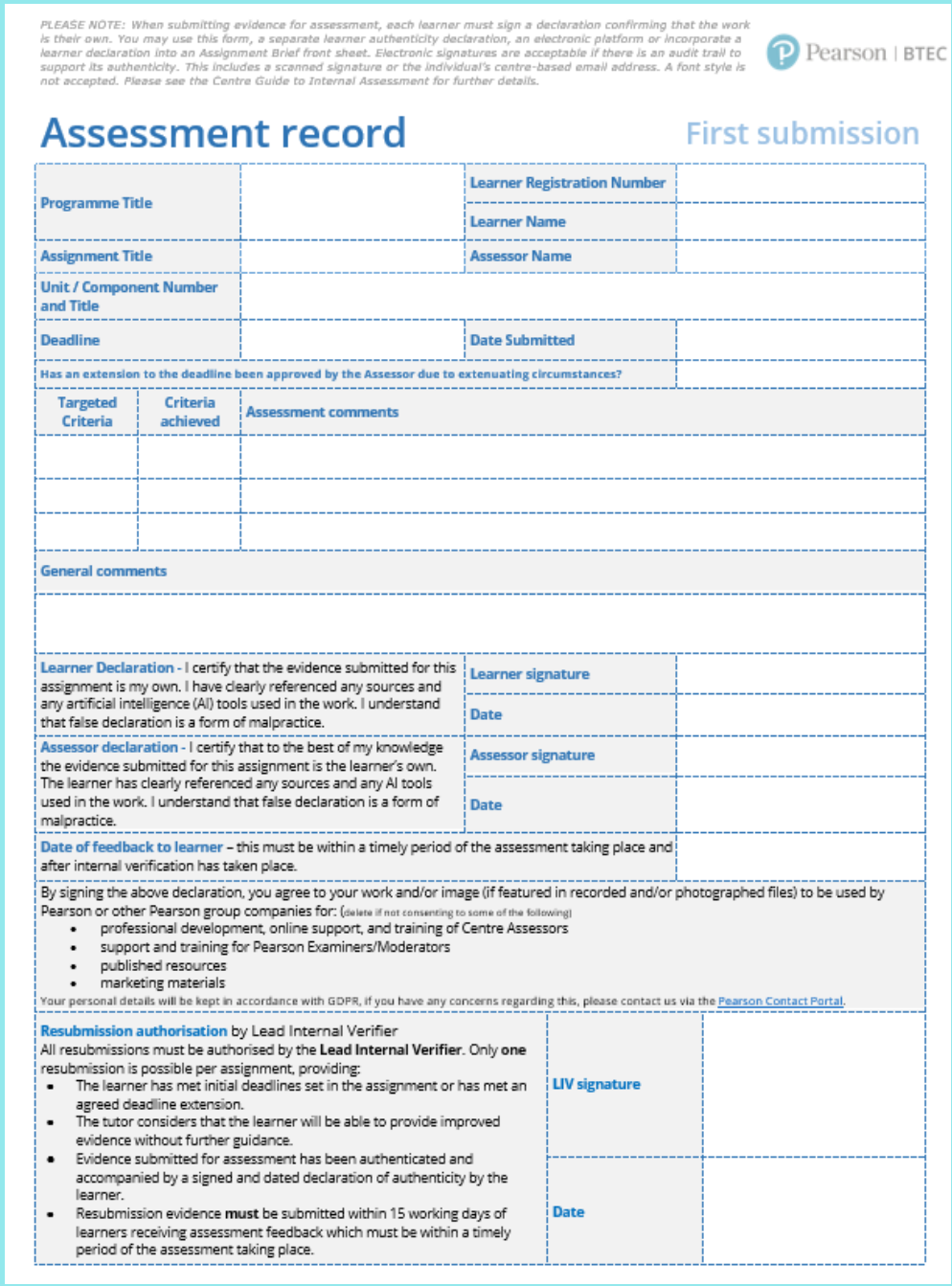
- Assessment criteria achieved and what the learner has done well
- Assessment criteria not achieved and what was missing
- Information that could have been drawn on
- General behaviour and conduct, approach, grammar etc.

Feedback should not include:

- Direct, specific instruction on how to improve to achieve a higher grade (If provided, it would affect any resubmission opportunity)

Completing the Assessment Record

[BTEC forms and guides]



PLEASE NOTE: When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own. You may use this form, a separate learner authenticity declaration, an electronic platform or incorporate a learner declaration into an Assignment Brief front sheet. Electronic signatures are acceptable if there is an audit trail to support its authenticity. This includes a scanned signature or the individual's centre-based email address. A font style is not accepted. Please see the Centre Guide to Internal Assessment for further details.

