

ASSESSMENT & INTERNAL VERIFICATION POLICY



ALFRISTON SCHOOL

This policy has been reviewed by SMT.

Date: - January 2019

Date of next review: - January 2020

1. AIM

Alfriston School is committed to ensuring that standards of assessment are consistent, continuous and transparent. Assessment methodology will meet learning objectives of programmes, as laid down by awarding bodies, and facilitate the achievement of students.

1.1 Objectives

- a. To ensure consistency, transparency, reliability and validity of assessment processes, ensuring that standards and specifications are implemented and achieved.
- b. To establish quality control mechanisms for assessment through a system of sampling, moderation and internal verification, as appropriate to programmes.
- c. To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate to their stage of learning.

2. RANGE/SCOPE

The range of the policy covers all academic, vocational and all competence based courses and programmes delivered by Alfriston School

3. ASSESSMENT

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the qualification assessment. *All Centre devised assessment materials must be internally and/or externally verified before being issued to students.*

- a. Completed student work/assignments will normally be assessed and moderated internally, subject to internal verification and external moderation by the awarding body.
- b. Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- c. The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- d. Students will be given one opportunity to improve draft assignments before the final deadline, following general feedback, and a further opportunity towards the end of the course.
- e. All coursework must be handed in on the stated date. If work is handed in late, it will not be marked until the end of the course, thus denying the student the opportunity to improve it.
- f. In reaching a decision the Programme Manager must be guided by the JCQ coursework booklet, paragraph 3.9 of the Exams Policy and the series related posting deadline.

3.1 Role of the Assessor

The role of the Teacher / Assessor is to:

- a. Ensure that learners are clear about the criteria they are expected to meet in their coursework and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- b. In GCSE, any explanation or interpretation should be general and not specific to the candidate's work, as per JCQ Instructions for conducting coursework / portfolios (GCE, VCE, GCSE, GNVQ and ELC) Para. 4 extract:
*Having reviewed the candidate's coursework it is **not acceptable** for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:*
 - *detailed indication of errors or omissions;*
 - *advice on specific improvements needed to meet the criteria;*
 - *the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);*
- c. In BTEC programmes, however, it is entirely legitimate and encouraged for staff to give detailed and specific feedback and guidance on how to improve work, much as a manager would do in the work place. Staff should make a note of advice given to learners.
- d. Set interim deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the marks available.
- e. Mark and return all work within two weeks of submission.
- f. Adhere to the Awarding Body's assessment specification in the judgement of evidence pertaining to an award.
- g. Record outcomes of assessment using appropriate documentation (see appendix). Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- h. Ensure each candidate signs the Declaration of Authentication (JCQ para.10) and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and definitely to that of each sample request.
- i. Provide accurate records of internally assessed coursework marks to the Exams Officer for transfer to the awarding body.

3.2 Internal Verification

- a. Each Principal Subject Area (PSA) will have an identified Lead Internal Verifier (Lead IV), usually the Curriculum Manager.
- b. Lead IVs are required to successfully complete the online registration and accreditation process during the implementation year, and to register as Lead IV for their PSA in

September each academic year for 3 years following initial accreditation. After 3 years they will be required by BTEC to re-gain accreditation as a Lead IV.

c. A Curriculum Manager who is unsuccessful in gaining Lead IV accreditation will still be required to fulfil the Lead IV role in order to prepare agreed samples of internally verified learner work for a BTEC Standards Verifier. If the Standards Verifier confirms that these samples meet national standards then accredited Lead IV status will be granted by BTEC, although the BTEC Level 4 qualification in quality assessing will not be given.

d. The Lead IV is at the heart of quality assurance in all programmes, both within the national framework and within the quality and management systems of Alfriston School. The role is to ensure that assessment consistently meets national standards.

e. Lead IVs will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

f. If a lead IV leaves, then the Quality Nominee will be responsible for quality assurance in that area until a new Lead IV is appointed who will carry out OSCA2 in the following year

g. Functional skills maths (Entry 1, 2, 3 and Level 1)

The assessment process for Entry 1, 2, 3 and Level 1 Functional skills maths is different to that for criteria referenced programmes. These programmes are however subject to internal verification which will be conducted as follows: -

- Each paper is marked according to the mark scheme by the subject assessor
- 10% or 10 papers (whichever is greater) are remarked by the Internal Verifier/Lead IV
- If discrepancies are picked up by the Internal Verifier/Lead IV and the same discrepancy occurs more than once all papers from that set are remarked.
- If a single discrepancy is detected by the Internal Verifier/Lead IV this is corrected.

