

National Qualifications Framework (NQF)

Entry Level Skills for Working Life and Life Skills

Centre Guidance

Centre Guide to Assessment: Planning, Design and Delivery

A PEARSON COMPANY



BTEC Mission Statement

We aim to reduce the bureaucratic burden of assessment and assessment-related processes on centres whilst maintaining the quality of provision. We will achieve this through effecting a change of focus from an Edexcel-driven model of 'Quality Control' to one of centre-driven 'Quality Assurance'.

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Introduction

There are four important documents that programme leaders and teams must use as their point of reference for all planning and assessment of the Entry Skills for Working Life and Life Skills programmes.

There are three common documents for all subject sectors (Specifications issue 2): Centre Guidance; Core Units; Option Units

The fourth document is the Centre Guide to the Specialist Units within each subject sector.

These can be found on the Edexcel website www.edexcel.org.uk/quals/entry/.

This Centre Guide to Assessment: Planning, Design and Delivery is designed for tutors new to teaching and assessing BTEC Entry Level qualifications and for tutors who wish to build their knowledge base so that their planning and implementation is in place prior to delivering a programme of learning. It contains generic advice, guidance and support for assessing Entry Skills for Working Life and Life Skills programmes in all subject sectors.

A team approach to the delivery of BTEC Entry Level programmes is recommended and beneficial to learners and the teaching team.

The BTEC Entry Level qualifications are unitised and the assessment is based on the application of evidence requirements. There are suggestions on assignment design and templates for teams to use. Tracking learner achievement, together with feedback for learners and assessors, are vital elements in the quality cycle and example formats for these tasks also are included in the guide.

The Core Unit assessments are set by Edexcel and available on the web site www.edexcel.org.uk/quals/entry/ri/assignments/. These are valid until the end of the accreditation period or the extension to 31 August 2009.

There is information on the external verification process and how to prepare for this in the [BTEC Entry Level Handbook for Centres](#) (updated annually).

Overview of Roles and Responsibilities

Assessment Stage	Programme Team	The Assessor	The Learner	The Internal Verifier	External Verifier
Planning	<ul style="list-style-type: none"> Reads and understands the specification Identifies opportunities to generate evidence Creates and agrees assessment plan Plans assessment activities and timescales Writes assignments, which are clearly annotated. Appoints an Internal Verifier who will scrutinise the assignment briefs Designs an Internal Verification plan for the internal verification of the assessment decisions Designs and introduces relevant recording documentation 	<ul style="list-style-type: none"> Understands assessment arrangements to meet national standards Designs assessment activities which meet the evidence requirements Identifies assessment opportunities for the learner Actions internal verifier's advice 	<ul style="list-style-type: none"> Manages and organises own time to prepare evidence to meet the assessment plan 	<ul style="list-style-type: none"> Checks the quality of assessment instruments as fit for purpose Advises on the interpretation of national standards Co-ordinates assessment arrangements including multi-sites if appropriate 	<ul style="list-style-type: none"> Negotiates sampling of internally set assignments with the programme team as appropriate to relevant qualifications Negotiates arrangements for sampling learners' work
Implementing	<ul style="list-style-type: none"> Ensures timescales are met 	<ul style="list-style-type: none"> Guides the learner towards approaches in gathering assessment evidence Provide the learner with support and guidance 	<ul style="list-style-type: none"> Produces work for assessment to meet national standards 	<ul style="list-style-type: none"> Ensures an effective system of recording learner achievement is in place Advises on opportunities for evidence generation and collection Keeps records of the verification process Liaises with external verifiers where appropriate 	<ul style="list-style-type: none"> Prepares sampling schedule covering allocated programmes Maintains centre records and feedback to Edexcel
Internal Verifying	<ul style="list-style-type: none"> Ensures consistency of assessment judgements through standardisation meetings 	<ul style="list-style-type: none"> Checks authenticity and sufficiency of assessment evidence produced against evidence requirements/unit content Reviews progress of learners to give opportunities for remedial work or higher grade achievement Observes, scrutinises and records evidence of individual work within group activities Completes observation and witness statements to support demonstration of practical skills whether individual or within a group Actions internal verifier's advice Awards unit level achieved when the unit has been completed 	<ul style="list-style-type: none"> Submits evidence for assessment Checks the validity and sufficiency of the assessment evidence with the assessor Reviews opportunity for remedial work Participates in self assessment where appropriate 	<ul style="list-style-type: none"> Provides advice and support to assessors on a regular basis, covering all assessors and all units Advises on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Arranges standardisation meetings across teams and multi-sites Checks the quality of assessment to ensure that it is consistent, fair and reliable Ensures own assessment decisions are sampled when teaching on the programme 	<ul style="list-style-type: none"> Checks internal verification has been carried out on assignments, assessment decisions and assessment feedback to learners Checks consistency of the interpretation of national standards by each assessor Externally verifies assessment decisions to ensure they meet national standards. i.e. evidence requirements awarded is evidenced by learner work provided
Decision-making	<ul style="list-style-type: none"> Co-ordinates arrangements for internal verification Co-ordinates opportunities for receiving feedback from the internal verifier 	<ul style="list-style-type: none"> Decides and checks whether evidence is valid, authentic, consistent and sufficient Records assessment decisions 	<ul style="list-style-type: none"> Decides to improve on evidence provided following formative assessment decisions 	<ul style="list-style-type: none"> Monitors and advises on assessment decisions by sampling Gives programme team decisions and feedback on the sampling 	<ul style="list-style-type: none"> Externally verifies assessment decisions to ensure they meet national standards against all the evidence presented Identifies the actions necessary where assessment decisions do not meet national standards
Feedback	<ul style="list-style-type: none"> Ensures assessment plan, assignments and assessment decisions are scrutinised by the internal verifier and appropriate action taken 	<ul style="list-style-type: none"> Actions internal verifier's advice Gives constructive feedback to the learner Provides guidance for the learner to enhance assessment achieved on formative assessment Records the learner's summative achievement Review s progression opportunities with the learner 	<ul style="list-style-type: none"> Receives assessment recommendations and feedback from the assessor Appeals if dissatisfied with the assessment decisions Records summative assessment Plans next steps with the assessor 	<ul style="list-style-type: none"> Ensures appropriate corrective action is taken where necessary Takes part in the formal stages of any appeal Advises programme team on any training needs Provides feedback on aspects of the assessment system to the programme team, senior management and Edexcel 	<ul style="list-style-type: none"> Gives verbal feedback to the programme team or other centre nominated person on decisions taken Completes written report clearly identifying confirmation of meeting national standards or any remedial action required for re-sampling Maintains centre records and feedback to Edexcel Follows report copying protocols

Planning by Programme Team

Programme team responsibilities

Members of the team delivering the programme should be encouraged to:

- read and understand the specification
- understand the construction of a BTEC Entry Level unit
- identify opportunities to generate evidence
- create and agree assessment plan
- plan assessment activities and timescales
- ensure assessment plan, assignments and assessment decisions are scrutinised by the internal verifier and appropriate action taken by the team.

