

**National Qualifications Framework (NQF)
Level 1 Introductory Certificates and Diplomas**

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

This document contains generic advice, guidance and support for assessing the Edexcel Level 1 BTEC Introductory Certificates and Diplomas in all subject sectors and Vocational Studies.

The Level 1 BTEC Introductory Certificate and Diploma in Vocational Studies are unique qualifications in that they are made up of units drawn from the suite of sector-specific Level 1 BTEC Introductory Certificates and Diplomas published and accredited by QCA onto the National Qualifications Framework (NQF).

The Level 1 BTEC Introductory Certificate and Diploma in Vocational Studies offer learners a context to explore a range of vocational sectors providing the framework for a flexible and engaging programme of learning for those who remain unsure of their career aspirations. The Structures and Guidance document for the Vocational Studies programmes is available on the Edexcel website in the qualification section under BTEC Level 1 Introductory, together with the individual Level 1 BTEC Introductory Certificate and Diploma sector-specific specifications.

This Centre Guide to Assessment is designed for those new to teaching and assessing NQF BTEC Level 1 Introductory qualifications and for those who wish to build their knowledge base in relation to the planning and delivery of a programme of learning.

A team approach to the delivery of NQF BTEC Level 1 programmes is recommended and beneficial to both learners and the teaching team.

The NQF BTEC Level 1 qualifications are unitised and the assessment is based on the application of vocationally contextualised grading criteria. There are suggestions on assignment design in this guide. Tracking learner achievement and feedback to learners and assessors are vital elements in the quality cycle. Example formats for these are also included in this guide.

There is information on the external verification process and how to prepare for this. This can also be found in the [NQF BTEC Level 1 Introductory Certificates and Diplomas Handbook](#) (updated annually).

Tutor support materials for Art, Design and Media; Business, Retail and Administration; Health and Social Care; IT @ Work; Hospitality, Travel and Tourism; Applied Science can be accessed through the Edexcel website: www.edexcel.org.uk/quals/introd/.

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 grading criteria 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 Provides 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 grading criteria/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 grades 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 or higher grade achievement Participates in self and peer assessment activities 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. grading criteria 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 Reviews 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 unit
- identify opportunities to generate evidence
- create and agree the assessment plan
- plan assessment activities and timescales
- ensure the 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 jointly developed and shared between the programme team. Key areas to consider are:

- unit sequencing or integrating the delivery of more than one unit (further details page 7)
- assignments and projects
- resource planning, such as when to deploy specialist staff
- timetabling, events, visits and performances/demonstrations
- schemes of work.

If a programme includes the delivery of integrated units, the plan will allow you to establish that all targeted criteria can be achieved.

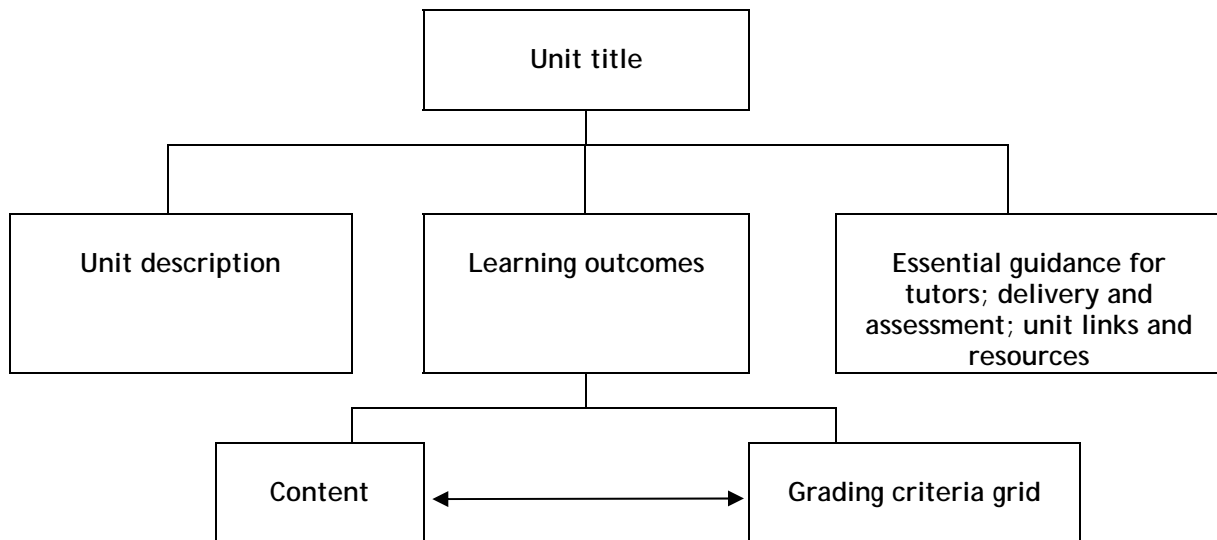
External links

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

- Advice on planning assignments within a strong 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

The description states the aim of the unit and summarises the key vocational knowledge, skills and understanding to be developed while studying the unit.

Learning outcomes

Learning 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 learning outcomes. Evidence to meet the grading criteria will include relevant areas of the unit content as described in the assessment section of the unit. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS) where appropriate.

Each learning outcome has prescribed key phrases or concepts listed in italics followed by the range of related topics. Further detailed lists provide an indicative range to support the specific topic item. It is not expected that all of the unit content is assessed in all units.

Grading criteria grid

The grading criteria grid details the grading criteria for Pass, Merit and Distinction for all units except the Personal Skills Units which only include Pass criteria. The grading criteria grids represent the only assessment for each unit.

Essential guidance for tutors

Each unit also provides further information on delivery, assessment guidance, links to other units, mapping to Key Skills and the identification of specific resources. There are suggested booklists that are indicative reading for the level and specialist context of the unit. 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.

Integration of units

Tutors could consider integrating delivery and assessment of two or more units when:

- the content is relevant to the units selected
- the scenarios and tasks can be set to link the units together
- all the grading criteria can be assessed.

Mapping documents must be maintained to record the assessment of all the grading criteria in the units and accurate records of learner achievement.