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Assessment record

First submission

Programme Title		**Learner Registration Number**	
		Learner Name	
Assignment Title		**Assessor Name**	
Unit / Component Number and Title			
Deadline		**Date Submitted**	
Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?			

Targeted Criteria	**Criteria achieved**	**Assessment comments**

General comments

Learner Declaration - I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.	**Learner signature**	
	Date	
Assessor declaration - I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice.	**Assessor signature**	
	Date	
Date of feedback to learner – this must be within a timely period of the assessment taking place and after internal verification has taken place.		

By signing the above declaration, you agree to your work and/or image (if featured in recorded and/or photographed files) to be used by Pearson or other Pearson group companies for: (delete if not consenting to some of the following)

- professional development, online support, and training of Centre Assessors
- support and training for Pearson Examiners/Moderators
- published resources
- marketing materials

Your personal details will be kept in accordance with GDPR, if you have any concerns regarding this, please contact us via the Pearson Contact Portal.

Resubmission authorisation by Lead Internal Verifier All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing: • The learner has met initial deadlines set in the assignment or has met an agreed deadline extension. • The tutor considers that the learner will be able to provide improved evidence without further guidance. • Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. • Resubmission evidence **must** be submitted within 15 working days of learners receiving assessment feedback which must be within a timely period of the assessment taking place.	**LIV signature**	
	Date	

Learner & Programme Details

Assessment record

First submission

Programme Title	BTEC Level 3 Extended Certificate in Health and Social Care	**Learner Registration Number**	S123456
		Learner Name	Anthony Learner
Assignment Title	Ethical Care	**Assessor Name**	Mr Pearson
Unit / Component Number and Title	Unt 5: Meeting Individual Care Needs		
Deadline	11.12. 23	**Date Submitted**	11.12. 23
Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?			N/A

Assessment Decisions & Feedback

..

Targeted Criteria	Criteria achieved	Assessment comments
General comments		

Summative Feedback

Targeted Criteria	Criteria achieved	Assessment comments
2A.D1	Yes	You have made well developed judgements to evaluate the success of Barnardo's and these are backed up with research to support. You have looked at these against the Objectives of Barnardo's, which clearly links to the purpose and aims previously discussed.
2A.M2	Yes	You have achieved this throughout the coursework with detailed examples with recognition to the importance of each KPI and then with a separate analysis towards the end of the coursework.
2A.M1	Yes	You have created a table and discussed the strengths and weaknesses/ similarities and differences for all three areas when comparing the purpose, activities and aims of the businesses.
2A.P2	Yes	To measure success, all required KPIs were discussed with supporting evidence for both for-profit and not-for-profit businesses, Greggs and Barnardo's.
2A.P1	Yes	You have completed this section well, with good explanations and data to explain the purpose, activities and aims of a for-profit and a not-for-profit business.
General comments		
You have put a lot of work into this assignment and shown excellent coverage of the unit content. Your evidence shows a good understanding of what makes a business successful. In future, ensure you reference where all of your sources have come from in a bibliography. We have been through this, and it should be in your next assignment.		

Summative Feedback

Targeted Criteria	Criteria achieved	Assessment comments
H20.P1/M1/D1	H20.P1/M1/D1	Becca, you planned the project in a comprehensive amount of detail giving a thorough and wide-ranging breakdown of the requirements in terms of resources, what they are needed for and why they are needed. A highly detailed contingency plan was also provided. You demonstrated reasoned and proactive thought in relation to the actions they need to take, with a thorough and wide-ranging understanding of necessary preparations.
H20.P2/M2/D2	H20.P2/M2/D2	You undertook the role of musical director with a high level of technical proficiency and skill. You worked with your performers in a supportive and professional manner to get the best out of them.
H20.P3/M3/D3	H20.P3/M3/D3	You had an essential impact on the success of the whole project. Your thoughtful and creative decisions and actions allowed the piece to be realised in a professional manner.
General comments		
Your work in this project has been highly accomplished. Your work with the performers allowed them to produce a great performance piece. Well done.		

Authenticity Declarations

Signatures

- Centre based email address

OR

- Email from the learner/Assessor with the assessment record attached
  and
- A system log to show that the learner/Assessor has submitted the record

<table>
<tr><td rowspan="2">Learner Declaration - I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.</td><td>Learner signature</td><td>a.learner@education.ac.uk</td></tr>
<tr><td>Date</td><td>Submission date</td></tr>
<tr><td rowspan="2">Assessor declaration - I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice.</td><td>Assessor signature</td><td>l.pearson@education.ac.uk</td></tr>
<tr><td>Date</td><td>Marking date</td></tr>
<tr><td colspan="2">Date of feedback to learner – this must be within a timely period of the assessment taking place and after internal verification has taken place.</td><td>Next lesson following IV</td></tr>
<tr><td colspan="3">By signing the above declaration, you agree to your work and/or image (if featured in recorded and/or photographed files) to be used by Pearson or other Pearson group companies for: (delete if not consenting to some of the following)
professional development, online support, and training of Centre Assessors
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Resubmission evidence must be submitted within 15 working days of learners receiving assessment feedback which must be within a timely period of the assessment taking place.</td><td>LIV signature</td><td>LIV@education.ac.uk</td></tr>
<tr><td>Date</td><td>IV date</td></tr>
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Annotation of Evidence

