
Verification and Assessment Policy

BTEC First Diploma and Certificate

Policy on assessment and grading: application of criteria

A learner's evidence submitted for summative assessment must be assessed using only the assessment and grading criteria in each unit in the specification. Assessment is carried out in order to make judgements about the learner's performance in relation to national standards.

Of Interest to:

Curriculum Managers
Exams Officers
Heads of Department
Learners
Programme Leaders
Teaching staff
Training providers

Introduction

The national standards in BTEC qualifications are established through each unit's learning outcomes. The learning outcomes are measured using assessment and grading criteria. The latter are criterion referenced to allow the learner and assessor to understand the nature of the evidence that must be produced to achieve the unit. For BTEC qualifications, the assessment and grading criteria is found in the grading grid of each unit.

The assessment and grading of a learner's work must be based upon evidence that shows the achievement of the assessment and grading criteria of each unit. The assessment and grading criteria of a unit must not be modified or added to by the assessor. For example assessment and grading decisions must not be influenced by the late submission of work, unless timelines or planning is part of the unit assessment and grading criteria.

Terminology

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the assessment and grading criteria of a unit or part thereof. It is the definitive assessment and recording of the learner's achievement and must be conducted to national standards. Formative assessment involves both the assessor and the learner in a process of continual review about progress and takes place prior to summative assessment. Learners are provided with formative feedback on their draft evidence and are empowered to act to improve their performance.

Guidance on assessment and grading: application of criteria

The assessment and grading criteria of a unit are the only standards by which a learner's work can be judged. We will not modify or create additional assessment and grading criteria; a learner's work must be judged against the criteria in the unit. To enable learners to achieve the assessment requirements, centre-devised assessment instruments must be relevant to the assessment criteria. We will produce clear

assessments that: provide a relevant scenario, use a variety of assessment methods (eg work-based projects, case studies, performance observation, etc), utilise practical skills and link to the assessment requirements of the unit.

Where possible/appropriate we will provide learners with interim formative assessment stages and feedback from the assessor should allow the learners the opportunity to improve their performance. At a stated time, the summative assessment of the learner's work needs to take place and this is when formative assessment stops. A centre must make clear to the learners the different stages of assessment and the date(s) for the completion and submission of work for summative assessment. The student handbook communicates to learners the consequence of not meeting deadlines for summative assessment.

Deterrents to encourage learners to submit work in on time must not include downgrading late work. We will communicate effectively and clearly achievable deadlines to learners and any repercussions if work is submitted late. The following deterrent is an example

- feedback from the assessor to the learner on the learner's late work is delayed and opportunities to resubmit may not be possible.

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