Good planning is the first step to successful programme delivery and assessment. It is the best way of making sure everything is in place and unit coverage is robust and achievable. Plans should be developed and shared between the programme team. Key areas to consider are:

- unit sequencing
- assignments and/or tasks
- resource planning such as when to deploy specialist staff
- timetabling, events, shows and visits
- schemes of work.

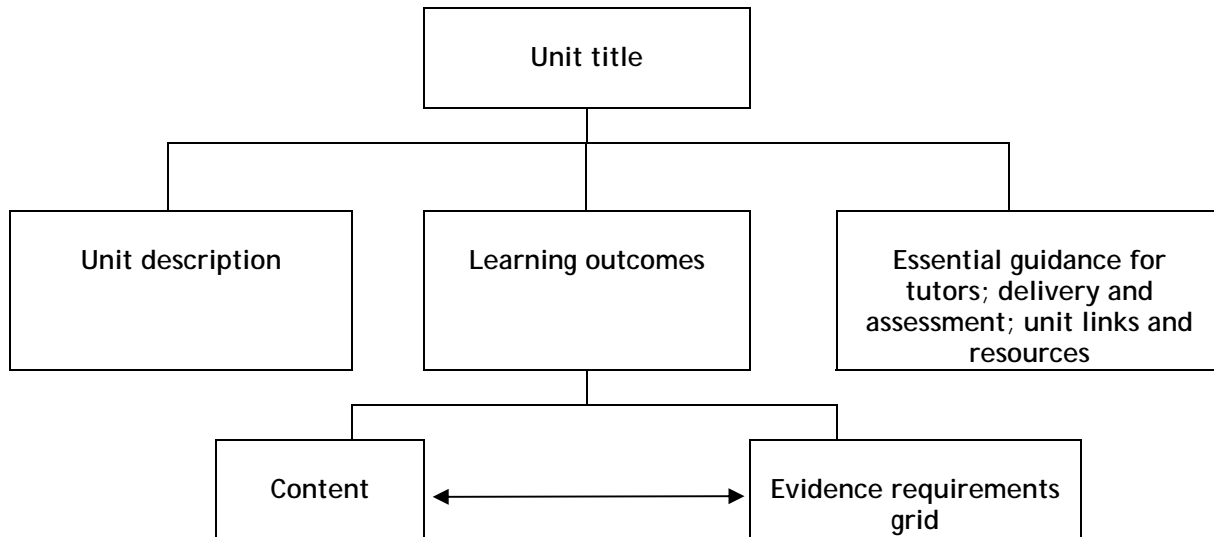
External links

All work related programmes will benefit from external links with those working in the vocational sector. These links could be provided in any of the following ways:

- Advice on planning assignments within a vocational context.
- Provision of 'live' case study material that is company or organisation based.
- Learner visits to companies and other vocational settings.
- Professional input from companies and vocational practitioners.
- Work placement that is specifically related to the qualification.
- Teacher placements to enhance vocational expertise.

Unit structure

This diagram shows how units are constructed:



Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP). Unit numbers are unique within the qualification. Each unit carries a specified number of guided learning hours. The units are written to the National Qualification Framework level.

Unit description

This is an overview of what the learners will do to achieve the unit e.g. explore, investigate etc.

Learning outcomes

Summary of outcomes state exactly what the learner should know, understand, or be able to do as a result of completing the unit.

Unit content

The unit content provides the programme of learning for the successful completion of the summary of outcomes. This should give the learner the knowledge to be able to produce the evidence requirements for the unit.

Evidence requirements

These state exactly what the learner must produce to complete the unit successfully.

Guidance for tutors

Each unit also provides further information on delivery, ideas for generating evidence, links to other units, and the identification of suggested teaching resources. Centres may develop their own extended lists to cover books, journals, websites and other sources relevant to the qualification specialism.

Single unit delivery

The qualification comprises individual units that represent clusters of learning outcomes. For many sectors, a unit by unit approach to delivery is a valid and appropriate method.

Internal Verification

Internal Verification (IV) is the quality assurance system the centre uses to monitor assessment practice and decisions to ensure that:

- assessment assignments are fit for purpose and will lead to valid and reliable assessment decisions on learner achievement
- assessment is consistent with the requirements of the specification and across the assessment team
- assessment decisions on learner work (evidence) are based accurately on the unit evidence requirements
- standardisation of assessors takes place in advance of final assessment decisions being made
- a vehicle is provided for continuous improvement through feedback on assessments.