- It is good practice to make annotations on learner work
- This helps the learner, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found
- Annotations themselves do not constitute confirmation of achievement of specific assessment criteria
- Be careful comments do not specify improvement
- It is good practice for Assessors to 'mark' spelling and grammar

SPAG: mistakes in spelling and grammar **should not** influence assessment decisions unless:

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

Activity to consolidate understanding

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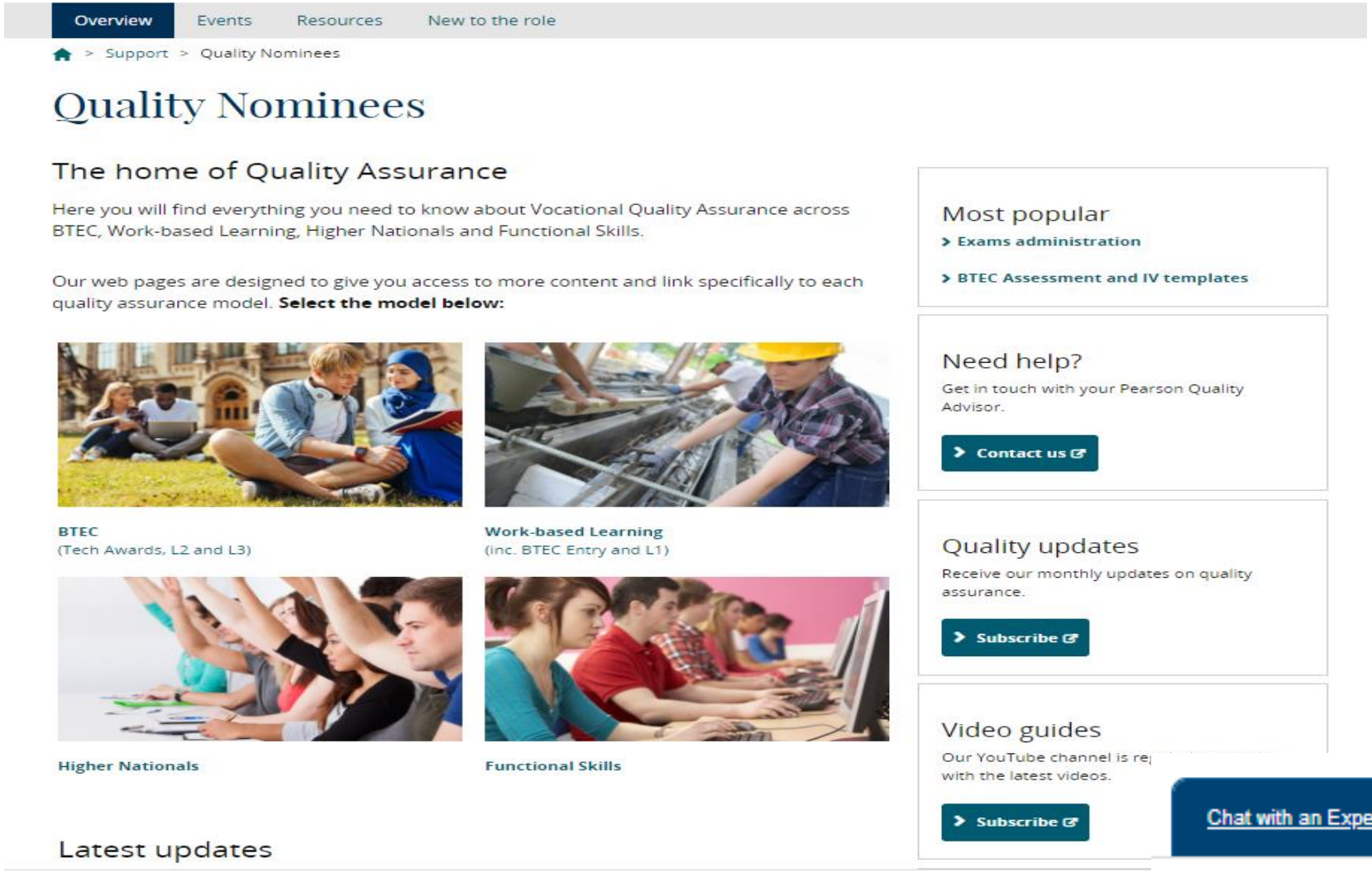
Sources of Support and Information

