



# West Kirby Grammar School

## BTEC Fair Assessment Policy

### 1. Internal Moderation and Access to Fair Assessment

Internal moderation is a key process carried out throughout the delivery of a qualification to ensure that assessment methods are consistent across all teachers/ assessors and that the outcomes are fair to all learners.

The aim of this policy is to ensure that:

- ✓ internal moderation practices are valid and reliable, cover all tutors/ assessors and meet the requirements of the awarding organisation
- ✓ the internal moderation procedures are fair and open
- ✓ accurate and detailed records are kept of internal moderation decisions

As a centre we will:

- ✓ ensure that all assessment activities are valid, appropriate and fit for purpose
- ✓ apply a strategy that will provide a representative sample of results from all teachers/ assessors
- ✓ create a plan of internal moderation in relation to assessment and activities and keep detailed records of these activities
- ✓ define, maintain and support effective internal moderation roles, including the provision of training where required
- ✓ provide standardised or specialised documentation where appropriate to support internal moderation and record keeping
- ✓ ensure that feedback and outcomes of internal and external moderation support future development of good practice
- ✓ carry out an annual review of internal moderation procedures
- ✓ ensure that whenever staff assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned
- ✓ ensure that students are aware of the procedures available should they wish to appeal against an assessment decision

## Recording and Record Keeping

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore there must be reliable and auditable record keeping systems in place. It is the responsibility of all staff involved in the delivery of a course that requires internal assessment to participate in the moderation process. This includes attending relevant internal moderation meetings, keeping the necessary records and submitting marked candidates work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

## Access to Fair Assessment

### Statement of assessment

- ✓ we aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route
- ✓ our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness
- ✓ we will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory

### Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the BTEC folder on the online WKGS Resources Area (W:Drive). They will be provided with a proforma which informs them of the location of this policy; students will sign this to agree that they have read the policy and will keep it in their file of work. All teachers are made aware of the contents and purpose of this policy and of its location in the BTEC folder on the W:Drive. This policy is regularly reviewed and may be revised in response to feedback from students, teachers or external organisations.

### What students can expect from us

- ✓ we aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- ✓ all portfolio based work will be assessed fairly against the qualification standards, and teachers involved will be fully trained

- ✓ internal assessments will be carried out fairly and according to the awarding body instructions
- ✓ externally marked tests and exams will be conducted according to the requirements of the awarding body
- ✓ a clear procedure which allows them to appeal if they feel that their work has not been marked fairly

**Students can also expect:**

- ✓ to be fully inducted onto a new course and given information that can be shared with parents and carers
- ✓ learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments and assessments are set
- ✓ to be given appropriate assessment opportunities during the course, with feedback provided on the quality of the work
- ✓ all work to be marked within three weeks of submission by the student
- ✓ where equivalents and exemptions can be applied, we will ensure that this is pursued with the relevant awarding body

<b>Cheating and Plagiarism</b>
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A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore students should expect an awarding body to be informed if during a controlled assessment, assignment or external examination:

- ✓ they are found guilty of copying, giving or sharing information or answers, unless this is done as part of a joint project
- ✓ they use an unauthorised aid during a test or examination
- ✓ they copy another student's answers during a test or examination
- ✓ they talk during a test or examination

All allegations of cheating and plagiarism will lead to an investigation, which will follow the guidance of the relevant awarding body. If the student is completing a BTEC qualification then further detail is provided in the BTEC Assessment Malpractice Policy.

If a student feels they have been wrongly accused of cheating or plagiarism, they should be referred to the School Complaints Policy.

#### **Appeals against internal assessment of work for external qualifications**

If a student has concerns about the process used in assessing internally marked work for public exams, they should in the first instance talk to their subject teacher to discuss the matter fully. This will hopefully resolve the situation, but if not, the **WKGS Appeals against Internal Assessment Policy** should be followed.

1. The outcome of the appeal will be made known in writing, including any relevant correspondence with the board/ awarding body, any changes made to the assessment of the work.
2. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this policy. If you have any concerns about it, please ask the Exams Officer for a copy of the appeals procedure of the relevant examination board.