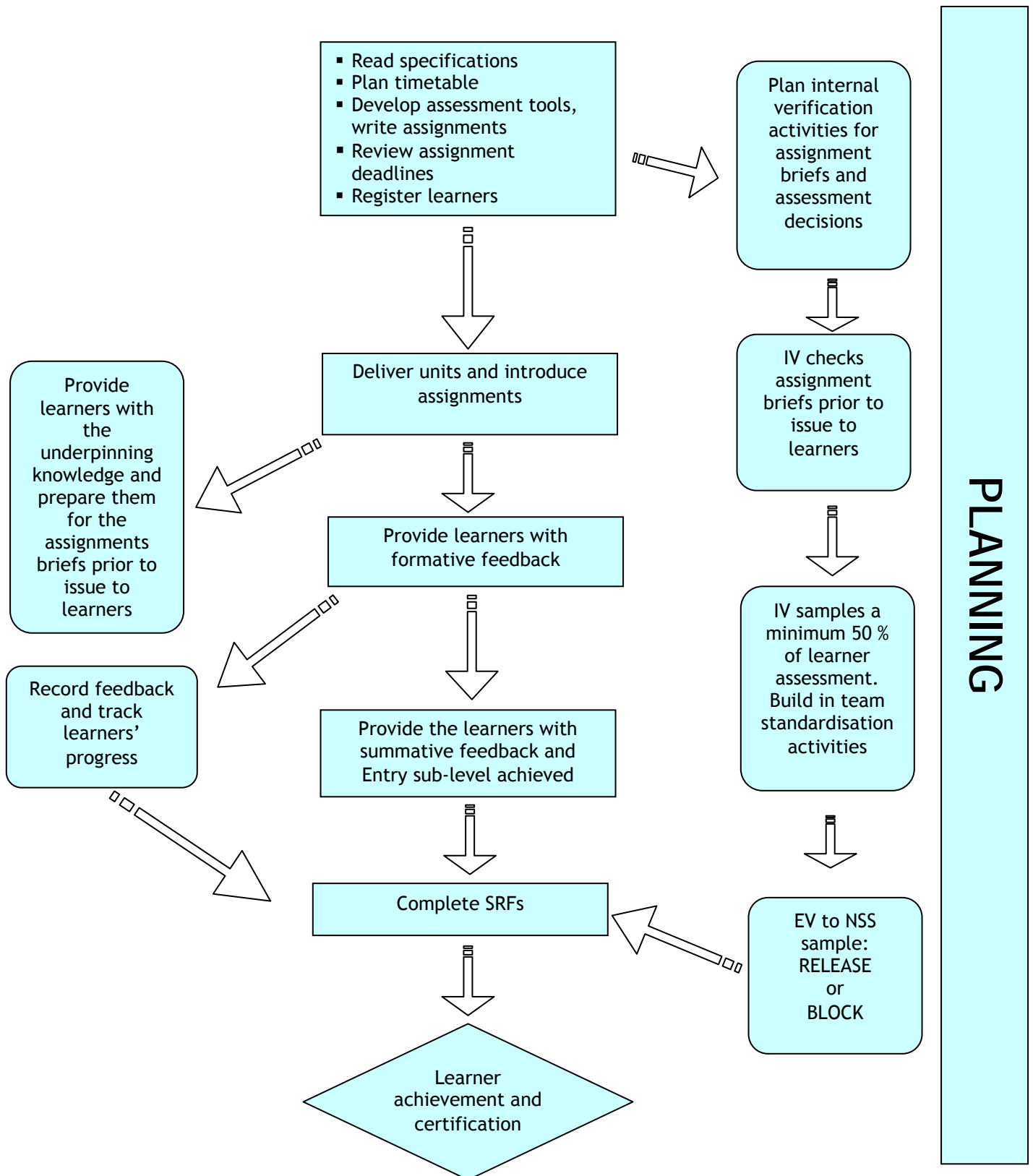
Internal verification of assignments

All centre devised assignment briefs must be internally verified, prior to issue to the learner to ensure the assignment is fit for purpose by verifying:

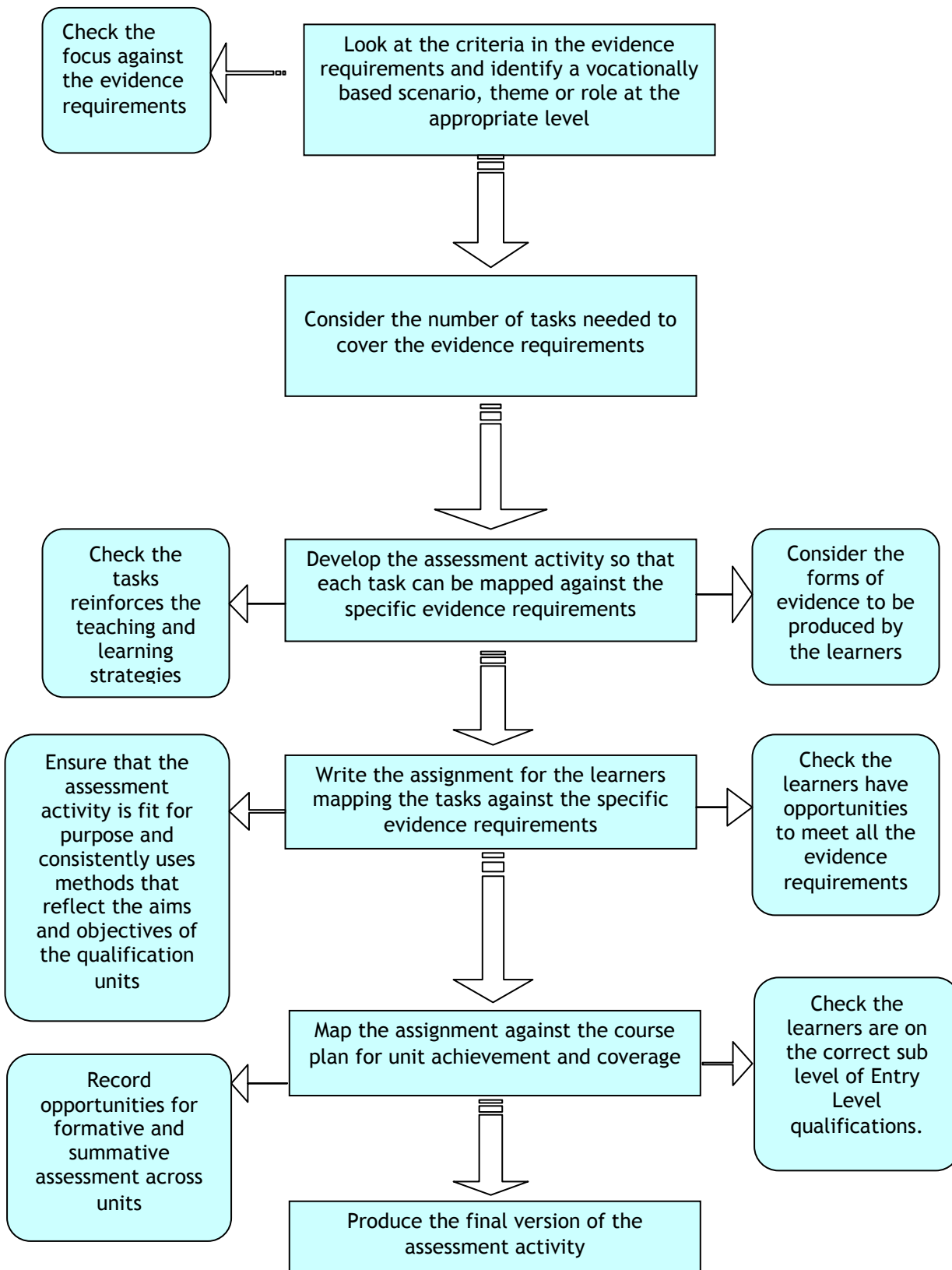
- learners' tasks are vocationally relevant and appropriate to the level of the qualification
- the tasks and evidence will allow the learner to address the targeted evidence requirements
- the format is clear and written in accessible language
- appropriate time periods have been set

Internal verification of the assignments is carried out by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. Internal verification should be reported and recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

Overview of Year Programme Planning



Planning Assignment Design



PLANNING

Learning Strategies Overview

These could include:

- project work carried out as an individual or as part of a group, ensuring that evidence of individual achievement is provided at all times (further details and example forms on observation records and witness statements are given on pages 31-34)
- work-based learning
- visits to companies with a facilitator to structure the visit
- visiting speakers from the vocational sector as the 'client'.