The following examples of integrating units may give ideas to consider:

- The Personal Effectiveness Unit 4 with Unit 1 Starting work in (subject specific sector being followed) from the full Level 1 Introductory qualifications. These units are in List C of the Level 1 Introductory Certificates and Diplomas in Vocational Studies.
- Unit 3 Introducing Customer Service with unit 7 Introduction to Retail or unit 11 on Work Experience in the Business, Retail and Administration subject sector. Unit 3 is in List A and units 7 and 11 in List B of the Introductory Level 1 in Vocational Studies.

Internal Verification

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

- assessment instruments (assignments) are fit for purpose and will lead to valid and reliable assessment decisions on learner achievement
- assessment and grading decisions are consistent with the requirements of the specification and across the assessment team
- assessment decisions on learner work (evidence) are based accurately on the unit grading criteria
- 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

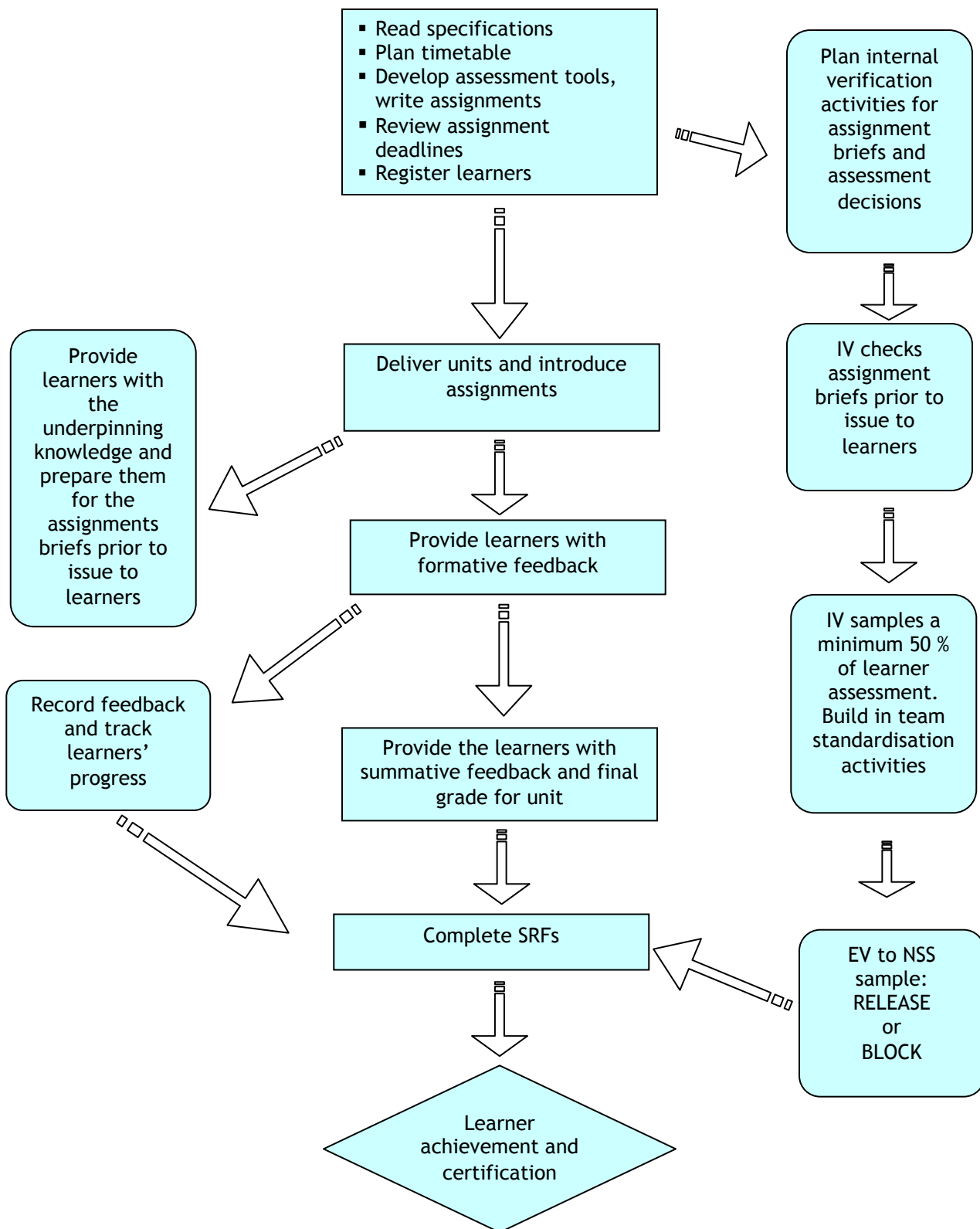
All centre devised assignment briefs must be internally verified, prior to issue to the learner to ensure the assignment is fit for purpose by verifying:

- learners' roles and tasks are set in a vocational context, relevant to all learners and appropriate to the level of the qualification
- the tasks will allow the learner to address and provide sufficient evidence to achieve the targeted criteria
- the format is clear and written in accessible language
- appropriate time periods have been set.

An example content format is given on page 36.

