



The Fernwood School

High Achievement with Care & Discipline for All"

BTEC Assessment Policy

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Quality Nominee.

Approved: November 2025
Next review: November 2026
Status: Non-Statutory



Contents

1. Aims	3
2. BTEC Assessment	4
3. Assessment plans	4
4. Assignment design.....	4
5. Assessment procedures.....	4
6. Resubmission	5
7. Feedback	5
8. Records.....	6
9. Policy change	6



1. Aims

- ✦ To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- ✦ To ensure that the assessment procedure is open, fair, and free from bias and to national standards.
- ✦ To ensure that there is accurate and detailed recording of assessment decisions.

To do this, The Fernwood School will:

- ✦ Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- ✦ Produce a clear and accurate assessment plan at the start of the programme/academic year.
- ✦ Provide clear, published dates for handout of assignments and deadlines for assessment.
- ✦ Assess learner evidence using only the published assessment and grading criteria.
- ✦ Ensure assessment practices meet current BTEC assessment requirements and guidance.
- ✦ Ensure that assessment decisions are impartial, valid, and reliable.
- ✦ Not limit or 'cap' learner achievement if work is submitted late.
- ✦ Develop assessment procedures that will minimise the opportunity for plagiarism and assessment malpractice.
- ✦ Maintain accurate and detailed records of assessment decisions.
- ✦ Maintain a robust and rigorous internal verification procedure.
- ✦ Provide samples for standards verification/external examination/ moderation as required by Pearson.
- ✦ Monitor standards verification/external examination/ moderation reports and undertake any remedial action required.
- ✦ Share good assessment practice between all BTEC programme teams.
 - ✦ Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- ✦ Provide resources to ensure that assessment can be performed accurately and appropriately.
- ✦ Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval.



2. BTEC Assessment

All BTEC programmes delivered by The Fernwood School are made up of units. These include the Introductory Level 1 courses and the Level 1/2 courses. Each unit is assessed and counts towards an overall qualification. All BTEC programmes are assessed by reference to the assessment and grading criteria published in the [programme specifications](#).

Units in some BTECs are graded, for example Pass, Merit or Distinction. Others are only achievable as a Pass. The NQF (National Qualifications Framework) units allow for a Level 1 Pass, in addition to Level 2 achievement. In NQF programmes there are units, which are externally assessed, contributing 25% of the final grade. For the Tech Awards Level 1 learners can achieve Pass, Merit and Distinction.

3. Assessment plans

The assessment plan is a working document and as such may need to be changed during the year. The assessment plans are no longer required for the new Tech Awards, but good practice at The Fernwood School means that a delivery plan should include:

- 🌟 Names of all Assessors and Internal Verifiers.
- 🌟 Scheduling for assignment hand out and submission.
- 🌟 Deadlines for assessments.
- 🌟 Scheduling for internal verification.
- 🌟 Scheduling of the opportunity for resubmission.
- 🌟 Scheduling of external assessments so that a full programme plan is shown.

In designing the assessment plan, the splitting of Learning Aims/Learning Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria must be avoided. Tasks and learning experiences are designed to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim.

4. Assignment design

For the New TECH awards, Pearson set assignments (PSAs) are used as set out in their specifications. For the level 1 introductory courses, the assignments are devised, reviewed and set within the specifications set out by Pearson on their qualifications page.

5 Assessment procedures

Before starting an assessment, the Assessor must ensure that each learner understands:

- 🌟 The assessment requirements.
- 🌟 The nature of the evidence they need to produce.
- 🌟 The importance of time managements and meeting deadlines, including the consequences for late submission.
- 🌟 The importance of submitting authentic work.



Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners can use their knowledge/skills gained during teaching of the programme, handouts and learning resources, the unit content, assessment criteria and assessment guidance and the assignment brief etc. to work independently towards the task.

Only one submission is allowed for each assignment. This must be handed in to the Assessor on the designated day outlined within the assessment plan unless there has been an agreed extension between the Assessor and the learner. The Lead Internal Verifier (IV) must be informed of any agreed extensions.

For each assignment task the learner must submit the following:

1. An assignment which consists of evidence towards the targeted assessment criteria.
2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently. The declaration can be on the assessment record or a separate learner authenticity declaration or an electronic platform or by incorporating a learner declaration into an assignment brief front sheet.

The Assessor should then:

- ✿ Formally record and confirm the achievement of specific assessment criteria.
- ✿ Complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge.

6. Resubmission

Resubmission is another chance for the learner to undertake the same assignment. The Lead IV may authorise one opportunity for the learner to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The learner has met the initial deadline set in the assignment or has met an agreed deadline extension.
2. The Assessor judges that the learner will be able to provide improved evidence without further guidance.
3. The Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated learner declaration of authenticity.

If any of the above three conditions are not met the Lead IV must not authorise a resubmission. If the Lead IV authorises a resubmission, it must be:

- ✿ Recorded on the assessment record.
- ✿ Completed within 15 working days of the learner receiving the results of the assessment.
- ✿ Undertaken by the learner with no further guidance.

7. Feedback

Feedback can occur throughout the teaching and learning process, during assessment and following assessment. During assessment the Assessor can give general feedback and support,



particularly around the development of knowledge, understanding and skills. However, feedback should not include assessment of the specific assignment evidence or confirm the achievement of specific assessment criteria. Following assessment, the Assessor should give clear feedback on the assessment record focusing on:

- ✿ The criteria the learner achieved.
- ✿ The criteria not achieved (and why), although a list of instructions on how to get a higher grade should not be included.

A sample of assessment decisions should be Internally Verified before returning the work and feedback to the learners.

8. Records

All assessment should be recorded in a way that assures the following:

- ✿ Assessment evidence is clearly measured against national standards.
- ✿ Learner progress can be accurately tracked.
- ✿ The assessment process can be reliably verified.
- ✿ There is clear evidence of the safety of certification.

Assessor records must be monitored and sampled by the Lead IV. Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certified (12 weeks starts once the certificates have actually been received by the centre).

Following learner certification, the following BTEC documentation should be retained for a minimum of three years:

- ✿ Assignment briefs.
- ✿ Assessment records (feedback sheets).
- ✿ The associated internal verification documentation.
- ✿ Achievement tracking at criteria level.

9 Policy Change

This policy may only be amended or withdrawn by The Fernwood School.

Pearson Website:

<https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/btec-level-1-introductory.html>