The emphasis should be placed on learning by doing, drawing on materials gained from the working environment or industry wherever possible. This will help to support learners to develop the transferable skills necessary in a changing and dynamic working environment.

Clear assignment briefing will:

- inform the learner of the tasks set
- inform the learner of the methods of assessment
- feedback on the progress of their work.

When a formal assessment has taken place, it is important that learners are aware of what they are able to do to improve the quality of the outcomes for a particular assignment or work to be accomplished in the future. Feedback should be recorded to clarify and action this.

IMPLEMENTING

Assessment Strategies Overview

The assessment programme must be designed so that skills and knowledge can be developed in line with the evidence requirements. An evidence requirement grid for each unit is provided in the specification and only the evidence requirements are to be used to assess learner performance.

There is a range of assessment methods that can be utilised such as:

- tutor formative assessment recorded against the evidence requirements throughout the assignment and summative assessment on completion of the assignment. It is advisable to give tasks in “bite sized chunks” as the learners can cope more easily with this method
- tutor observations of learner performance e.g. oral presentations, role play, work based assessment
- visual or audio materials, artefacts and products
- peer and self assessment .

Research has shown that using a variety of assessment methods enhances the learning. Where appropriate, peer assessment impacts on self assessment by enabling individuals to become self critical and evaluative. It can provide a useful first and second stage prior to tutor assessment.

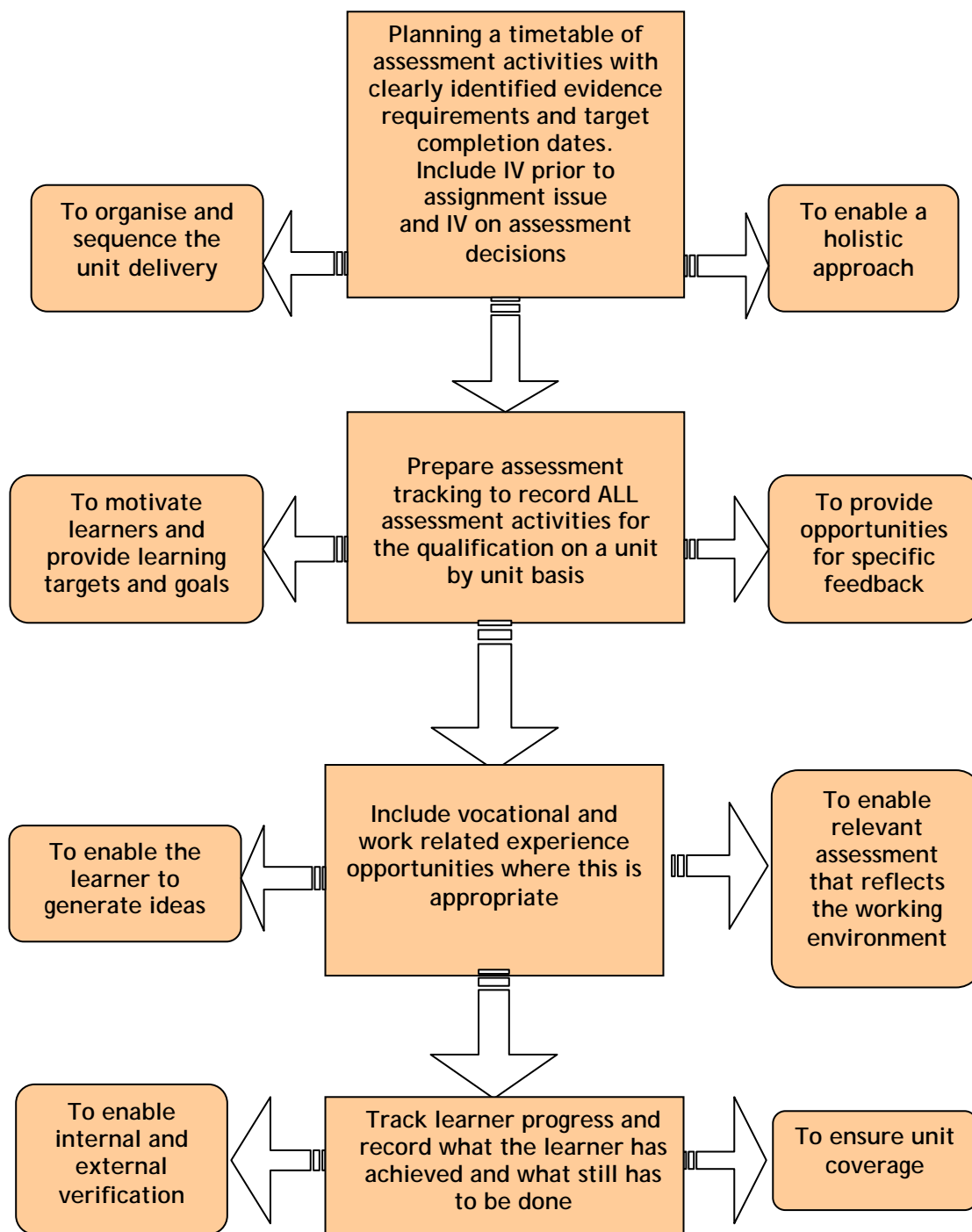
Whenever group work is encouraged during assignments or as part of the preparation for the world of work, it is very important to emphasise the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation Records (further details and example forms are given on pages 31-34), or other paperwork that records achievement against the evidence requirements for the activity that is being observed, is strongly recommended. Checklists prepared against the content for the evidence requirements will support this.

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future. However, the Entry Level qualifications very much rely on learners achieving at their own pace.

The policy for Assessment can be found through the following link:

www.edexcel.org.uk/about/policies/centrepolicies

Assessment Planning and Recording Overview



ASSESSMENT

Assignment mapping / tracking unit coverage

Programme planning at the beginning of the year should allow for assignment mapping/tracking unit coverage. This is a process that the team will carry out to ensure that they will deliver the content of the units enabling the learner to provide evidence for assessment in order to demonstrate full achievement of learning outcomes.