Vocational Quality Assurance Management Team

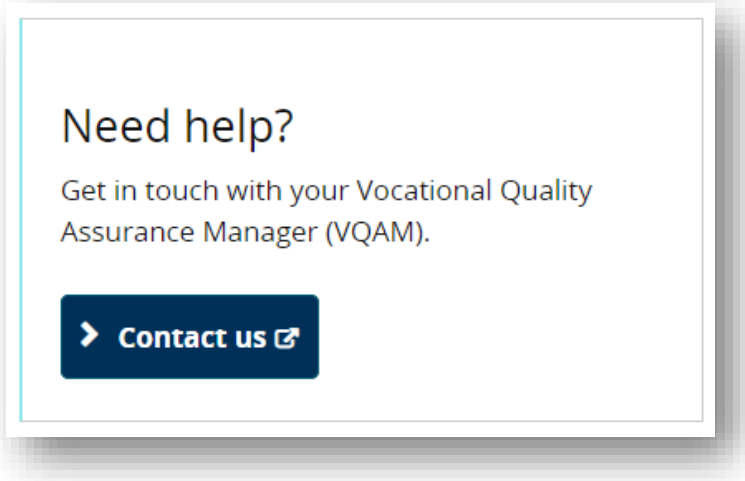


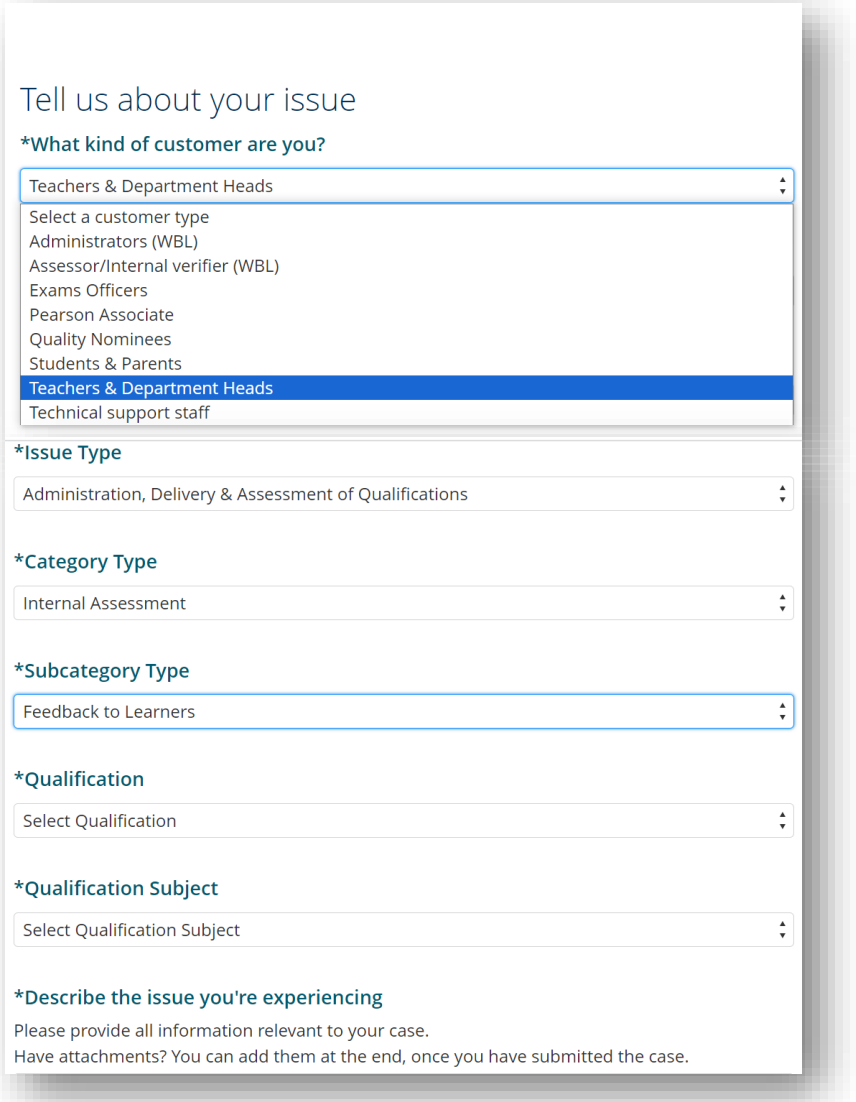
[The Home of Quality Assurance]

Please Note: **Chat with an Expert** – quick link to make direct contact with our team

How to Contact Support Teams in Pearson

The Pearson Support Portal can be accessed **here.**





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