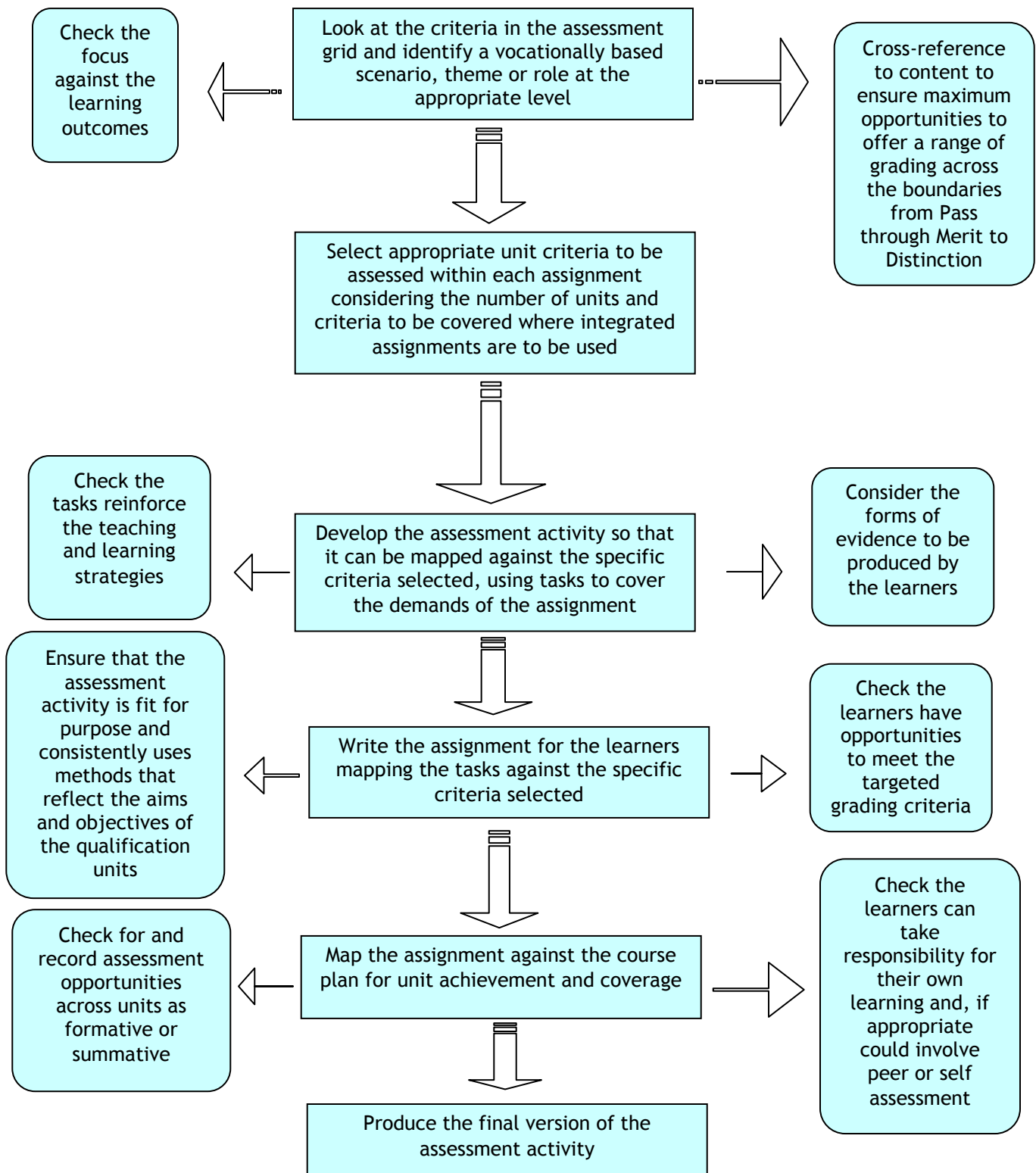
Internal verification of the assignments is carried out by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. Internal verification should be reported and recorded. If action is required, the assessor should complete this and return it to the internal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

Overview of Year Programme Planning



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 41-44)
- 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.

A large proportion of units are practical in nature giving learners the opportunities to tackle 'real life' examples to apply their skills and knowledge to case studies or projects. Someone from the vocational sector providing an active role in an assignment will increase the relevance of the assignment and further motivate the learner.

Clear assignment briefing will:

- inform the learner of the tasks set
- inform the learner of the methods of assessment
- feedback on the progress of the learner's 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.

The delivery schedule should be sufficient to develop the necessary skills and underpinning knowledge to achieve the unit grading criteria.

Ensure that learners are given explanations to allow them to fully understand the BTEC assessment model, as this is likely to be different from their earlier experiences of other assessment models.

IMPLEMENTING

Assessment Strategies Overview

The assessment programme must be designed so that skills and knowledge can be developed in line with the grading criteria. There is a range of assessment methods that can be utilised such as:

- tutor formative assessment recorded against the grading criteria throughout the assignments set and summative assessment on completion of the assignment
- 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 achievement. They improve the learners' development of evidence to meet the targeted grading criteria and how they can provide additional evidence to meet the requirements of the higher level grading criteria.

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.

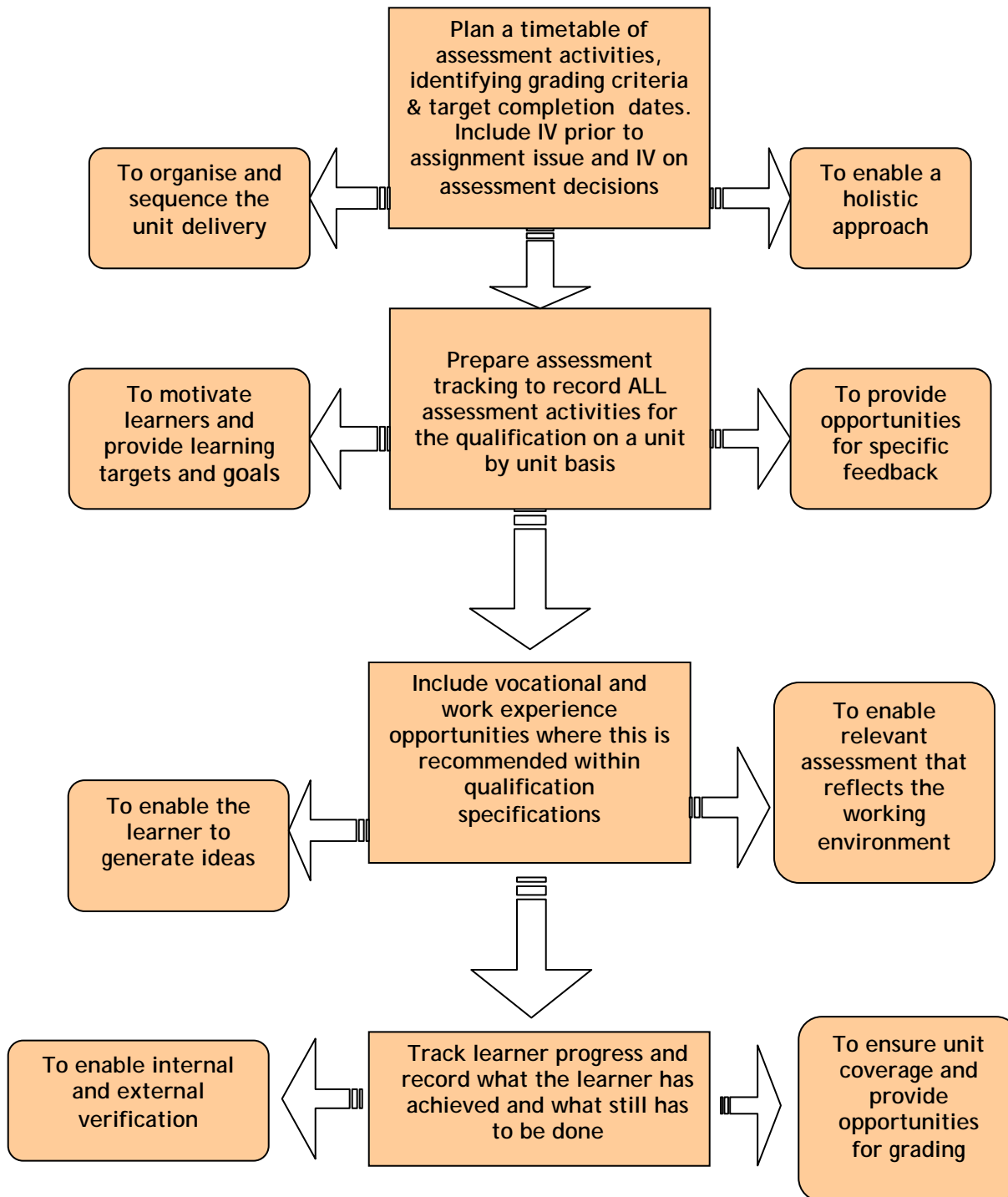
Whenever group work is encouraged during assignments or as part of the preparation for the world of work, it is very important to emphasise the requirement that assessment is done at individual learner level e.g. individual contribution made during a team meeting or a group presentation.