The role of the Lead Internal Verifier:

A summary of IV responsibilities is given in the checklist in appendix 1.

1. Lead IVs will meet assessors on a regular basis. These meetings will concern themselves with resolving issues of interpretation, standardisation, validity, sufficiency and reliability of evidence.

2. Information from these meetings will be documented and will provide a forum for review and refinement of assessor practice.

3. Lead IVs will contribute to the induction of new staff

4. Lead IVs will ensure that samples of portfolios and documentation are available

5. There will be regular meetings of all Lead IVs to ensure consistency of practice across the institution through sharing good practice and standardisation.

6. Assignment Briefs

- All assignment briefs should be IV'd before circulation to learners

- IV should judge whether the brief is fit for purpose and that it will enable the learners to meet the unit grading criteria
- IV should comment on each brief rather than merely signing and dating the brief
- IV should make recommendations to the assessor on how to improve the quality of the brief
- If any quality issues are found, there should be evidence that IV recommendations are actioned by the assessor
- All IV evidence should be made available to the Quality Nominee
- Lead IVs will use the standard template in Appendix 7

7. Assessment Decisions

- IV of assessment decisions should cover a sample from all units, all assessors and ideally all students over the year
- IV should judge whether the assessor has assessed accurately against the unit grading criteria
- IV focus is the assessment decision and not the learner's achievement
- IV should comment on each assessment decision against specific grading criteria targeted rather than merely signing and dating work
- In general, the sample to be IV'd should be 25% rounded up of the total number of students within a cohort and across all grade boundaries. This should be carried out in a planned way.
- All assessed work in a sample for a BTEC Standards Verifier or for Confirmation Sampling should be IV'd
- Alternative methods of moderation/verification may be required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- All IV evidence should be made available to the Quality Nominee
- The IV must identify all work sampled as part of their verification process and must keep a separate record to include the names of the student; the name of the assessor(s) and the marks assigned; the name of the IV; a confirmation of the final agreed marks for all the students. This record must be made available to the Lead IV and the external awarding body where relevant. IVs will use the standard template in Appendix 8.
- If a concern is raised by the IV (e.g. an inaccuracy, irregularity or a query on an individual coursework) discussion should take place between the assessor(s) and the IV prior to the final confirmation of the grades for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the grades awarded for the entire cohort of students and, as a consequence, to make changes either to all grades or to some grades.

8. Quality sampling

Lead IVs should maintain a planned schedule for internal verification of assessed work and all IV evidence for their areas.

3.3 Authentication of Candidate's Work

- The code of practice requires all students to sign that the work submitted is their own and teachers / assessors to confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the student hands in a coursework assignment and teachers suspect it is not the student's own work, the matter should be reported to the Programme Manager, who must proceed in accordance with the JCQ coursework booklet paragraphs 9 and 10.

- c. All students will sign the assessment front sheet stating that the work handed in is their own.
- d. An authentication process should be conducted by the programme manager which includes:
 - Direct questioning of students
 - Student to undergo a viva
 - Workplace supervisor statements, and personal statements
 - Involvement of parents /guardians
 - Use software to check for plagiarism

3.4 Student Misconduct

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the Centre reserves the right to include any other type of cheating under the terms of this policy.

- a. Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books
- b. Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- c. Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
- d. Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes
- e. Submitting work done by another student as your own.

3.5 Preventing Student Misconduct

The Centre will take positive steps to prevent and reduce the occurrence of malpractice by students. These will include:

- a. Using the induction period and the course handbook to inform students of the Centre's policy on malpractice and consequent penalties.
- b. Showing students the appropriate formats to record cited texts and other materials or information sources including websites. Students should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the student has interpreted and synthesised appropriate information and has acknowledged any sources used.
- c. Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
 - The requirement for interim work to be handed in before final deadlines to give a picture of the student's progress.

- periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
- altering assessment assignments/tasks/tools on a regular basis.
- the assessor assessing work for a single assignment/task in a single session for the complete cohort of students.
- using oral questions with students to ascertain their understanding of the concepts, application, etc within their work.
- assessors getting to know their students' styles and abilities.

d. Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers.

3.6 Investigating Student Misconduct

There will be an investigation if student misconduct is suspected which may lead to disciplinary action.

- a. Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by the Programme Manager in consultation with the Head of faculty. The student will be informed in writing at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
- b. The outcome of the investigation will determine the appropriate course of action to be taken by the Centre. Malpractice is a breach of Centre rules and may invoke the Student Disciplinary Policy and Procedure. Any case where student malpractice is found to be substantiated will be reported to the awarding body.
- c. If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

3.7 Appeals Procedures

- a. It is the responsibility of the Centre as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of the procedure.
- b. The Quality Nominee is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- c. Written records of all appeals should be maintained by the centre. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used (see appendix 11) to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

3.8 Grounds for Appeal

A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- a. The work is not assessed according to the set criteria or the criteria are ambiguous.

- b. The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- c. The internal verification procedure contradicts the assessment grades awarded.
- d. There is evidence of preferential treatment towards other students/candidates.
- e. The conduct of the assessment did not conform to the published requirements of the Awarding Body.
- f. Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the centre was aware of prior to the submission deadline.
- g. Agreed deadlines were not observed by staff.
- h. The current Assessment Plan was not adhered to.
- i. The decision to reject coursework on the grounds of malpractice.

3.9 Formal appeal procedures

- a. If, after informal discussion with the Internal Verifier/, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier/Moderator, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- b. The Assistant Headteacher (Quality Nominee) with the Internal Verifier/r, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Headteacher and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
- c. The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the Internal Programme Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- d. The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - A judgement that adequate evidence of competence has been shown;
 - An opportunity to resubmit for assessment within a revised agreed timescale.
 Plus further appeal, directly to Pearson, is an option for the candidate.
- e. The school will forward to the awarding body a copy of all appeals received, which are not resolved by the school within 28 days of receipt, and all resolved appeals where the awarding body requires this, and co-operate with the awarding body in respect of any action it needs to take to resolve the matter. (Pearson 2013)

3.4 Staff Malpractice

- The following are examples of malpractice by centre staff. This list is not exhaustive.
- a. Failure to keep any awarding body mark schemes secure.

- b. Alteration of awarding body assessment and grading criteria.
- c. Assisting students 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 student.
- d. Producing falsified witness statements, for example for evidence the student has not generated.
- e. Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- f. Facilitating and allowing impersonation.
- g. Misusing the conditions for special student requirements, for example where students 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.
- h. Failing to keep student computer files secure.
- i. Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- j. Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.
- k. Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test.
- l. Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

4. Responsibility

Responsible for Policy: Quality Nominee

Responsible for Implementation: Curriculum Area Managers and Course Assessors

4.1 It is the responsibility of teachers to:

- a. Provide assessment processes that are fair and meet the requirements of students and of the qualification;
- b. Provide students with a schedule of assessment;
- c. Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to improve.

- d. Record assessment decisions regularly, accurately and systematically, using agreed documentation,
- e. Comply with the Centre and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- f. Familiarise themselves and learners with the Centre Assessment Appeals procedure(s);
- g. Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification;
- h. Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the Centre and Awarding Body.
- i. Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation,
- j. Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

4.2 It is the responsibility of managers of the Centre to:

- a. Ensure that there are enough trained staff to carry out requisite assessment, verification, standardisation and moderation activities
- b. Provide adequate time and facilities for appropriate assessment, moderation, verification and standardisation activities to be carried out to the appropriate and required standards.

4.3 Internal verifiers are responsible for :

- a. Verifying assignment briefs prior to distribution to learners
- b. Verifying a sample of assessment decisions
- c. Developing the skills of assessors, especially those new to assessment.
- d) Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

4.4 It is the responsibility of the Exams Officer

- a. To facilitate the IV process
- b. To meet the deadlines for registering learners with the awarding body
- c. To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- d. To claim learners' certificates as soon as appropriate

e. To claim unit certification when a learner has not been able to complete the full programme of study.

