



Headteacher: Mrs F A Dean, M.A. (ED) NPQH (Interim)

Head of School: Ms T Wilden B.A. (HONS)

Initial Policy date	April 2018	Next scheduled review	April 2022
Governor approved	29 April 2020	Key person/people	AHT – Curriculum/Assessment
Model Policy		Model localised	Yes
Pupil leadership team review		Y / N	N/A

NON-EXAMINATION ASSESSMENT POLICY

Contents

1. Rationale
2. Legislation
3. Definition
4. Roles and responsibilities
5. Registration and Certification
6. Task Setting
7. Task taking
8. Authentication
9. Task Marking
10. Malpractice
11. Enquiries about results
12. Use of word processors
13. Appendix for BTEC qualifications

1. Rationale

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define colleagues' roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

4. Roles and responsibilities

This section sets out the key responsibilities of colleagues in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, colleagues should read the JCQ guidance referred to above.

Head of centre

In our school, the Head of Centre (also known as Quality Nominee) is Andrew Page

The Head of Centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally assessed work to the criteria provided by the awarding body

Exams officer

The Exams Officer is responsible for:

- Supporting the administration/management of non-examination assessment

Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring that all relevant colleagues are aware of any access arrangements that need to be applied

5. Registration and Certification

Aims:

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

In order to do this, Test Valley School will:

- Register each pupil within the awarding body requirements.
- Provide a mechanism for Subject Leaders to check pupil registrations.
- Make each pupil aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to pupil details.
- Ensure that certification claims are based solely on internally verified assessment documents.
- Audit certificate claims made to the awarding body.
- Audit certificates from the awarding body to ensure accuracy.

6. Task setting

Where the school is responsible for task setting, in accordance with specific awarding body guidelines, subject Leaders will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification
- Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

7. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Supervision

- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that there is sufficient supervision of every candidate to enable work to be authenticated and that the work that an individual candidate submits for assessment is his/her own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will ensure that candidates understand the need to reference work, give guidance on how to do this, and ensure that candidates are aware that they must not plagiarise other material

Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may review candidates' work and provide oral and written advice at a general level and having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner

- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

8. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that the work is solely that of the candidate concerned, completed under the required conditions and signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Head of Centre will be informed.

9. Task marking

Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

We will inform candidates verbally of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Both internal and external moderation will occur, any changes in marks based upon moderation will be shared with pupils.

Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

10. Malpractice

The Head of Centre will make sure teaching colleagues involved in supervising candidates are aware of the potential for malpractice. Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Definitions of Malpractice by Pupils:

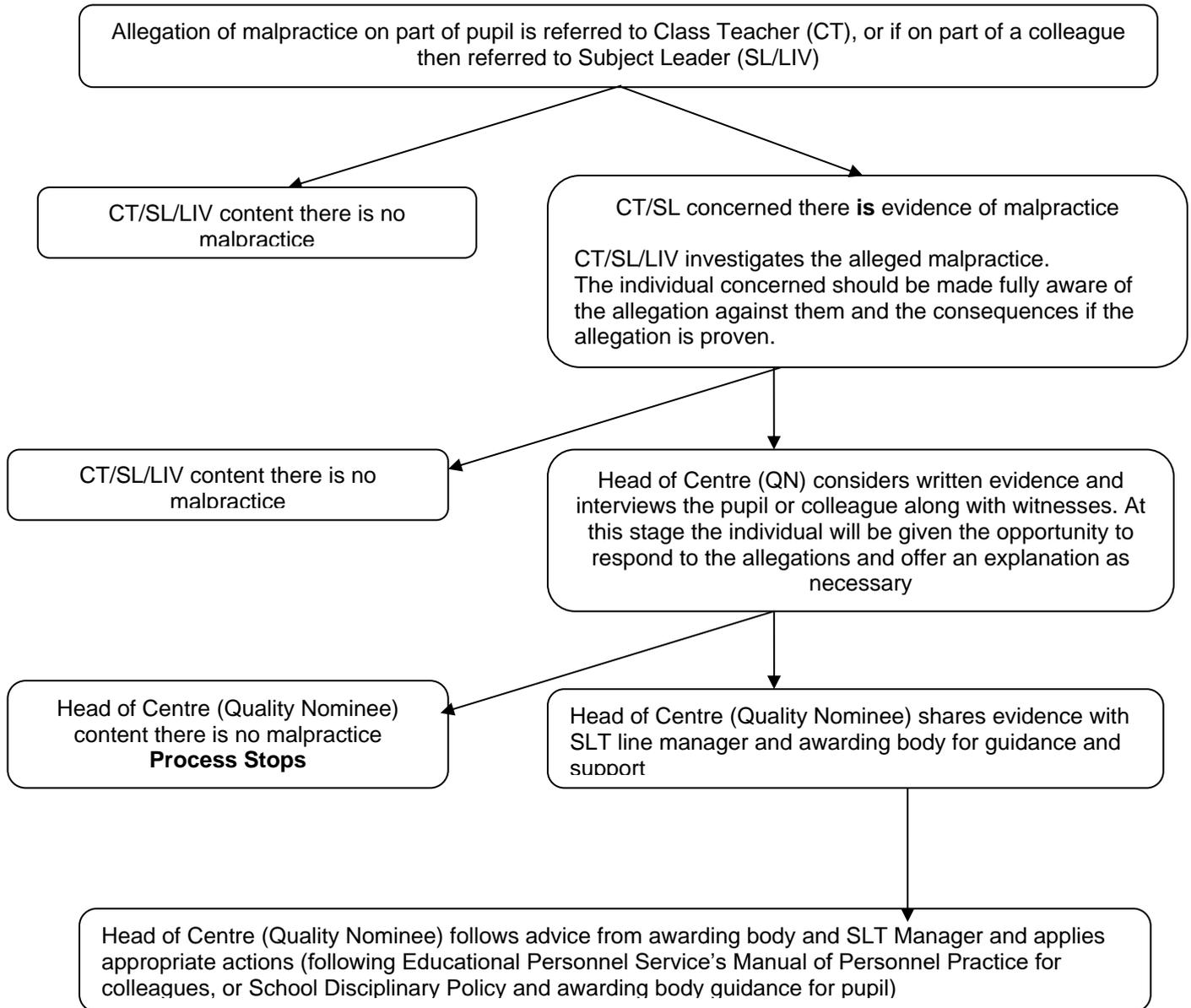
- Plagiarism of any nature.
- Collusion with others by working collaboratively and then submitting work as an individual pupil.
- Copying (including using ICT to copy)
- Deliberate destruction of another's work.
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another.
- Use of a previous candidates work.

Definitions of malpractice by Test Valley School Colleague:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework secure.
- Improper retention of certificates.
- Assisting pupils in the production of work, where the outcome has the potential to influence the outcomes of assessment.
- Producing falsified witness statements, for example where evidence for the pupil has not been generated.
- Allowing evidence, which is known by the colleague not to be the pupil's own work, to be included in the pupil's assignment.
- Facilitating and allowing impersonation.
- Falsifying records/certificates.
- Fraudulent certificate claims, that is, claiming a certificate prior to a pupil completing all the requirements of assessment.

These lists are not exhaustive and other instances of malpractice may be considered by Test Valley School.