The use of Witness Statements, Tutor Observation sheets or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria targeted and relevant unit content are one way of doing this. (Further details and example forms are given on pages 23-25).

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, once evidence is accepted for assessment, learners cannot be penalised for work submitted after the deadline. Criterion referenced qualifications demand that only the grading criteria for the units can be used for assessment decisions.

The policy for Assessment and Grading can be found through the following link:
www.edexcel.org.uk/about/policies/centrepolicies

Assessment Planning and Recording Overview



ASSESSMENT

Assessment against contextualised grading criteria grids

A contextualised grading grid for each unit is provided. These are the only criteria that are to be used to assess learner performance. They show the quantitative and qualitative characteristics required in the evidence submitted by the learner. For final unit grading it is important to note that ALL criteria within a grade descriptor must be present for that grade to be awarded. At unit level learners must demonstrate the following:

| | |
|--------------------------|---|
| To achieve a Pass | <ul style="list-style-type: none"> Learners must evidence all Pass criteria from the grading grid |
| To achieve a Merit | <ul style="list-style-type: none"> Learners must evidence all Pass and Merit criteria from the grading grid |
| To achieve a Distinction | <ul style="list-style-type: none"> Learners must evidence all Pass, Merit and Distinction criteria from the grading grid |

Designing assignments for assessing grading criteria

The following examples provide some ideas for planning assignments to cover ‘linked’ grading criteria. The challenge is to be inclusive, to enable all levels of learners to realise their full potential.

This model involves the identification of themes across the grading criteria working in a singular fashion. In this example unit criteria, labelled P1 and P2 are extended into M1 and D1. P3 does not directly relate to M and D criteria. P4 relates to M2, M3 and D2. Tasks would be written to reflect these relationships.

Within one context/setting - ‘funnelled’ approach

| Grading Criteria | | |
|--|---|---|
| To achieve a Pass grade the evidence must show the learner is able to achieve: | To achieve a Merit grade the evidence must show the learner is able to achieve: | To achieve a Distinction grade the evidence must show the learner is able to achieve: |
| P1 | M1 | D1 |
| P2 | | |
| P3 | | |
| P4 | M2 M3 | D2 |

Within a context or setting for the summative assessment (usually seen in Creative Arts) - 'Blocked approach'

| Grading Criteria | | |
|--|---|---|
| To achieve a Pass grade the evidence must show the learner is able to achieve: | To achieve a Merit grade the evidence must show the learner is able to achieve: | To achieve a Distinction grade the evidence must show the learner is able to achieve: |
| Pass Formative/Summative Assessment Activity 1 | Merit Formative/Summative Assessment Activity 2 | Distinction Formative/Summative Assessment Assignment |

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. This will allow the programme team to:

- ensure assessment of the grading criteria in all units being delivered
- establish that grading criteria from two or more units might be integrated in one project/set of tasks
- ensure staffing and resourcing of assessment activities
- plan for the internal verification of assessment during the programme.

The matrix tracking and mapping form below for Unit 3 from the IT @ Work qualification, recording each criterion covered by one assignment and included on pages 20-22. This tracking is particularly important for units where more than one assignment is to be used. It can be used also by the Internal Verifier to check that there is sufficient opportunity for the learners to achieve all the grading criteria. The format is as an Excel spreadsheet and can be modified as appropriate to the needs and demands of individual programme teams.

Mapping for assignment on pages 20-22.

| BTEC Introductory Diploma in Vocational Studies - Unit 3 IT @ Work | | | | | | | | |
|--|----|----|----|----|----|----|----|----|
| | P1 | P2 | P3 | M1 | M2 | M3 | D1 | D2 |
| Task 1 | ✓ | | ✓ | ✓ | | | ✓ | |
| Task 2 | | ✓ | | | ✓ | ✓ | | |
| Task 3 | | | | | | | | ✓ |

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. 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.

Summative assessment

Summative assessment is carried out in order to make final judgements about the learner's performance in relation to the grading criteria of each unit. It is the definitive assessment and recording of the learner's achievement and must be conducted to national standards. Assessors should only record the evidence that supports the grading decisions against the unit grading criteria.