4.5 It is the responsibility of the Quality Nominee for the Centre, to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.

5. Access to Policy

- Copies of the policy will be available through the school's website.
- Student induction programmes and course handbooks will highlight key aspects of this policy.
- Training for assessors will be given as part of staff induction.

6. Feedback mechanism

The Quality Nominee will meet with the internal verifiers to discuss and comment on the effectiveness and impact of the policy. A comment sheet will be attached to the policy in which all stakeholders can comment on the policy.

7. Registration & Certification

Aims:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

8. Glossary

Assessment criteria – those topics/aspects of a subject area that a marker would expect to be included in the piece of work being assessed including any apportionment of marks to the various elements of an assessment;

Moderation – the checking of a sample of students' assessed work in order to confirm that the assessment and marking criteria have been applied so that relative grading is appropriate. Note that moderation is a normative rather than a criterion-referenced process and, as such, does not apply to vocational programmes such as BTEC and NVQ.

Assessment - Assessment is where centre staff make judgements on the assessment evidence produced by students against the required standards for the qualification

Verification -is the process by which the centre and the awarding body ensure that national standards are consistently applied to the assessment of students.

Internal Verification – ensures that assessment decisions are made against specific criteria, are accurate and to the national standard.

External Verifier - A person appointed by awarding bodies to monitor the work of approved centres and ensure the consistency and quality of local assessments

Moderator – one whose role is to ensure that the marker(s) has applied assessment and marking criteria equitably and appropriately;

Appendix 1: Lead IV Checklist

Internal verification checklist

The Lead IV should ensure that:

- All assessors are fully briefed on BTEC assessment processes and there is adequate development for assessors and Internal Verifiers. This can be through the use of the practice exercises linked to Lead IV accreditation.
- There is an annual, agreed internal verification schedule covering all assessors on a programme.
- Internal verification activity is carried out to the agreed schedule.
- Assessors must not internally verify their own work.
- Assignment briefs are internally verified before use and that any recommendations are actioned.
- Assessment decisions are internally verified. The extent of the IV sample must be sufficient to ensure the security of the standard.
- Records of assessment and verification as well as samples of learner work are retained for scrutiny by Edexcel, which should include examples of work that have been assessed and verified at different levels and grades.
- Liaise with the Standards Verifier, if allocated, to ensure that appropriate samples of assessed and verified learner work are available for sampling.
- All evidence re-submitted after further work by learners is assessed using the relevant grading criteria.
- Suitable records are stored in a secure place.
- Appropriate feedback is given direct to the assessor.
- All IV records are signed and dated particularly when signing off completed actions.
- Disseminate information about standards to other Internal Verifiers and assessors to ensure that assessment decisions/outcomes across the centre are to national standards.

Appendix 2: Edexcel Guidance On Assignment Design

Assignment design

Centres should use the programme specifications to design programmes of delivery and assessment assignments. These should give learners the opportunity to meet the whole range of grading criteria outlined in the unit grids. Assignments should be valid, reliable and fit for purpose and a variety of assessment methods is encouraged. The practical nature of many of the units suggests that activities are set in a vocational context with realistic scenarios.

Unit format

The learning outcomes give an overview of what the learner can be expected to know or do having completed the unit. The unit content outlines the knowledge/skills/understanding needed to achieve the learning outcomes and informs the design of the learning programme. When the content is introduced by an 'eg' – the list of topics is indicative, but when there is no 'eg', the complete list should be taught.

Assessment is criterion referenced and the grading grid reflects the learning outcomes and the unit content. Assessment of the learners' work should be against the grading criteria which state what is required to achieve Pass, Merit and Distinction criteria.

For new BTEC Firsts Sept 06 – the grading domains grid should be used in conjunction with the grading grid to clarify the qualitative nature of the Merit and Distinction criteria.