Assignments will offer the focus where identified tasks have evidence requirements mapped to them to meet full unit coverage over the duration of the programme.

Assignment mapping will allow the programme team to monitor:

- that all evidence requirements from every unit being delivered will be assessed
- arrangements for staffing and resourcing of assessment activities
- the planning of the internal verification of assessment during the programme.

Formative assessment

Formative assessment involves both the assessor and the learner in a process of continual review of progress and takes place prior to summative assessment. This process could be used to motivate learners to improve their work.

Following formative assessment, the learners are able to:

- revisit work to add to the original evidence produced
- undertake the learning and development for coverage of the evidence requirements.

Summative assessment

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the evidence requirements of each unit. It is the definitive assessment and recording of the learner's achievement against the unit evidence requirements to meet national standards.

Assessment Roles and Responsibilities

	Assessor	Learner	Internal Verifier	External Verifier
ASSESSING AND FEEDING BACK	Judges learner evidence against targeted evidence requirements during formative assessment and gives feedback to the learner.	Presents evidence for the assessment activities and receives assessor feedback.	Samples learner evidence and assessor decisions to ensure the evidence is sufficient to meet the evidence requirements awarded.	Samples and comments on learner evidence and assessor decisions to meet national standards Checks on IV and gives feedback to assessor
DECISION MAKING AND FEEDBACK	Completes summative assessment at the agreed submission date and gives feedback to learner.	Receives summative feedback from assessor.	Samples learner evidence and assessor decisions to ensure the evidence is sufficient to meet the evidence requirements and final Entry sub-level awarded.	Samples learner evidence and assessor decisions to meet national standards. Gives feedback to assessor.

Key Skills

Achievement of specific Key Skills is not a requirement of BTEC Entry level qualifications. Where additional evidence is presented for Key Skills, it should be clear that this is measured against the criteria for Key Skills units and all related comments should be explicit to the Key Skills qualifications.

Additional advice and guidance with sample materials

The following sections offer advice on ways that the team can manage the provision of information for staff and learners. Recommended example blank and completed forms are included.

Year Plan Overview

This form allows course teams to insert assignments and cross reference assignment coverage alongside any other course activities such as Key Skills or other programmes of study. This will help establish assessment deadlines and timings. Key dates have been identified on the plan.

The timetable should be reviewed each year and the team should plan to have the required units completed to meet the deadlines for National Standards Sampling (NSS).

Name				Programme	Year Group	1
Week	Wk Beg.	J	X	Assignment Dates/ deadlines & Centre Activities		Date
1	03/09			Finalise timetable and assessment plan. The plan should take into consideration the units that are required for NSS and which will need to be completed earlier in the academic year		
2	10/09			Check all assignments are prepared and finalised		
3	17/09			Internal verification of assignment briefs		
4	01/10					
5	08/10					
6	15/10					
7	22/10					
8	29/10			Register learners with Edexcel - the deadline for registrations is 1 st November		
9	05/11					
10	12/11			Begin internal verification of any completed tasks - feedback to Assessors		
11	19/11					
12	26/11					
13	03/12					
14	10/12					
15	17/12					
16	07/01					
17	14/01			The EV will make contact with the centre's nominated Quality Nominee or BTEC Co-ordinator during January - early February		
18	21/01					
19	04/02			If teaching in semesters - learners should have completed some units		
20	11/02			Final internal verification of completed units		
21	18/02			Remedial work if required		
22	25/02					
23	03/03			Make final arrangements for NSS		
24	10/03					
25	17/03					
26	24/03					
27	14/04					
28	21/04					
29	28/04					
30	05/05					
31	12/05					
32	19/05			Completion of final units and internal verification		
33	26/05			Remedial work if required		
34	31/05			Completion of NSS		
35	02/06			Complete SRFs		

Assignment Brief, Example Assignment and Feedbacks

The assignment brief is the written document issued to learners at the start of the assessment process for any given unit. There is no prescribed layout or format for the written brief, but it is recommended that it contains the following information:

Title and level of the qualification

Unit title and assignment number

Date the assignment is issued

Submission Date

Formative assessment review dates if appropriate

Scenario - setting the context for the assignment and a role for the learner

Tasks and evidence

- Centres must not re-write any aspect of the Unit evidence requirements
- Each task should describe the specific activities the learners will undertake in order to produce assessment evidence to address the evidence requirements targeted.
- Each task should indicate the evidence requirement that is being targeted.
- Core unit assignments are externally set and available on the “Qualification” screens of the Edexcel web site.
- Centres must not re-write any aspect of the Core Unit tasks.
- The learner should be given clear guidance of what to produce as evidence for each task.

Other information might include

- Resources provided
- Reference materials to use

Assessing the Core Units

The Core Units in the Entry Skills for Working Life and Life Skills programmes should be internally assessed using the Edexcel set assignments and these can be found on the web site www.edexcel.org.uk/quals/entry/ri/assignments/. These are valid for the accreditation period of the programme and any extension to 31 August 2009.

Assessing the Specialist and Option Units

The Specialist and Option Units are assessed using internally set assignments. Examples with learner work are given as assessment support on the website. www.edexcel.org.uk/quals/entry/

Tracking Unit Progress Templates

The unit progress tracking document will allow you to see which learners have completed which evidence requirements and may help identify if the learners are having problems with any of the assignment tasks.

If learners are working at different Entry sub levels, then this format could be expanded to include the different sub levels.

Programme: Entry Skills for Working Life - Practical Skills	Unit: E2 Health and Safety Core Unit				
Issue date:	Submission date:				
	Evidence Requirements: Date achieved				
Learners	1	2	3	4	5

Tracking unit progress - example

Programme: Entry Skills for Working Life – Practical Skills	Unit: E2 Health and Safety Core Unit				
Issue date: 8 October	Submission date: 1 December				
	Evidence Requirements: Date achieved				
Learners	1	2	3	4	5
Thomas Davy	14 Oct	28 Oct	7 Nov	15 Nov	6 Dec
Jayne Foster	10 Oct	22 Oct	28 Oct	16 Nov	12 Dec
David Hall	23 Oct	1 Nov	10 Nov	23 Nov	3 Dec

Tracking completed units

The following tracking document will record the completed unit Entry sub-levels for learners and will be a useful and important document when completing the Student Report Forms (SRFs).