Roles and Responsibilities

| | Assessor | Learner | Internal Verifier | External Verifier |
|------------------------------|--|---|--|--|
| ASSESSING AND FEEDING BACK | Judges learner evidence against targeted criteria 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 grading criteria awarded. | Samples and comments on learner evidence and assessor decisions to ensure these are accurate and meet national standards Checks on IV |
| 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 grading criteria and final grade awarded. | Samples learner evidence and assessor decisions to ensure these are accurate and meet national standards. Checks on IV |

ASSESSMENT

Key Skills

Achievement of specific Key Skills is not a requirement of Level 1 Introductory 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 these 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 NSS.

| Name | | | | Programme | Year Group | 1 |
|------|---------|---|---|--|------------|---|
| Week | Wk Beg. | f | 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, unit grading criteria and evidence

- *Each task should describe the specific activities the learners will undertake in order to produce assessment evidence to address the grading criteria targeted.*
- *Each task should indicate the grading criterion being targeted.*
- *Centres must not re-write any aspect of the unit grading criteria, nor add their own centre-devised criteria.*
- *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*

Assignment Brief - example

The example below is an assignment brief for Unit 3 (List A Introductory programmes in Vocational Studies) of the IT @ Work pathway.

***Introductory Diploma in Vocational Studies
Unit 3 Developing Skills in IT***

Tutor: Frank Jones



Issue date: 15th October

Review dates

Task 1 review - 29th October

Task 2 review - 12th November

Task 3 review - 26th November

Submission date: 17th December

Scenario

When working in the Business Centre at Strand College, one of your roles is to show the new staff how to configure settings on their computer to satisfy the Centre-standard configuration. Julie, the Business Manager, would like you to produce two information sheets:

- 1) a guide to help new employees reconfigure their desktop settings
- 2) a guide which demonstrates how to store and retrieve data

Task 1

For the first guide to help new staff reconfigure their desktop settings:

- a) List the key components of the desktop and describe how each one is used (P1)
- b) Add screen dumps to demonstrate how to change the windows desktop to the following configurations:
 - A red background
 - Set the volume to low
 - Set the screensaver to display the following scrolling message Business Centre (M1)
 - An observation record will be completed when you are preparing task 1b during task 1b to check you are using your computer safely (P3)
 - A checklist will be used to provide evidence that you have prepared the guide by working independently and understand the IT desktop environment. (D1)

Please remember to sign and date your skills checklist.

Task 2

Your second guide should show how to store and retrieve data. To help the new staff:

- a) Prepare notes on how you use files, folders and subfolders to help you store data. (P2)
- b) Use screen dumps to show how you are storing the information for your two guides, showing the files, folders and subfolders you are using. (M2)
- c) Describe and demonstrate the standard procedures you have used to backup data. (An observation record will be completed while you are doing this.) (M3)

Task 3

Using the two guides you have completed, prepare a short PowerPoint presentation to a small group of new staff, which demonstrates and explains the various features of the window environment. (D2)

This assignment will give you the opportunity to achieve the following Key Skills

Communication Level 1

C1.3 Present relevant information in a form that suits your purpose

C1.3 Ensure text is legible

C1.3 Make sure that spelling, punctuation and grammar are accurate so your meaning is clear

Level 1 Introductory Diploma IT @ Work - Unit 3 Developing Skills in IT - grading criteria

| Pass | Merit | Distinction |
|--|--|--|
| P1 Identify the key components of the desktop and recognise and use features of the window environment | M1 Adjust desktop settings to meet a specific user requirements | D1 Show evidence of independent working and understanding of the use of the IT desktop environment |
| P2 Store and retrieve data effectively, using sensible file names | M2 Set up a series of folders and subfolders to store own data effectively | D2 Give a short presentation demonstrating, with explanations, using features of the windows environment to a specified audience |
| P3 Use IT safely | M3 Follow standard procedures to backup data | |

Unit 3 Developing Skills in IT

Skills checklist for Task 1b

Learner:

Tutor:

Your tutor will date and sign when each task is achieved

| Activity | Date achieved | Comments |
|---|---------------|----------|
| Start and shut down computer Re-boot computer | | |
| Log on/off | | |
| Demonstrated use of the windows environment: Using the mouse Minimising\maximising Re-sizing Scaling Displaying all open windows Use of the programmes menu | | |
| Demonstrated use of icons to: Open and close files Bold and underline Print Save Align | | |
| Demonstrated knowledge of using desktop applications: Toolbar - turning on and off Scroll bar Menu bar Status bar How to view pages Moving between applications | | |
| Demonstrated how to open, close, move and resize text/dialogue boxes | | |
| Demonstrated how to: Store and retrieve files Set up files and folders | | |
| Comment on how the learner worked independently and demonstrated an understanding of the IT desktop environment | | |

| | |
|---------------------|------|
| Learner's signature | Date |
|---------------------|------|

| | |
|-------------------|------|
| Tutor's signature | Date |
|-------------------|------|

OBSERVATION RECORD task 1b (by tutor)



| | |
|---------------|--|
| Learner Name: | |
|---------------|--|

| | |
|---------|--|
| Course: | Introductory Diploma in Vocational Studies |
|---------|--|

| | |
|------------------------|--------------------------------|
| Unit Number and title: | Unit 3 Developing Skills in IT |
|------------------------|--------------------------------|

| |
|--|
| Description of activity undertaken |
| The learner to demonstrate safe working practice whilst adjusting the desktop settings |

| |
|--|
| Grading criteria |
| Evidence for grading criteria P3 - Use IT Safely |

| |
|--|
| How the activity meets the requirements of the grading criteria |
| The Assessor would use this section to comment on how the learner demonstrated safe use of the computer |

| | | | |
|--------------------|--|-------|--|
| Learner Signature: | | Date: | |
|--------------------|--|-------|--|

| | | | |
|---------------------|--|-------|--|
| Assessor Signature: | | Date: | |
|---------------------|--|-------|--|

| |
|----------------|
| Assessor Name: |
|----------------|

OBSERVATION RECORD task 2c (by tutor)