Processes for addressing possible malpractice



11. Enquiries about results

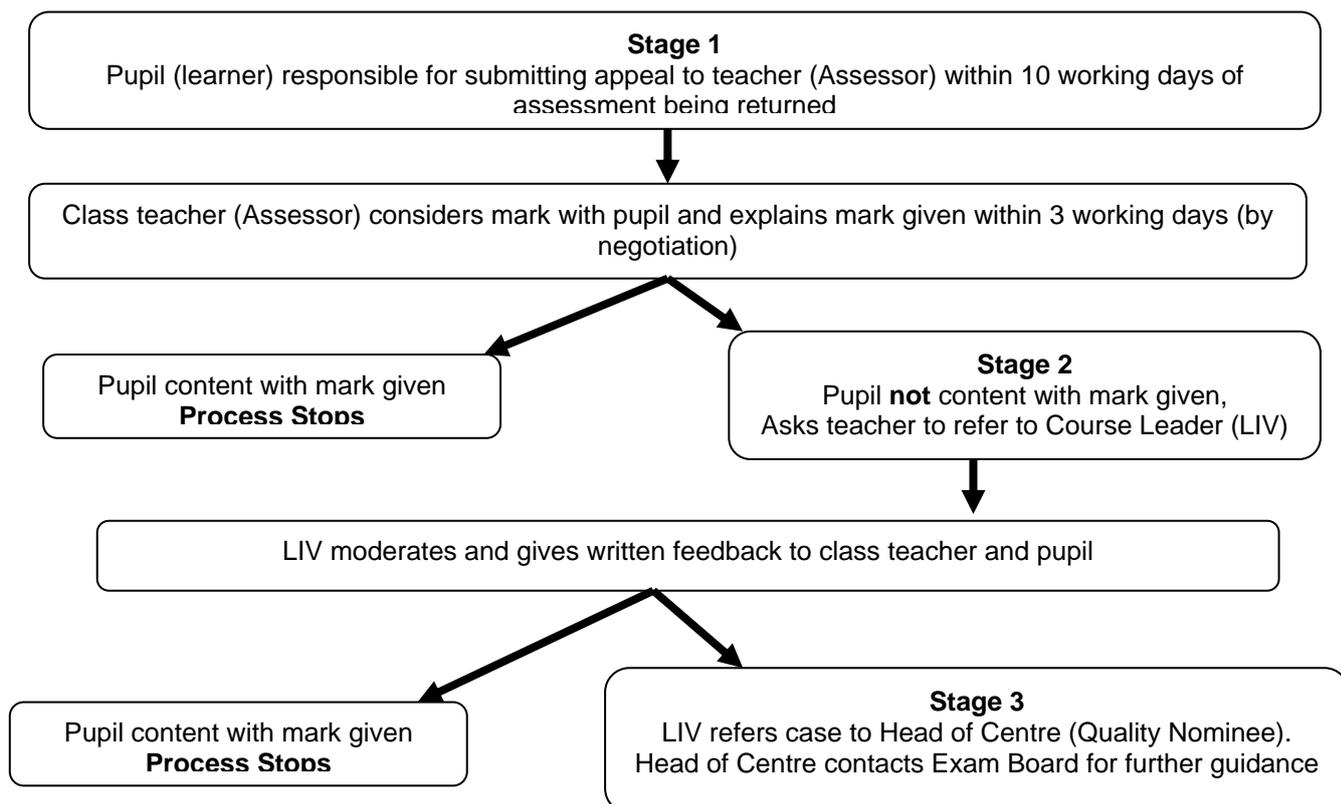
Aims:

1. To enable the pupil to enquire, question or appeal against an assessment decision.
2. To attempt to reach an agreement between the pupil and the assessor at the earliest opportunity.
3. To standardise and record any appeal to ensure openness and fairness.
4. To facilitate a pupil's ultimate right of appeal to the awarding body, where appropriate.
5. To protect the interests of all pupils and the integrity of the qualification.

In order to do this, Test Valley School will:

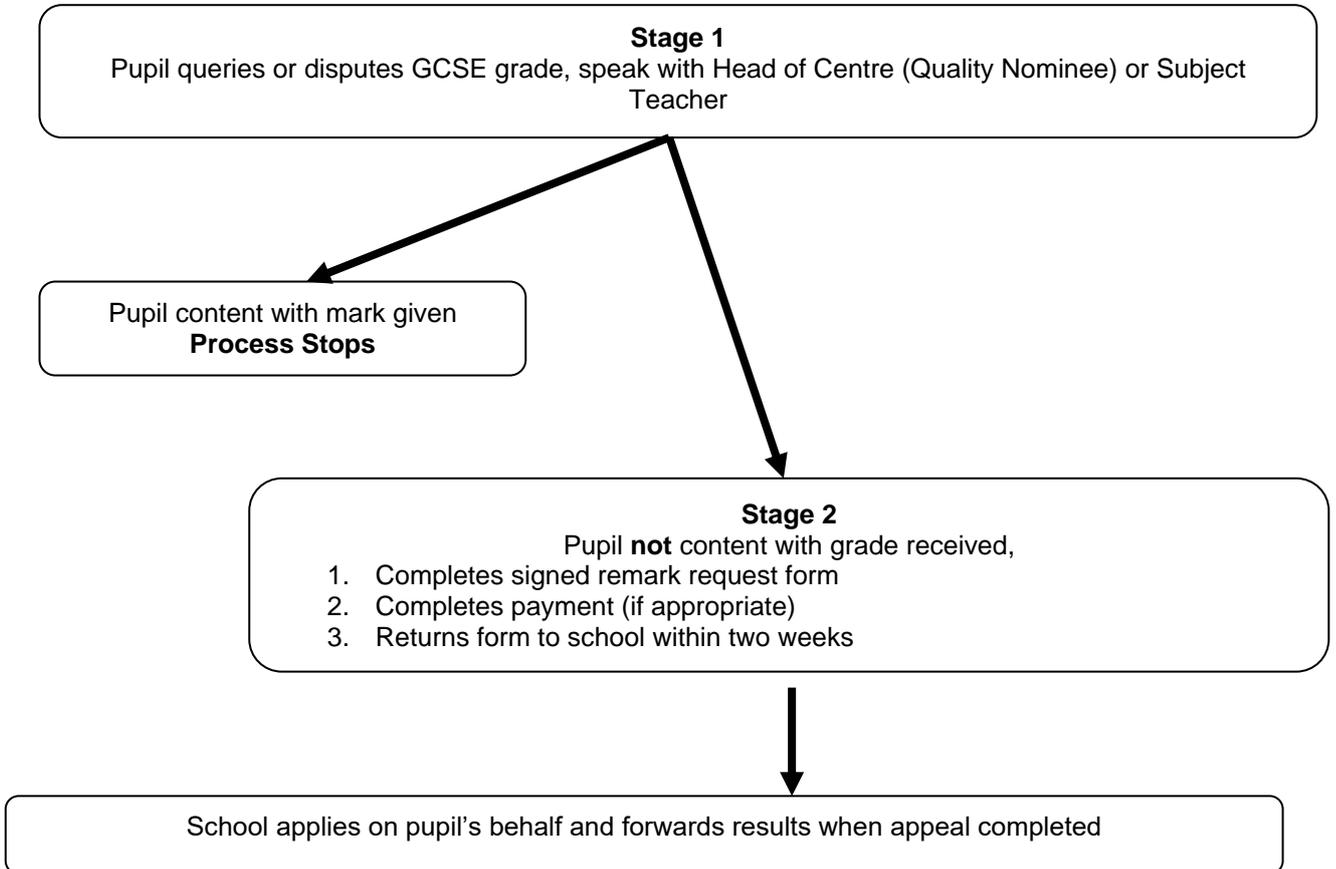
- Inform the pupil at the start of a course of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a pupil considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other pupil and the integrity of the qualification, when the outcomes of an appeal question the validity of other results.
- Monitor appeals to inform quality improvement.

Internal Appeal Processes



External Exams Appeals

Pupils have a right to appeal against a GCSE grade. In order to appeal pupils should read instructions on school website and submit a written request using the form available within two weeks of receiving the GCSE results. This request should include payment if appropriate.



12. USE OF WORD PROCESSORS

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations, or can work faster on a keyboard, or because he/she uses a laptop at home. (JCQ Access Arrangements and Reasonable Adjustment)

A word processor (spell and grammar check disabled) can be used in examinations:

- If a candidate has a below average (Standard Score 84) handwriting speed, but their typing speed compensates for their slow speed of writing, i.e. the candidate is able to type at a speed equivalent to an average handwriting speed. The formal assessment of below average handwriting will have been completed by the specialist assessor.
- If a candidate's writing is extremely difficult to read and likely to place them at a disadvantage in an exam. A copy of the candidate's writing should be kept on file.
- If the candidate has an impairment that makes it difficult or uncomfortable to handwrite in examinations. Evidence of this difficulty should be kept on file.
- If the candidate has problems with planning and organisation when writing by hand, and the quality of language significantly improves as a result of using a word processor. Teacher evidence should support this arrangement.

The use of a word processor must reflect the candidate's normal way of working within the centre

Exceptional circumstances may also be considered; such as a temporary injury that makes handwriting uncomfortable. In such circumstances, it would be expected that the request will be supported by medical evidence.