TRACKING SHEET FOR COMPLETED UNITS							
Programme/Pathway:							
	Unit/Level/Tutor						
Learner							

Tracking Completed Units- example

TRACKING SHEET FOR COMPLETED UNITS							
Programme/Pathway: Skills for Working Life - Practical Skills							
	Level/Unit/Tutor						
Learner	E2 H&S Julie Morgan	E3 Intro to Metalcraft John Doyle					
Thomas Davy	6 Dec	13 Dec					
Jayne Foster	12 Dec	18 Dec					
David Hall	3 Dec	18 Dec					

If a semester approach is used two units will have been completed by the end of the first semester.

Example Feedback Templates

Formative feedback document - this document can be adapted for all units and should provide the learner with guidance on any additional evidence they will need to submit, how they can achieve the evidence requirements or to offer praise for the evidence submitted.

*Programme/Pathway:
Unit title/Level:*

Assessor:

Learner Name:	Issue Date:	Hand in Date:
Evidence Requirements	Assessor Feedback	Date Achieved
Task 1 A record of your explanation of why safety rules are important.		
Task 2 A record of identified points from the H&SAWA (1974)		
Task 3 A list of at least four points about safe behaviour.		
Task 4 A record of a risk assessment activity.		
Task 5 Three records showing that you can work safely.		

Guidance on the additional work required or feedback on submitted work is recorded in these boxes

Assessor's signature:	Date:
Internal Verifier's signature:	Date:

Signatures and dates formalise the process for audit purposes and for external verification

Formative feedback document - example

Programme/Pathway: Entry Skills for Working Life - Practical Skills

Unit title/Level: Health & Safety Core Unit E2

Assessor: Julie Morgan

Learner Name: Thomas Davy	Issue date: 8 October	Hand in Date: 1 December
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Evidence Requirements	Evidence to meet evidence requirements	Assessor feedback (including actions where necessary)	Date achieved
ER1 Task 1	A record of your explanation of why safety rules are important.	You obviously took notice of everything pointed out to you in your work placement.	14 October
ER2 Task 2	A record of identified points from the H&SAWA (1974)	You explained to me a range of points and produced a good spider diagram.	28 October
ER3 Task 3	A list of at least four points about safe behaviour.	Your 4 points were well thought out.	7 November
ER4 Task 4	A record of a risk assessment activity.	You still need to finish your risk assessment	
ER5 Task 5	Three records showing that you can work safely.	You have shown good understanding to produce three records.	6 December

Assessor's signature: Julie Morgan Julie Morgan	Date: 6 December
Internal Verifier's signature: Jim White Jim White	Date: 7 December

Summative feedback document - this document should clearly identify the final Entry sub-level awarded for a unit and should congratulate the learner on the work they have produced or offer guidance for future units.

Assessment Feedback Form

Learner's name:						
Programme/pathway:	Key information is recorded here and should be detailed and accurate					
Unit title/level:						
Issue Date:				Due Date:		
Evidence requirements targeted	1	2	3	4	5	
Evidence requirements achieved						
Assessor's Feedback						
						Summative feedback recorded here congratulates the learner on the work they have submitted for the unit and/or offers guidance for future units
Learner's Comments						
Final level achieved:						
Assessor's name:						
Assessor's signature:				Date:		
Learner's name:						
Learner's signature:				Date:		
IV's name:	Signatures and dates formalise the process for audit purposes and for external verification					
IV's signature:						

Summative feedback document - example

Assessment Feedback Form

Learner's name:	Thomas Davy		
Programme:	Entry Skills For Working Life Practical Skills		
Unit title/level:	Health & Safety E2		
Issue Date:	8 October	Due Date:	1 December

Evidence requirements targeted	1	2	3	4	5
Evidence requirements achieved	1	2	3	4	5

Assessor's Feedback
<p>Well done Thomas you have submitted a good assignment which covers all the evidence requirements. The presentation of your work for this unit is good and you have shown that you understand Health & Safety requirements in the workplace. It is pleasing to see that your writing has improved.</p> <p>You are now ready to start one of the practical units "Introduction to Brickwork".</p>

Learner's Comments
I enjoyed my work placement and am happy I can start to lay some bricks.

Final level achieved:	E2
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Assessor's name:	Julie Morgan
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Assessor's signature:	Julie Morgan	Date:	6 December
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Learner's name:	Thomas Davy
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Learner's signature:	Thomas Davy	Date:	8 December
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IV's name:	Jim White		
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IV's signature	Jim White	Date:	7 December
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Internal Verification: Assignment Brief Templates

INTERNAL VERIFICATION - ASSIGNMENT BRIEFS

Programme		Key information is recorded here and should be detailed and accurate
Unit		
Assessor		
INTERNAL VERIFIER CHECKLIST		Comments
Are accurate unit details shown?	Y/N*	
Are accurate programme details shown?	Y/N*	
Are clear deadlines for assessment given?	Y/N*	
Is this assignment for whole or part of a unit?	Whole/part	
Does each task show which evidence requirements are being addressed?	Y/N*	
Are these evidence requirements actually addressed by the tasks?	Y/N*	
Is it clear what evidence the learner needs to generate?	Y/N*	
Are the activities appropriate?	Y/N*	
Is there a scenario or vocational context?	Y/N*	
Is the language and presentation appropriate?	Y/N*	
Is the timescale for the assignment appropriate?	Y/N*	
Will the conduct of the assessment be valid and reliable?	Y/N*	
Overall is the assignment fit for purpose?	Y/N*	
<ul style="list-style-type: none"> If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should agree the action that should be undertaken 		
Internal Verifier		
Signature	Date	
Confirmation of remedial action		IV records that actions have been addressed and completed
Assessor		Signatures and dates formalise the process for audit purposes and for external verification
Signature	Date	
Internal Verifier		
Signature		

Feedback on any required amendments to the assignment brief

This offers the IV the opportunity to assist the assessor in addressing any issues with the assignment in relation to the unit/s specifications, sets targets for action and deadline dates for completion

IV records that actions have been addressed and completed

Signatures and dates formalise the process for audit purposes and for external verification