| | |
|---------------|--|
| Learner Name: | |
|---------------|--|

| | |
|---------|--|
| Course: | Introductory Diploma in Vocational Studies |
|---------|--|

| | |
|------------------------|--------------------------------|
| Unit Number and title: | Unit 3 Developing Skills in IT |
|------------------------|--------------------------------|

| |
|---|
| Description of activity undertaken |
| The learner will demonstrate how to use standard procedures to backup their data for unit 3 |

| |
|--|
| Grading criteria |
| Evidence for grading criteria M3 - Follow standard procedures to backup data |

| |
|---|
| How the activity meets the requirements of the grading criteria |
| The Assessor would use this section to comment on the procedures used by the learner to back up their data |

| | | | |
|--------------------|--|-------|--|
| Learner Signature: | | Date: | |
|--------------------|--|-------|--|

| | | | |
|---------------------|--|-------|--|
| Assessor Signature: | | Date: | |
|---------------------|--|-------|--|

| |
|----------------|
| Assessor Name: |
|----------------|

Tracking Unit Progress Templates

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

| UNIT PROGRESS SHEET | | | | | | | | | |
|----------------------------------|---------------------------------|----|----|----|----|----|----|----|-------------|
| Unit 3 - Developing Skills in IT | | | | | | | | | |
| | Grading Criteria: date achieved | | | | | | | | |
| Learner | P1 | P2 | P3 | M1 | M2 | M3 | D1 | D2 | Final grade |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | | | | | |

Tracking unit progress - example

| UNIT PROGRESS SHEET | | | | | | | | | |
|----------------------------------|---------------------------------|----------|----------|----|----------|----------|----|----|-------------|
| Unit 3 - Developing Skills in IT | | | | | | | | | |
| | Grading Criteria: date achieved | | | | | | | | |
| Learner | P1 | P2 | P3 | M1 | M2 | M3 | D1 | D2 | Final grade |
| Jenny Wright | 31/10/07 | 12/11/07 | 05/11/07 | | 26/11/07 | 16/12/07 | | | Pass |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Tracking completed units

The following tracking document will record the completed unit grades for learners and will be a useful and important document when completing the Student Report Forms (SRFs) to apply for certification.

| TRACKING SHEET FOR COMPLETED UNITS | | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|
| Programme/Pathway: | | | | | | | |
| Unit/Tutor | | | | | | | |
| Date completed | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Tracking Completed Units- example

| TRACKING SHEET FOR COMPLETED UNITS | | | | | | | |
|--|------------------------|------------------------|--|--|--|--|--|
| Programme/Pathway: Introductory Diploma in Vocational Studies | | | | | | | |
| Unit/Tutor | 3 IT @ Work F Jones | 7 IT @ Work J North | | | | | |
| Date completed | 17/12/07 | 03/02/07 | | | | | |
| Jenny Wright | Pass | Merit | | | | | |
| Paul Smith | Merit | Distinction | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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 grading criteria or to offer praise for the evidence submitted.

Unit title: 3 Developing Skills in IT

Assessor:

| | |
|---------------|-------------|
| Learner Name: | Issue Date: |
|---------------|-------------|

| Grading criteria | Evidence required | Achieved Y/N or Date | Assessor feedback (including actions where necessary) |
|------------------|---|----------------------|---|
| P1 | Identify the key components of the desktop and recognise and use features of the window environment | | |
| P2 | Store and retrieve data effectively, using sensible file names | | |
| P3 | Use IT safely | | |
| M1 | Adjust desktop settings to meet a specific user requirement | | |
| M2 | Set up a series of folders and subfolders to store own data effectively | | |
| M3 | Follow standard procedures to backup data | | |
| D1 | Show evidence of independent working and understanding of the use of the IT desktop environment | | |
| D2 | Give a short presentation demonstrating, with explanations, various features of the windows environment to a specified audience | | |

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

The unit grading criteria

| | |
|----------------------------------|-------|
| Assessor's signature: | Date: |
| Internal Verifier and signature: | Date: |

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

Formative feedback document - example
 Unit title: **Unit 3 Developing Skills in IT**

Assessor: **Frank Jones**

| | |
|-----------------------------------|--|
| Learner Name: Jenny Wright | Issue Date: 15th October |
|-----------------------------------|--|

| Grading criteria | Evidence required | Achieved Y/N | Assessor feedback (including actions where necessary) |
|------------------|---|--------------|---|
| P1 | Identify the key components of the desktop and recognise and use features of the window environment | Yes | You have clearly identified the key components of the desktop and demonstrated how to use the windows environment. Well done |
| P2 | Store and retrieve data effectively, using sensible file names | Yes | You have demonstrated, by screen shots, that you have saved your work in sensible named files and that you can retrieve your files. Well done |
| P3 | Use IT safely | Yes | You have demonstrated that you can work safely in the IT rooms |
| M1 | Adjust desktop settings to meet a specific user requirement | No | To achieve M1 you will need to submit evidence to show that you can change the screen settings and the screen saver. To achieve a Merit grade, for this unit, you will have until December 14 th to demonstrate that you can adjust the desktop settings |
| M2 | Set up a series of folders and subfolders to store own data effectively | Yes | You have used screen shots to show how you have set up a range of files, folders and subfolders for your unit work. Well done |
| M3 | Follow standard procedures to backup data | Yes | You have followed standard procedures for backing up your data and included a short description of the different methods |
| D1 | Show evidence of independent working and understanding of the use of the IT desktop environment | | |
| D2 | Give a short presentation demonstrating, with explanations, various features of the windows environment to a specified audience | | |

| | |
|--|---------------------------------------|
| Assessor's signature: Frank Jones <i>Frank Jones</i> | Date: 17th December |
| Internal Verifier and signature: Jim White <i>Jim White</i> | Date: 19th December |

Summative feedback document - this document should clearly identify the final grade 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 number & title: | | | |
| Issue Date: | | Due Date: | |
| Unit grading criteria targeted | | | |
| Unit grading criteria achieved | | | |
| Assessor's Feedback | This box will record the grading criteria achieved by the learner | | |
| | | | |
| | | | |
| Learner's Comments | | | |
| | | | |
| | | | |
| | | | This box records the final grade awarded for the unit |
| Assessor's name: | | | |
| Assessor's signature: | | Date: | |
| Learner's name: | | | |
| Learner's signature: | Signatures and dates formalise the process for audit purposes and for external verification | | |
| IV's name | | | |
| IV's signature | | Date: | |