Once the use of a word processor has been agreed it will apply to all subjects (except maths). However, the candidate does not have to use it in all subjects, e.g. they may prefer to handwrite their science paper for example. It can also be used to type certain questions only, i.e. those requiring extended writing.

Candidates are responsible for frequently saving their work in class and during the exam time.

Requests for the use of a word processor should be made via the Specialist Assessor using the word processor referral sheet, found in the Learning Support folder online.

Appendix 1

BTEC Assessment Procedures from 2014

The following gives an outline about internal assessments on BTEC. Full details can be found by following the link at the bottom:

1. Aims and Objectives of the policy

Aims

Test Valley School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way pupils' work is assessed and must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our pupils.

Objectives

- a) To assess pupils' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the Awarding Bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide pupil-centred approaches to assessment, which provide opportunities for pupils to achieve at levels commensurate with the demands of the subject.

2. Assessment

Internal Assessment is defined as the process where teaching colleagues make judgements on evidence produced by pupils against required criteria for the BTEC qualification. All Test Valley School devised assessment materials must be internally verified prior to being issued to pupils.

Where there have been any alterations to specification content or assignment design, the assignment brief must be internally verified again prior to distribution to the pupils. The assignment checking service provided by Pearson is a good vehicle in which to provide assurances that the assignment brief in question is fit for purpose.

- a) Completed pupil assignments will be assessed internally, be subject to internal verification and standards verification by the awarding body unless the unit is externally set and assessed by the awarding body.
- b) Pupils 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 and LIV are 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) Pupils will be given a final deadline for summative feedback only.
- e) Following formative feedback, pupils will be reminded of the summative assessment deadline after which, the work is assessed and the outcome entered on the individual subject tracker and the summative assessment sheet within the unit folder. The assessment decisions are then internally verified according to the procedure outlined below.
- f) There must be suitable time between the start of the course and beginning of formal assessment for pupils to receive and be able to act upon formative assessment. At Test Valley School we would not expect any formal assessment to begin before Spring Term of the first year.
- g) All coursework must be handed in on the stated date.

2.1 Resubmission of Pupil work

Pupils should submit work for assessment no later than the date specified on the assignment front sheet. **Work submitted after this date may be marked, under LIV's discretion, using the full marks scheme but will not be entitled to a resubmission.** Should a resubmission be required this has to be sanctioned by the Lead IV for that Subject. Only one re-submission is allowed per learning aim.

- a) The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:
 - the pupil has met initial deadlines set in the assignment, or **has** met an agreed deadline extension
 - the tutor judges that the pupil will be able to provide improved evidence without further guidance
 - The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the pupil.
- b) If a pupil **has not** met the conditions listed above, the Lead Internal Verifier **must not** authorise a resubmission.
- c) In order to avoid giving any pupil an unfair advantage, the whole cohort should be given the same resubmission opportunities as long as the applicable criteria outlined in sub para a have been met.
- d) Authorised re-submissions should take place within **10 working days of the assessment feedback being returned to the pupil.**

2.2 Retakes

If a pupil has met all of the submission conditions, but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must **only** authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

- The retake **must** be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment. Please see the BTEC Centre Guide to Assessment for further information on writing assignments for retakes (www.btec.co.uk/keydocuments)
- The assessor **cannot** award a merit or distinction grade for a retake
The assessor **must** agree and record a clear deadline before the pupil starts a retake
- The pupil and the assessor **must** sign declarations of authentication as they both did for the previous submissions
- The pupil **will not** be allowed any further resubmissions or retakes
- Standards Verifiers **will** require you to include evidence of any retakes in sampling.

2.3 Providing Feedback

The teacher must decide when the pupil is fully prepared to undertake the assessment. Once pupils are working on assignments which will be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

- a) Before commencing an assessment, the teacher must ensure each pupil understands the:
 - Assessment requirements
 - Nature of the evidence they need to produce
 - Importance of time management and meeting deadlines.
- b) Once the pupil begins work for the assessment, the teacher must not:

- Provide specific assessment feedback on the evidence produced by the pupil before it is submitted for assessment
- Confirm achievement of specific assessment criteria until the summative assessment stage.

2.4 Annotating Pupil Work

It is recognised that it is good practice to make annotations on pupil work during feedback. This helps the pupil, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found. However, the annotations themselves must not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found. Confirmation of achievement is recorded at the assessment stage, on the relevant Assessment Record only. This should be clearly understood by Assessors, Internal Verifiers and Standards Verifiers.