Internal Verification: Assessment Decisions Templates

INTERNAL VERIFICATION - ASSESSMENT DECISIONS

Programme	<div data-bbox="826 398 1219 517" style="border: 1px solid black; padding: 5px;"> Key information is recorded here and should be detailed and accurate </div>	Assessor
Unit(s)		
Assignment title:		
Learner's name:		
Which evidence requirements has the assessor awarded?		
Do the evidence requirements awarded match those targeted by the assignment brief? If No list criteria achieved		Y/N*
Has the work been assessed accurately? If no enter guidance requirements that have been achieved.	<div data-bbox="751 770 1206 999" style="border: 1px solid black; padding: 5px;"> Record any details that will form an audit trail should there be an appeal or difference of opinion during the external verification process and in relation to national standards </div>	Y/N*
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive • Linked to relevant evidence requirements • Agrees actions 		Y/N*
Does the final decision need amending?		Y/N*
If 'No' is recorded and the Internal Verifier recommends amendment of the assessment decision, the Assessor and the Internal Verifier should agree the action to be undertaken		
	<div data-bbox="911 1234 1358 1420" style="border: 1px solid black; padding: 5px;"> This box records the IV summary of issues raised with the assessor during the IV process. Actions are identified with target date for completion </div>	
Confirmation of remedial action	<div data-bbox="1059 1451 1374 1644" style="border: 1px solid black; padding: 5px;"> What was done by the learner or assessor to redeem the discrepancies found during the IV process </div>	
	<div data-bbox="651 1576 987 1675" style="border: 1px solid black; padding: 5px;"> Signatures and date to complete the process </div>	
Assessor		
Signature		Date
Internal Verifier		
Signature		Date

INTERNAL VERIFICATION - ASSESSMENT DECISIONS example

Programme BTEC Entry Level Skills for Working Life Practical Skills	
Assessor John Doyle	
Unit(s) Health & Safety E2	
Assignment title: Health & Safety (Core Unit)	
Learner's name: Thomas Davy	
Which evidence requirements has the assessor awarded?	ER 1, 2, 3, 4, 5
Do the criteria awarded match those targeted by the assignment brief? If No list criteria achieved	Y/N* Yes the learner has achieved all five evidence requirements
Has the work been assessed accurately?	Y/N* Yes the work is assessed accurately.
Is the feedback to the learner: • Constructive • Linked to relevant evidence requirements • Agrees actions	Y/N* Yes. There is formative feedback identifying that the learner has forgotten to complete Task 5. The learner took note of this and completed Task 5, so fulfilling the Unit.
Does the final decision need amending?	Y/N* No; All evidence requirements have been met.
If 'No' is recorded and the Internal Verifier recommends amendment of the assessment decision, the Assessor and the Internal Verifier should agree the action to be undertaken No amendment is required and no further action is necessary	
Confirmation of remedial action	
Assessor Julie Morgan	
Signature Julie Morgan	Date 6 December
Internal Verifier Jim White	
Signature Jim White	Date 7 December

Internal Verification of assessment consistency and standardisation

At times throughout the programme, standardisation should be completed which checks that the assessment decisions have been consistently applied across the cohort, the assessors and that the evidence for assessment meets national standards. This is a vital step in the quality control process. The centre will need to make sure that the internal verification process includes all units and all assessors.

Internal verification checklist

Standardisation of Internal verification for Entry Level Skills for Working Life							
Unit and Assessor							
Learner							

Internal verification checklist - example

Standardisation of Internal verification for Skills for Working Life - Practical Skills							
Unit and Assessor							
Learners	H&S E2 Julie Morgan	Intro to Metalcraft E3 John Doyle					
Thomas Davy	18 Oct						
Jayne Foster		22 Oct					

External Verification NSS Report

External Verifier Reporting document

An External Verifier (EV) will be allocated to the centre and will contact the centre to negotiate a date for sampling the learners' work and will identify if the National Standards Sampling process is by visit or postal sampling. The EV will report on the appropriateness of the assignment briefs and the effectiveness of the internal verification process. Learners' work will be sampled by the EV to ensure that it meets National Standards and that assessment decisions are accurate. If the external verification process identifies that National standards have not been met due to inaccurate assessment decisions, the centre will need to provide a re-sample.

Qualification Report for Entry Level 1 Certificates Skills for Working Life/ Life Skills

Centre Number					
Centre Name					
EV Number			The centre number and name		
External Verifier's Name					
Prog Number	Programme Name			National Standard Met YES/NO	
				A list of the Entry level pathways offered by the centre.	
Programme Leader Name					
Telephone Number					
Sampling Date (dd/mm/yyyy)		Sampling Method (Postal/Visit)		Sample (1 st /2 nd)	

A 2nd sampling date is needed where National Standards have not been met

The date for the resample if the first sample does not meet NSS

2nd Sampling Date

Centre Feedback and Action Plan

External Verifier Judgements	Yes/No
Accuracy and consistency of assessment decisions	
Evidence of effective internal verification	
Evidence is at appropriate level	

This section highlights any issues and a NO recorded in any box will indicate that the centre will need to implement some changes

If national standards are met, feedback is advisory.

If national standards have not been met, action will be required when preparing for the re-sample.

Feedback/Action Plan	Target Date
Accuracy and consistency of assessment decisions	
Evidence of effective Internal Verification	
Evidence is at appropriate level	
General Comments:	

The action plan will highlight what the centre needs to do. Action points could be guidance and suggestions for the next academic year or for the next cohort. The action plan may also identify any immediate action the centre would need to implement to achieve NSS, such as submitting additional work or reassessment of the learner's work.

Sampling Assessment Decisions

Pathway			
Unit Number and title			
Learner Name			
Assessor Name		Yes/No	Yes/No
Appropriate internal assignment			Appropriate internal assignment
Assignment internally verified			Assignment internally verified
Accurate assessment decisions			These boxes will identify if the assignment brief is appropriate and whether there is evidence of internal verification. This section will also identify if the assessment decision is accurate.
Assessment decisions internally verified			
Appropriate feedback to learners			
Comments:			Comments:

This section of the report will give feedback on individual units.

The comment box will provide feedback, guidance or suggestions for the individual unit

Pathway			
Unit Number and title			
Learner Name			
Assessor Name		Yes/No	Yes/No
Appropriate internal assignment			Appropriate internal assignment
Assignment internally verified			Assignment internally verified
Accurate assessment decisions			Accurate assessment decisions
Assessment decisions internally verified			Assessment decisions internally verified
Appropriate feedback to learners			Appropriate feedback to learners
Comments:			Comments:

Observation Record and Witness Statement Templates

Observation record

An observation record is used to provide a formal record of an assessor's judgement of learner performance (process evidence e.g. during presentations, practical activities) against the target evidence requirements. The record will:

- relate directly to the evidence requirements in the grading grid of the unit specification
- may confirm achievement or provide specific feedback of performance against national standards for the learner
- provide primary evidence of performance
- is sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance
- confirm that national standards have been achieved.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- note how effectively these were used to meet the evidence requirements
- record the assessor's comments
- be evidenced in learner's portfolios when assessment is carried out through observation along with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor and the learner
- also include learners' comments.