Summative feedback document - example
Assessment Feedback Form

| | | | |
|----------------------|--|-----------|---------------------------|
| Learner's name: | Jenny Wright | | |
| Prog/Pathway: | Introductory Diploma in Vocational Studies | | |
| Unit number & title: | Unit 3 Developing Skills in IT | | |
| Issue Date: | 15 th October | Due Date: | 17 th December |

| | |
|--------------------------------|--------------------------------|
| Unit grading criteria targeted | P1, P2, P3, M1, M2, M3, D1, D2 |
| Unit grading criteria achieved | P1, P2, P3, M2, M3 |

| |
|--|
| Assessor's Feedback |
| Well done Jenny you have submitted a good assignment which is sufficient to achieve a Pass grade for this unit. The presentation of your work for this unit is good and you have shown that you understand the main components of the desktop and that you can use the windows environment. With a little more effort you could have achieved a Merit but you have not included evidence on how to change the screen saver and the screen settings to complete the evidence required to meet M1. |

| |
|---------------------------|
| Learner's Comments |
| I enjoyed doing this unit |

| | |
|--------------------|-------------|
| Final grade | Pass |
|--------------------|-------------|

| | | | |
|-----------------------|--------------|-------|-------------|
| Assessor's name: | Frank Jones | | |
| Assessor's signature: | Frank Jones | Date: | 17 December |
| Learner's name: | Jenny Wright | | |
| Learner's signature: | Jenny Wright | Date: | 17 December |
| IV's name | Jim White | | |
| IV's signature | Jim White | Date: | 19 December |

Internal Verification: Assignment Brief Templates

INTERNAL VERIFICATION - ASSIGNMENT BRIEFS

| | | |
|---|------------|--|
| Award | | Key information is recorded here and should be detailed and accurate |
| Unit | | |
| Assessor | | |
| INTERNAL VERIFIER CHECKLIST | Y/N* | Comments |
| Are accurate programme details shown? | Y/N* | |
| Are accurate unit 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 criteria are being addressed? | Y/N* | |
| Are these criteria 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 | | 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 |
| Signature | Date | |
| Confirmation of remedial action | | IV records that actions have been addressed and completed |
| | | |
| Assessor | | |
| Signature | Date | Signatures and dates formalise the process for audit purposes and for external verification |
| Internal Verifier | | |
| Signature | Date | |

INTERNAL VERIFICATION - ASSIGNMENT BRIEF example

| | | |
|--|-------------|--|
| Award: BTEC Introductory Diploma in Vocational Studies | | |
| Unit: 3 Developing Skills in IT (IT @ Work) | | |
| Assessor: Frank Jones | | |
| INTERNAL VERIFIER CHECKLIST | | Comments |
| Are accurate programme details shown? | Y | The assignment brief clearly identifies the programme title and number |
| Are accurate unit details shown? | Y | The full unit title is clearly identified on the assignment brief |
| Are clear deadlines for assessment given? | N | No review dates or completion date are shown on the assignment brief |
| Is this assignment for whole or part of a unit? | Y | The assignment brief covers the whole unit |
| Does each task show which criteria are being addressed? | Y | The assessment criteria are clearly listed |
| Are these criteria actually addressed by the tasks? | Y | The tasks are annotated to show where each grading criterion can be achieved |
| Is it clear what evidence the learner needs to generate? | Y | The tasks clearly identify what evidence the learner needs to submit |
| Are the activities appropriate? | Y | The activities are at an appropriate level for the learners and give them the opportunity to demonstrate specific skills and knowledge expected in the grading criteria. |
| Is there a scenario or vocational context? | Y | The assignment brief is based around an appropriate scenario |
| Is the language and presentation appropriate? | Y | The language and presentation are appropriate |
| Is the timescale for the assignment appropriate? | N | No clear timescale recorded |
| Will the conduct of the assessment be valid and reliable? | Y | Some evidence will be supported by observation statements |
| Overall is the assignment fit for purpose? | Y | The assignment is fit for purpose |
| Please identify and record realistic review and completion dates on the front page of the assignment brief | | |
| Internal Verifier Jim White | | |
| Signature | Jim White | Date 06 September |
| Confirmation of remedial action | | |
| Review and completion dates are clearly visible on the front page of the assignment brief | | |
| Assessor Frank Jones | | |
| Signature | Frank Jones | Date 09 September |
| Internal Verifier Jim White | | |
| Signature | Jim White | Date 11 September |

Internal Verification: Assessment Decisions Templates

INTERNAL VERIFICATION - ASSESSMENT DECISIONS

| | | | |
|---|---|-------|--|
| Award | Assessor | | |
| Unit(s) | Key information is recorded here and should be detailed and accurate | | |
| Assignment title: | | | |
| Learner's name: | Accuracy is crucial here and should be recorded at criterion level. e.g. P1, P2, M1, M2 etc | | |
| Which criteria has the assessor awarded? | | | |
| | Pass | Merit | Distinction |
| Do the criteria awarded match those targeted by the assignment brief? If No list criteria achieved | Y/N* Details | | |
| Has the work been assessed accurately? | Y/N* Details | | |
| Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive • Linked to relevant grading criteria • Identifies opportunities for improved performance • Agrees actions | Y/N* Details | | |
| Does the grading decision need amending? | Y/N* Details | | |
| 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 | | | |
| Confirmation of remedial action | | | This box records the IV summary of issues raised with the assessor during the IV process. Actions are identified with target date for completion |
| | | | |
| Signatures and date to complete process | | | |
| Assessor | | | |
| Signature | | | Date |
| Internal Verifier | | | |
| Signature | | | Date |