Designing assignments

The assignment brief should indicate:

- Programme level and title
- Unit title(s) covered by the assignment
- Assignment title/reference
- Date assignment is set and date of submission
- Name of assessor
- Grading criteria targeted
- Aims/scope of the assignment – including vocational context/scenario
- Tasks/activities which clearly explain what the learner has to do
- Cross reference of tasks against grading criteria
- Evidence which should be submitted
- How the evidence will be assessed

Tasks should allow the learners to produce work which meets the full range of criteria and the qualitative nature of merit and distinction criteria should be built into the tasks and clearly signalled. A range of assessment methods is encouraged – case studies, projects, work based activities, role plays, observed performance/practice, timed tests, log books/diaries etc
Students should sign a declaration that the work submitted is their own.

Grading of assignments

Assignments are only graded if they cover a whole unit. If a unit is divided into individual assignments, the only feedback that should be given to a learner is which of the assessment criteria they have achieved. In this case, grading has to wait until all assignments have been completed as it is only the unit that is graded.

To achieve a Pass, all the pass criteria should be met.

To achieve a Merit, all the pass criteria and all the merit criteria should be met.

To achieve a Distinction, all the pass criteria, all the merit criteria and all the distinction criteria should be met.

Appendix 3: Exemplar Assignment Brief

BTEC VOCATIONAL STUDIES : LAND BASED STUDIES	
Unit 32	Assignment Title :- PREPARE AND PLANT A CONTAINER FOR DISPLAY
11 th September – 23 rd October 2017	
Teacher :- Mrs Smith	
<p>Assessment criteria:</p> <p>1.1 Select and wear appropriate protective clothing 1.2 Follow safety procedures as instructed to ensure the health and safety of self and others 1.3 Select and organise tools, materials and equipment before use</p> <p>2.1 Position a container for planting 2.2 Select and place lining or drainage materials as necessary 2.3 Select suitable compost, fertiliser and/or other additives, add required quantities and consolidate to suit planting needs</p> <p>3.1 Identify and name four different plants from a selection that would be suitable for the display and its location 3.2 Choose at least two of these for the display and state the characteristics and needs of each 3.3 State how the chosen plants will be used to create a pleasing display 3.4 State how to check that the plants are fit to use</p> <p>4.1 Position plants suitably and at correct depth in the container, add compost and consolidate as appropriate 4.2 Water plants without undue disturbance or waste 4.3 Demonstrate careful handling of plants throughout</p> <p>5.1 Clean and store tools and equipment after use 5.2 Clear and tidy the work area after use disposing of debris appropriately</p>	
<p>Assignment scenario: As summer flowers die off in the containers around the school grounds, students will clear and replenish these with suitable plants for display through the autumn, winter and early spring months.</p>	
<p>Task 1 Prepare yourself to plant a container: You will find overalls and wellington boots to fit (or provide your own), in order to protect yourself for working in the garden. Gloves are available if you wish to use them. This will be evidenced by annotated photographs and will meet assessment criterion 1.1. You will look at various tools which might be used during the assignment, learn the correct names, what they are used for and how the tools should be stored. You will identify and name other equipment required to complete the task. You will complete a worksheet identifying tools and explaining how they are used. This will meet assessment criterion 1.3. You will take part in a discussion about working safely in the garden and you must demonstrate safe working practice throughout the assignment in order to meet assessment criterion 1.2. This will be evidenced by an observation record from Mrs Smith.</p>	

Task 2 Prepare a container for planting

You will choose a container that requires planting. You will remove dead material, clear and clean the container, saving any compost that can be re-used. You will bring your container to the Willow patio for preparation and planting. This will meet assessment criterion 2.1. You will take part in a discussion about drainage for plants, why it is needed and what materials are suitable. You will select some of the drainage material available to line the bottom of your container. This will meet assessment criterion 2.2. You will mix some of the compost saved for re-use with fresh multi-purpose compost, add some water retaining granules and fill your container. Use a small fork to break up lumps and mix well. This will meet assessment criterion 2.3. These assessment criteria will be evidenced by annotated photographs and an observation record from Mrs Smith.

Task 3 Finding suitable plants

You will do some independent research to find and name at least 4 plants which would be suitable for container planting at this time of year. You will provide a list of the names and pictures if possible. You will visit the Garden Centre with the group to help make a selection based on research and the available plants' characteristics and growing requirements. You will be able to explain why at least 2 of the plants are suitable for planting in your container. This will meet assessment criteria 3.1 and 3.2 and the evidence will be your written explanation.