3. Roles and responsibilities

3.1 Role of the Assessor

The role of the Assessor is to:

- Set tasks which allow pupils to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- Ensure that pupils are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework/portfolio components of a subject.
- Adhere to the Awarding Body's specification in the assessment of pupil assignments.
- Record outcomes of assessment using appropriate documentation. 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.
- Ensure each candidate signs to confirm that the work is their own 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 to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the pupil, Exams Officer, BTEC Coordinator and SLT for timely submission to the awarding body.

3.1a the Responsibility of the Assessor

It is the responsibility of assessors to:

- a) Provide assessment processes that are fair and meet the requirements of pupils and of the qualification
- b) Provide pupils with a schedule of assessment.
- c) Provide accurate, timely and informative assessment feedback to inform pupils of their individual progress and tell them what they need to do to improve.
- d) Record assessment decisions regularly, accurately and systematically, using agreed documentation.
- e) Comply with Test Valley School and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decisions
- f) Familiarise themselves and pupils with Test Valley School Assessment Appeal 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 Test Valley School and Awarding Body.
- i) Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.
- j) Provide special arrangements for pupils with additional learning needs.

3.2 Internal Verification and Role of the Internal Verifier

The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards whilst also leading teaching colleagues development and ensuring sound quality improvement.

- Each course will have an identified team of Internal Verifiers (IV) made up of teaching colleagues within the curriculum area in question, allowing accuracy and validity of assessment decisions to be determined.
- Internal Verifiers 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.
- Provision will be made for communication between curriculum areas to share 'best practice' and areas of concern. Typically, this will be achieved through regular meetings of Internal Verifiers/programme managers at which standards and processes are discussed to maximise consistency between courses.

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to pupils. They should enable pupils to meet the unit grading criteria.
- Make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Ensure IV takes place within one month of the pupils completion of the assignment(s) in question
- Make all IV evidence available to the Standards Verifier
- Plan with the course team a termly internal verification schedule linked to the outline course plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify 100% of the sample for Standards Verification.
- Consider alternative methods of moderation/verification as 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.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the Quality Nominee prior to the final confirmation of the marks for all the pupils taking the assignment.
- Where re-sampling is necessary the work should be verified again before being sent to the Standards Verifier and records kept.

3.2a The Responsibility of the Internal Verifier (in this school the LIV and Assessor are normally the same person)

Internal verifiers are responsible for:

- a) Verifying assignment briefs prior to distribution to pupils.
- 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.

3.3 The Role of the Lead Internal Verifier

- A Lead Internal Verifier is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Subject.
- The Lead Internal Verifier has access to accreditation and should register through the online standardisation system, OSCA.

The Lead Internal Verifier should be:

- Someone with the authority to oversee assessment outcomes. Ideally this would be the Subject Leader, as this would normally be a key part of their role.
- Directly involved in the assessment and delivery of a programme, so that they understand the units.
- Able to coordinate with other Internal Verifiers and Quality Nominee.

3.3a the Responsibilities of the Lead IV:

- a) Read and understand the BTEC Quality Assurance Handbook each year, and make sure assessors and verifiers have access to it.
- b) Register with Edexcel via OSCA and confirm registration every year.
- c) Undertake online induction as and when required.
- d) Ensure that there is an assessment and verification plan which is fit for purpose and meets Edexcel's requirements.
- e) Sign off the plan and check that it is being followed at suitable points.
- f) Undertake a process of checking that pupil work has been Internally Verified to the required standard as directed by the exam board. This should involve the Lead IV 'spot checking' and internally verifying no more than 50% and no less than 25% of already internally verified work.
- g) Ensure that records of assessment and samples of pupil work are being retained for use with Standards Verification if necessary.
- h) Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required.
- i) Make arrangements for handover to a deputy if unable to carry out the role.