INTERNAL VERIFICATION - ASSESSMENT DECISIONS

| | | | |
|--|--|-------|--|
| Award | Assessor | | |
| Unit(s) | | | |
| Assignment title: | Key information is recorded here and should be detailed and accurate | | |
| Learner's name: | | | |
| Which criteria has the assessor awarded? | Pass | Merit | Distin |
| Do the criteria awarded match those targeted by the assignment brief? If No list criteria achieved | Y/N* Details | | |
| Has the work been assessed accurately? | Y/N* Details | | |
| Is the feedback to the learner: • Constructive • Linked to relevant grading criteria • Identifies opportunities for improved performance • Agrees actions | Y/N* Details | | |
| Does the grading decision need amending? | Y/N* Details | | |
| 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 | | | |
| | | | This box records the IV summary of issues raised with the assessor during the IV process. Actions are identified with target date for completion |
| Confirmation of remedial action | | | |
| | | | What was done by the learner or assessor to redeem the discrepancies found during the IV process |
| Assessor | | | |
| Signature | | Date | |
| Internal Verifier | | | |
| Signature | | Date | |

Accuracy is crucial here and should be recorded at criterion level. e.g. P1, P2, M1, M2 etc

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

Signatures and date to complete process

INTERNAL VERIFICATION - ASSESSMENT DECISIONS example

| | | | |
|--|--|-----------------|-------------|
| Award BTEC Introductory Diploma in Vocational Studies | | Assessor | |
| Frank Jones | | | |
| Unit(s) Unit 3 Developing Skills in IT (IT @ Work) | | | |
| Assignment title: IT Skills | | | |
| Learner's name: Jenny Wright | | | |
| Which criteria has the assessor awarded? | Pass P1, P2, P3 | Merit M2, M3 | Distinction |
| Do the criteria awarded match those targeted by the assignment brief? If No list criteria achieved | Y/N* The learner has produced sufficient work for only the Pass criteria in task 1 but the evidence for task two is sufficient for P2, M2 and M3. | | |
| Has the work been assessed accurately? | Y/N* The work is accurately assessed and clearly identifies that the learner did not submit sufficient evidence for M1. | | |
| Is the feedback to the learner: • Constructive • Linked to relevant grading criteria • Identifies opportunities for improved performance • Agrees actions | Y/N* There is supportive formative and summative feedback available for the learner. The formative feedback document clearly identifies the evidence required for the learner to achieve a Merit grade. | | |
| Does the grading decision need amending? | Y/N* No; the Pass grade awarded for this unit is accurate | | |
| 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 to the unit grade and no further action is necessary | | | |
| Confirmation of remedial action | | | |
| Assessor Frank Jones | | | |
| Signature | Frank Jones | Date | 19 December |
| Internal Verifier Jim White | | | |
| Signature | Jim White | Date | 19 December |

Internal Verification of grading 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 and assessors and that the evidence for grading satisfies the grading criteria. 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 Introductory Diploma in Vocational Studies | | | | | | | |
|---|--|--|--|--|--|--|--|
| Unit and Assessor | | | | | | | |
| Learner | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Internal verification checklist - example

| Standardisation of Internal verification for Introductory Diploma in Vocational Studies | | | | | | | |
|---|---------------------|----------------------|--|--|--|--|--|
| Unit and Assessor | | | | | | | |
| | Unit 3 IT Skills | Unit 7 PC Systems | | | | | |
| Learners | Frank Jones | Jane North | | | | | |
| Jenny Wright | ✓ | | | | | | |
| Paul Smith | | ✓ | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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 during January. The EV will identify if the National Standards Sampling process is by visit or postal sampling and confirm the actual sample required, published in the BTEC Level 1 Introductory Certificates and Diploma Handbook. 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 EV will negotiate a resample date to verify any remedial action the centre needs to take.

Qualification Report for Introductory Level 1 Certificates and Diplomas

| | | | | | |
|-------------------------------|----------------|-----------------------------------|----------------------------|--|--|
| 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 Introductory Programmes/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

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

| External Verifier Judgements | Yes/No |
|--|--------|
| Assignment fit for purpose | |
| Accuracy and consistency of assessment decisions | |
| Evidence of effective internal verification | |
| Evidence is at appropriate level | |

If national standards are met, feedback is advisory

If national standards have not been met, action will be required when preparing for the second sampling

| Feedback/Action Plan | Target Date |
|--|-------------|
| Assignment brief | |
| Accuracy and consistency of assessment decisions | |
| 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 | |
| | 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: |

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

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.

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

| | | | |
|-----------------------|--|--------|--|
| Pathway | | | |
| Unit Number and title | | | |
| Learner Name | | | |
| Assessor Name | | 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 grading criteria. The record will:

- relate directly to the grading criteria 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 grading criteria
- 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 grading criteria. 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 grading criteria. It can be someone who does not have direct knowledge of the qualification, unit or grading criteria 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 a witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the grading criteria if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the grading criteria 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: | |
|---------------|--|

| | |
|---------|--|
| Course: | |
|---------|--|

| | |
|------------------------|--|
| Unit Number and title: | |
|------------------------|--|

| |
|------------------------------------|
| Description of activity undertaken |
| |

| |
|------------------|
| Grading criteria |
| |

| |
|---|
| How the activity meets the requirements of the grading criteria |
| |

| | | | |
|--------------------|--|-------|--|
| Learner Signature: | | Date: | |
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|---------------------|--|-------|--|
| Assessor Signature: | | Date: | |
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| Assessor Name: |
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Witness Statement (by external observer)



| | | | |
|---|--|-----------|--|
| Learner name: | | | |
| Qualification: | | | |
| Unit number & title: | | | |
| Description of activity undertaken (please be as specific as possible) | | | |
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| | | | |
| | | | |
| Grading criteria (to which the activity provides evidence) | | | |
| | | | |
| How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place | | | |
| | | | |
| | | | |
| Witness name: | | Job role: | |
| Witness signature: | | Date: | |
| Learner name: | | | |
| Learner signature: | | Date: | |
| Assessor name: | | | |
| Assessor signature: | | Date: | |

Learner Recruitment, Learner Induction, Course Handbooks

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.

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 grading criteria
- 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 provide 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
- Major Project Plan, dependent on subject sector
- 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
- Major Project Plan, dependent on sector
- 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 grading criteria targeted, for example, 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 grading criteria 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 postally 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.