An observation record can have greater validity than a Witness Statement since it is capable of directly recording an assessment decision without reference to others.

Witness Statement

A witness statement is used to provide a written record of learner performance (process evidence) against evidence requirements. Someone other than the assessor of the qualification/unit may complete it. 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 evidence requirements. 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 evidence requirements 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 but this may need further amplification for a non-assessor
- the learner or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. 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.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms are given here and can be downloaded from the website.

OBSERVATION RECORD (by tutor)



Learner Name:	
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Programme:	
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Unit Number and title:	
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Description of activity undertaken

Evidence requirements

How the activity meets the requirements of the evidence requirements

Learner Signature:		Date:	
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Assessor Signature:		Date:	
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Assessor Name:

Witness Statement (by external observer)



Learner name:	
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Programme:	
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Unit number & title:	
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Description of activity undertaken (please be as specific as possible)

Evidence requirements

How the activity meets the evidence requirements

Witness name:		Job role:	
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Witness signature:		Date:	
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Learner name:	
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Learner signature:		Date:	
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Assessor name:	
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Assessor signature:		Date:	
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Learner recruitment

It is crucial that learners are recruited with integrity. There is a carefully designed ladder of progression within the BTEC framework of qualifications and the appropriate levels are set against the equivalent expectations of achievement at GCSE. Learners who are not expected to be able to achieve the equivalent grades should be registered on Entry Level Skills for Working Life or Life Skills. A diagnostic test should determine at which sub level of the Entry level qualifications the learner is best suited.

Learner induction

This is key to the success of the qualification and will familiarise learners with their successful progression into the programme. Consider:

- developing an understanding of an outline of the programme specification (e.g. structure, content, grading grids, level of programme and equivalency)
- the purpose of the assignments for learning and assessment
- the relationship between the tasks given in an assignment and the evidence requirements
- clarifying the concept of vocational and work related learning
- developing methods to encourage learner's responsibility (e.g. using the wider Key Skills with clear links to the learning programme).

Course Handbooks

These can be invaluable additional information for everyone involved in BTEC programmes. This will allow informed choice for the learners so that they know what particular expectations and demands the BTEC route will make on them. A handbook for the teaching and delivery team will cover the same broad approach and clarify the major differences between these and other qualifications that they will be expected to manage.

A staff handbook is recommended to give key messages and help support full and part-time members of a delivery team. This handbook could include:

- programme title and how it fits in with the learner's progression and development
- course Structure including course dates, terms, semesters etc.
- assessment plans, timings and other strategies
- internal verification, plans and timings, responsibilities etc.
- National Standards Sampling information and requirements
- practical workshop rules - etiquette, Health & Safety etc.

- college policies and rules e.g. information on attendance, drugs, smoking, college information, helpline details
- key personnel and contacts
- pay/conditions of service, union details
- centre and area maps.

A learner handbook is recommended to give key messages about the programme and could include:

- programme title, structure, course dates, terms or semesters
- assessment plan, guidance and evaluation of the key learner activities
- practical workshop rules - etiquette and health and safety details etc.
- college policies and rules e.g. information on attendance, Late Work Policy, drugs, smoking, college information, helpline details
- centre and area maps
- programme team and other key personnel details where appropriate.

Glossary of BTEC Terminology

NQF:

National Qualifications Framework

QCA:

Qualifications & Curriculum Authority

glh:

Guided learning hours is a notional measure of the substance of a unit. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Formative assessment:

Formative assessment involves both the assessor and the learner in a process of continual review about progress and takes place prior to summative assessment. Learners are provided with formative feedback on their draft evidence or performance and are empowered to act to improve their performance. This process could be used to enable learners to progress to higher grades through their course. i.e. learners may re-do or add evidence to assignment/s to meet the full range of evidence requirements targeted. E.g. where there are 4 Pass criteria to be met and only 3 have been fully achieved.

Summative assessment:

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the evidence requirements of each unit. It is the definitive assessment and recording of the learner's achievement and must be conducted to national standard offered to close and finalise unit assessment and grading. It is not expected that learners are offered opportunities to revisit assignments at this stage of the assessment process unless time is available and agreed with the tutor.

IV:

Internal Verifier: This is a centre/team based role. The internal verifier verifies the quality of assignments before delivery to learners and verifies the quality of the assessor assessment decisions to meet national standards.

Centres should have an internal verification plan and a lead internal verifier who will manage the process.

EV:

External Verifier: The external verifier is an assessment specialist appointed by the awarding body who verifies that centre assessment decisions meet national standards. External verifier activities can be conducted postal or by centre visit.

NSS:

National Standards Sampling. This is the main process of external quality assurance for the BTEC Level 1 Introductory Certificate and Diploma qualifications.

BRACS:

BTEC Registration and Certification Service. Centres will have an allocated team member who will deal with specific centre queries on registration, eligibility and certification.

SRF:

Student Report Form. This is the form used by centres to submit final unit grades to BRACS. Currently it is in paper form but is moving towards being an electronic reporting system.

BSM :

BTEC Sector Manager. There is a team of sector managers employed by Edexcel who manage the operational issues of BTEC qualifications across a specific range of sectors. They act as the interface between centres and external verifiers and work with Quality Managers to ensure that national standards are met.

QM:

Quality Manager. There is a team of regionally based Edexcel personnel with a remit to ensure that centre quality standards meet awarding body requirements. They work alongside the BTEC Qualification Managers and external verifiers to ensure that national and quality standards are met and maintained.

QN:

Quality Nominee This is the person nominated by the centre who acts as the BTEC conduit of information into the centre and is the liaison and contact with the Quality Manager/External Verifier or other Edexcel personnel. In a school this person may be the Deputy Head responsible for curriculum if there is more than one BTEC programme within the centre. If there is only one programme within the centre, this person may be the programme leader or head of section.

Edexcel Online:

This is a multifunctional system for centres. Access is password protected and covers areas for examinations officers. Screens show programmes and learners

within a centre, allow for new registrations or withdrawals, show EV allocations and NSS status.

BOSCA:

BTEC Online Standardisation for Centre Assessors. Exemplar work is available online for centre staff to review. There are full packages of assignments, learner work and assessment decisions. Staff can scrutinise the package and complete an online form. When this is submitted, they will receive a feedback sheet prepared by sector Lead Verifiers giving the standardised response on the assessment and the assignment.

CDM:

Curriculum Development Manager. These are regionally based centre contact for general, non-specific Edexcel information. They will assist the Approvals process and are able to direct centres to specialist advice within Edexcel.