Task 4 Be able to plant the container

You will select 4-6 plants from those purchased to plant in your container. You will consider the overall colours, height and foliage effects of your planned display and explain why you have chosen your plants. You will check the plants you have selected are in a healthy condition and explain what you would look for to make sure they are. This will meet assessment criteria 3.3 and 3.4 and will be evidenced by annotated photographs.

You will arrange your chosen plants in the container spacing them evenly. You will use a trowel to create suitable sized holes and position each plant at the right depth. You will make the compost firm around the plants. This will meet the assessment criterion 4.1. You will handle the plants carefully as you remove them from their containers, gently loosen their roots and place them into their new positions in the container. This will meet assessment criterion 4.3. You will use a watering can with a rose to water around the base of each plant. This will meet assessment criterion 4.2. These assessment criteria will be evidenced by annotated photographs and an observation record from Mrs Smith.

Be able to clear up after planting a container –

You will clean your tools and store them. This will meet assessment criterion 5.1.

You will tidy your work area and dispose of debris appropriately. This will meet assessment criterion 5.2. These assessment criteria will be evidenced by annotated photographs and an observation record from Mrs Smith.

You will move your container to a suitable location.

Your work needs to be finished by: - 16th October 2017

You will receive feedback by :- 23rd October 2017

Appendix 4: Exemplar Front Sheet

Unit 32 Assignment - Profile/Front Sheet

Pupil Name		Teacher/Assessor Name Mrs. Garlick	
Date Issued 11 th September 2012	Completion Date 23 rd October 2012	Submitted on	
Qualification: BTEC Vocational Studies Level 1		Credit value: 3	
Unit 32: Prepare and Plant a Container for Display			

In this unit you will have opportunities to provide evidence against the following criteria.

Learning outcomes	To achieve the criteria the evidence must show that the student is able to:	Task nos.	Page numbers
1	<ol style="list-style-type: none"> 1. Select and wear appropriate clothing 2. Follow safety procedures 3. Select tools, equipment and materials 		
2	<ol style="list-style-type: none"> 1. Position container 2. Select and place lining or drainage materials 3. Select suitable growing medium 		
3	<ol style="list-style-type: none"> 1. Identify 4 suitable plants 2. Choose 2 and state needs and characteristics of each 3. How plants will be used 4. Check for quality 		
4	<ol style="list-style-type: none"> 1. Position plants suitably 2. Demonstrate careful handling of plants throughout 3. Water appropriately 		
5	<ol style="list-style-type: none"> 1. Clean and store tools and equipment after use 2. Clear and tidy work area 3. Appropriate disposal of debris 		

Student Declaration

I certify that the work submitted for this assignment is my own.

Student signature:

Date:

Appendix 5: Feedback Sheet

**LAND BASED STUDIES: Unit 32 Level 1 Assignment
Feedback Sheet - Prepare and plant a Container for Display**

Pupil Name: Date:

Learning outcomes	Evidence required	Ach Y/N	Teacher/Assessor feedback (including action where necessary)
1	1. Select and wear appropriate clothing 2. Follow safety procedures 3. Select tools, equipment and materials		
2	1. Position container 2. Select and place lining or drainage materials 3. Select suitable growing medium		
3	1. Identify 4 suitable plants 2. Choose 2 and state needs and characteristics of each 3. How plants will be used 4. Check for quality		
4	1. Position plants suitably 2. Demonstrate careful handling of plants throughout 3. Water appropriately		
5	1. Clean and store tools and equipment after use 2. Clear and tidy work area 3. Appropriate disposal of debris		

Unit Outcome:	
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Assessor:	Date:
IV:	Date:

Appendix 6: Template for IV Assignment Briefs

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit Number and Name			
Assignment title			
Assessment Criteria targeted by this Assignment Brief			
Is this assignment an authorised assignment brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details.			
INTERNAL VERIFIER CHECKLIST	Y/N	Please give reasons for responses including evidence of judgements and good practice	
Are the programme and unit details accurate?			
Are clear deadlines for assessment given?			
Is the time frame of an appropriate duration?			
Is there a suitable vocational scenario or context?			
Are the assessment criteria to be addressed stated accurately?			
Does each task show which criteria are being addressed?			
Do the tasks meet the assessment requirements of the unit/s?			
Is it clear what evidence the learner needs to generate?			
Is likely to generate evidence which is valid and sufficient?			
Overall, is the Assignment fit for purpose?	Yes	No	
*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.			