#### **Appeals against centre decisions**

1. All students will be provided with written information regarding access to scripts, and enquiries about results.
2. If the School decides not to support an enquiry about results request, or an appeal, students and parents have the right to appeal this decision. Parents should contact the Headteacher as Head of Centre to discuss the School's decision and next steps in the appeals process.

## 2. BTEC Assessment Malpractice Procedure

Assessment Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage of authority of those responsible for conducting the assessment certification.

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.
- While the investigation takes place:
  - ✓ The individual will be made fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
  - ✓ Parents will be fully informed
  - ✓ The individual will be given the opportunity to respond to the allegations made
  - ✓ The individual will be informed of the avenues for appealing against any judgement made
  - ✓ All stages of any investigation will be documented
- During the investigation period Edexcel may:
  - ☐ Refuse learner registrations/ entries
  - ✓ Withhold the release of results/ certificates

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination test

#### **Definition of Malpractice by Centre Staff**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

### 3. Reasonable adjustment and special consideration for BTEC qualifications

Edexcel aims to facilitate open access to BTEC qualifications for learners who are eligible for reasonable adjustment and/ or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved by:

- **Reasonable Adjustment:** This is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special Consideration:** This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of the assessment.

#### Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes but may involve:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

Not all adjustments may be reasonable, permissible or practical in particular situations and the learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable adjustment must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

All reasonable adjustments must be recorded using the Edexcel form RA1 (see website for forms [www.edexcel.org.uk](http://www.edexcel.org.uk))

Once completed, these must be held by the centre in the learner's file and should be available at all times for scrutiny by Edexcel if requested.

For BTEC qualifications that are internally assessed the centre will not need to apply to Edexcel to implement a reasonable adjustment but it must:

- Only make reasonable adjustments that are in line with this policy
- Record all reasonable adjustments made on form RA1
- Keep RA1 forms on the appropriate learner's record
- Make RA1 forms available to Edexcel as required

For BTEC qualifications that are externally assessed, reasonable adjustment requests must be submitted to and authorised by Edexcel prior to the implementation of the adjustment. Such requests must be submitted using form RA2 within 20 days of learner registration. Edexcel will respond to the request within two working weeks.

### Special Consideration

A special consideration is given following a period of assessment for a learner who:

- Was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment
- Misses part of the assessment due to circumstances outside of their control

Where assessment is in the form of on demand assessment such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date.

A special consideration cannot give the learner an unfair advantage; the learner's results must reflect real achievement in assessment and not just potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome. Special consideration cannot apply to "licence to practice" units or qualifications.

**All applications for special consideration must be made to Edexcel. Edexcel will only consider requests for special consideration which are submitted by the Head of Centre.**

To ensure effective processing of the application, the centre should submit:

- Form SC1
- The learner's Student Report Form (SRF)



- Evidence to support the application such as a medical certificate, doctor's note or any other appropriate information.

Applications to the BTEC Quality Standards Team must be made within seven days of the assessment having taken place.

## 4. Accreditation of Prior Learning for BTEC qualifications

Recognition of Prior Learning (RPL) is a “Method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and so do not need to develop through a course of learning.” *Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)*.

This policy concerns ways in which a learner might be able to have their skills and qualifications acknowledged whilst avoiding any repetition of learning and assessment. This policy applies to all BTEC qualifications including the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). It does **not** apply to GCE, GCSE examinations or any other examinations that require assessment through external examination as these examinations are subject to specific evidence requirements.

Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or units. However, evidence of learning must be:

- Valid
- Reliable
- Current
- Sufficient
- Authentic

### Principles of RPL

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident in the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the range and nature of evidence considered appropriate to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning.
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RPL is also of value to learners transferring across various learning programmes who have relevant learning but do not hold relevant credits or certificates. This may include learners transferring from NQF

to QCF qualifications.

## Implementing RPL

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding and competence.

The RPL process does not allow the recognition of any unit assessed by external assessment because such units are subject to specific evidence requirements.

Subjects wishing to carry out RPL must ensure that:

- Learners are registered as soon as they formally start to gather evidence
- Records of assessment are maintained as for any other unit/ qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certified learning, then they should apply for exemption, not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certified achievement deemed to be of equivalent value.

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