3.4 The Responsibility of the Quality Nominee

- a) To act as Quality Nominee for Test Valley School, to act as a conduit for information from awarding bodies to subject teams, and to ensure standardisation of processes and documentation across the programmes.
- b) To ensure all BTEC Processes are carried out in line with the Awarding body's specifications and requirements.
- c) To ensure all course marks are submitted to the awarding body by last week in May each academic Year

4.5 The Responsibility of the Exams Officer

- a) To meet the deadlines for registering pupils with the awarding body
- b) To ensure that awarding body data is kept up to date with timely withdrawal or transfer of pupils
- c) To claim pupils' certificates as soon as appropriate.
- d) To claim unit certification when a pupil has not been able to complete the full Programme of Study.
- e) To facilitate the administration of the external externally assessed unit requirements

5. Standardisation

Standardisation of assessment to ensure accuracy will take place once per year for NQF programmes and through the OSCA (Online standardisation) process for QCF programmes.

5.1 NQF Standardisation

- Any Lead IV under QCF will need to access OSCA and up-date profile to include NQF.
- Course leader and all other teachers are required to download and read through NQF document and tick box as confirmation this has been read and a standardisation exercise has been carried out with the programme delivery team.
- Every year, a nominated external (SV) Standard Verifier will request a sample.

5.2 QCF Standardisation

- a) Nominated Lead IVs will need to undergo an OSCA online standardisation test. Where successful completion of the test is achieved accreditation is valid for three years. Confirmation sampling may take place within the three year period but is not automatic.
- b) Where nominated lead IV's have not undertaken the online OSCA accreditation or where the test has been unsuccessful, standardisation sampling will be automatic for that year.
- c) Where decisions of the standardisation sampling have been agreed by the Standards Verifier, the Lead IV will then be accredited for a further 3 years which will be subject to confirmation sampling as and when required.

6. Authentication of Candidate's Work

- a) On each assignment pupils must sign that the work submitted is their own and teachers assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- b) Pupils and assessors must complete the "Pupil Submission Certificate of Authenticity"
- c) If the pupil hands in an assignment and teachers suspect it is not the pupil's own work, the matter should be reported to the Lead Internal Verifier and appropriate action taken.

7. Appeals Procedures

7.1 Assessment Decisions

- a) It is the responsibility of each individual teacher within Test Valley School, to make all pupils aware of the appeals procedure and give them access to a copy of the procedure.
- b) The Quality Nominee is responsible for managing the appeals process.
- c) Written records of all appeals should be maintained by Test Valley School. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome.

7.2 Grounds for Appeal

A pupil/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 pupils/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 Test Valley School was aware of prior to the submission deadline.
- g) Agreed deadlines were not observed by teaching colleagues.
- h) The current Assessment Plan was not adhered to.
- i) The decision to reject coursework on the grounds of malpractice.

7.3 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, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- b) The Quality Nominee with the Lead IV and/or Internal Verifier, on receipt of the formal appeal from the pupil, will try to seek a solution negotiated between the relevant assessor and the candidate.
- c) If it is not possible to reach an agreement, the Quality Nominee will meet with the Internal Verifier and candidate separately to hear grounds for appeal.

- d) The Quality Nominee will make a decision based upon submitted evidence and discuss with Headteacher. A written decision will be shared with all parties
- e) If the candidate wishes to appeal further a submission will be made to the Awarding Body for further guidance.
- f) The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - An opportunity to resubmit for assessment within a revised agreed timescale.

8. Access to Policy

- a) Programme Managers are to ensure a hard copy of this policy is kept within the Programme Management file
- b) Pupil Induction Programmes and course handbooks will highlight key aspects of this policy.

9. Response to QRD visits and SV

Test Valley School will respond promptly and thoroughly to external moderation from QRD and SV. The Quality Nominee and Lead Internal Verifiers will action all essential changes and recommended changes within four working weeks.

10. 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 pupils’ 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 Test Valley School teaching colleagues make judgements on the assessment evidence produced by pupils against the required standards for the qualification

Verification - is the process by which Test Valley School and the awarding body ensure that national standards are consistently applied to the assessment of pupils.

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

Standards 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;

Full details can be found on the following link:

http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Key Roles 2017-18

Roles	Names
-------	-------

Head of Centre/ Quality Nominee (QN)	Mr Andrew Page
Lead Internal Verifier (LIV)	Mr S Langdown
Deputies for LIV	Mr G Williams
Assessor (A)	Mr S Langdown