Action required: <i>(If none then please state n/a)</i>	Date to be Completed	Completed
Assignment Brief Authorised for Use		
Internal Verifier signature		Date
Assessor signature		Date
Lead Internal Verifier signature (if appropriate)		Date

<p>Has every learner and the Assessor confirmed the authenticity of the evidence?</p>			
<p>Is there evidence of collusion or plagiarism?</p>			
<p>Does the assessment feedback to each learner:</p> <ul style="list-style-type: none"> • Link to relevant assessment criteria? • Justify each assessment criterion awarded? 			

<p>Any actions required must be reviewed across the whole cohort.</p>	
<p>Action Required</p>	<p>Target Date for Completion</p>

<p>I confirm that any action points have been addressed and completed in respect of the whole cohort.</p>		
<p>Internal Verifier signature</p>	<p>Date</p>	
<p>Assessor signature</p>	<p>Date</p>	
<p>Lead Internal Verifier signature (if appropriate)</p>	<p>Date</p>	

Appendix 8

Observation record

An observation record is used to provide a formal record of an assessor's observation of individual learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

Observation records must:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, recorded footage eg, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or logbook and/or peer assessments records, etc. (Where required by the specification/assessment guidance of a unit).
- be completed by the assessor who must have direct knowledge of the specification
- record the assessor's comments
- be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

The record will:

- relate directly to the evidence requirements in the unit specification
- provide primary evidence of performance to support subsequent assessment decisions
- is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Witness statement

A witness statement is used by somebody other than the Assessor to provide a written record of individual learner performance against targeted assessment criteria. 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 learner against given assessment 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 learner 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 assessment 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 (this may need further clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.
- all witness testimonies should be signed and dated by the witness

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 the unit.

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 learner 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.

*Observation Record		*Witness Statement	
*please delete as applicable			
Learner name:			
Qualification:			
Unit number & title:			
Name of *Observer/ *Witness: *please delete as applicable			
Date of Activity:			
Assessment criteria targeted:			
Description of activity undertaken (what the learner did) and the evidence provided/questions asked and answers given:			
I confirm this is an accurate record of the activity undertaken			
Learner signature:		Date:	
*Assessor/*Witness signature: *please delete as applicable			
Role:		Date:	

Appendix 9: BTEC ASSESSMENT APPEALS TRACKING FORM

Name of appellant	
Course Name	
Unit	
(Assignment)	
Assessment Result	
Date of assessment result	
Name of assessor	
Date of appeal	
Summary of grounds for appeal (Attach copy of letter)	
Action/dates & outcome of informal attempts to resolve	
Comment/signature/date of appellant	
Date of Appeals Panel	
Membership of Appeals Panel	
Outcome of Panel	
Reassessment: Name of assessor and date of reassessment	
Outcome of reassessment	
Date of final decision of panel	
Date of letter to student (copy to be attached)	
Comment/signature/date of appellant	

Appendix 13

Documentation to be maintained by assessors

For each BTEC course in your programme area, the following evidence should be readily available.

Programme Area:

Evidence	Yes / No
Approval letter showing accreditation period and programme number	
Meeting local needs approval (if appropriate)	
Course specific induction material (if relevant)	
Course handbook	
Class registers (with any support needs identified)	
Course timetables	
Course team details including training and CPD records	
Assessment and IV schedule	
Schemes of work	
Assignment briefs	
IV records	
Standardisation records	
Standards Verification and/or Confirmation Sampling reports and follow up documentation (if appropriate)	
Team meeting documentation including board meetings (agenda/minutes)	
Student tracking and achievement documentation	
Results of student satisfaction surveys	
Copy of programme area SEF (containing achievement and progression data)	