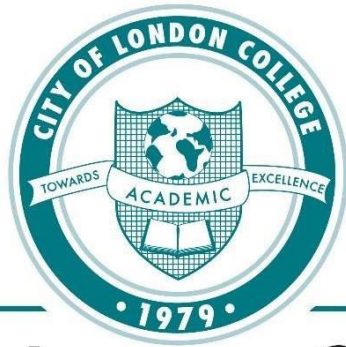




CITY OF LONDON COLLEGE

A UNIVERSITY SECTOR PREMIER College

**ASSESSMENT POLICY
[BTEC PROGRAMMES]**

2024/25

Glossary

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

Moderation – the checking of a sample of students' assessed work in order to confirm that the assessment and marking criteria have been applied so that relative grading is appropriate.

Assessment - is where trained College assessors make judgements on the assessment evidence produced by students against the required standards for the qualification

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

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

External Verifier – one who is appointed by awarding bodies to monitor the work of approved centres and ensure the consistency and quality of local assessments

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

1. Aims and Objectives of the policy

Aims

City of London College is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of the Quality Assurance Agency and our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

The UK Quality Code sets out the following expectation that HE providers are required to meet.

“Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought” (The UK Quality Code-Chapter B6, August, 2014)

Objectives

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.

- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental coordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

2. Range and scope of the policy.

The range of the policy covers all BTEC courses offered at City of London College but may well apply to other assignment-based courses. The Policy should be read alongside other College policy documents, but is written in recognition of the specific nature of BTEC and similar programmes.

3. Assessment

Internal Assessment is defined as the process whereby trained tutors and assessors make judgements on evidence produced by students against required criteria for the BTEC qualification. *All assessment materials must be internally verified before being issued to students.*

- a) Completed student assignments will be assessed internally, be subject to internal verification by the college, and be subject to external verification by the awarding body.
- b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, and that ultimately the final decision rests with the Awarding Body.
- c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- d) The tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, **they must work independently** to produce and prepare evidence for assessment. Before starting an assessment, the tutor must ensure each learner understands the:
 - assessment requirements.
 - nature of the evidence they need to produce
 - importance of time management and meeting deadlines.

3.1 Formative Assessment:

Formative assessment involves both the Assessor and the student in a two-way conversation about their progress and takes place **prior** to summative assessment. It does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback

to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete. Students are provided with formative feedback during the process of assessment and are empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

3.2 Summative Assessment:

Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement. Assessors should annotate where the evidence supports their grading decisions against the unit grading criteria. It is not expected that students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Programme Leader.

Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved. Students will be given the deadline for each assignment. The submitted work will be assessed and the outcome entered on the student's academic record sheet. The assessment decisions are then internally verified according to the procedure outlined in section 3.4.

All assignments must be submitted on the stated date. If work is submitted late (up to two weeks after the deadline), the student will be informed that a maximum "Pass" grade will be awarded when the assessment and merit/distinction grade descriptors require evidence of:

- meeting agreed timelines
- the ability to plan/organise time effectively
- the ability to work to industrial/commercial practices that include implicit timelines.

Student may be given authorised extensions for legitimate reasons, such as illness at the time of submission. In this case, students should formally apply for an extension by filling the Extenuating Circumstances form (Appendix). If an extension is granted, the new deadline must be recorded and adhered to.

Student has the opportunity to resubmit an assignment that did not meet the pass criteria, providing initial deadlines have been met, a retake opportunity will be arranged that ensures the new assessment remains fit for purpose and in line with the original assignment. The maximum award is PASS.

3.3 Turnitin Submission.

Students are required to submit their work to Turnitin prior to final submission to VLE. As a good practice, the college expects that similarity report doesn't not exceeds 15%. Students

should attach Turnitin report to their assignments when they make the final submission to the college VLE.

3.4 Role of the Assessor

The role of the Assessor is to:

- Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- Mark the submitted work and consider the originality report within two weeks of submission.
- Adhere to the Awarding Body's specification in the assessment of student assignments.
- Record outcomes of assessment using appropriate documentation (see appendix). Outcomes will be held secure for three years, measured from the point of certification. Associated IV records will also be kept, to support and verify the decisions that were made for the cohort.
- Ensure that each candidate signs [via electronic log] to confirm that the work is their own and that it is endorsed by the assessor after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the BTEC Administrator in a timely manner via the VLE or e-mail for transfer to the awarding body.

3.5 Internal Verification

- **"Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process."** (UK Quality Code, Chapter B6, indicator 13).
-
- The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

-
- Each programme unit will have an identified Internal Verifier (IV) who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.
-
- Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
-
- Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.

The role of the internal verifier:

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
- Complete the template (appendix 1) and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the awarding body Standards Verifier
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify a sample of assignments based on a sampling strategy [up to five – all assignments, 6 to 50 – 20% of assignments, 51 to 100 – 15% of assignments], variable according to degree of difficulty and assessor risk.
- Consider alternative methods of verification as required for non-written assessments (e.g. oral presentations). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-assessment is necessary the work should again be internally verified and records kept.
- Participate in assessor and other staff training as requested by the BTEC Administrator.

3.6 Authentication of Candidate's Work

- a) On each assignment students must sign that the work submitted is their own and assessors should confirm that the work assessed is solely that of the student concerned and was conducted under required conditions.
- b) Originality report generated by Turnitin must be attached to the submitted assignment.
- c) If the student submitted an assignment and assessors suspect it is not the student's own work, the matter should be reported to the Misconduct Committee.

3.7 Student Misconduct

“Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice.” (UK Quality Code, Chapter B6, indicator 14)

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

- Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the internet or copied from books
- Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
- Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes
- Submitting work done by another person as your own.
- If the assessors suspect that the submitted work is plagiarised, He/She should immediately report that to the Misconduct committee by emailing the suspected assignment, originality report, tutor report to plagiarism@clc-london.ac.uk.

3.8 Preventing Student Misconduct

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

- a) Using the induction period and the course handbook to inform students of the College's policy on malpractice and consequent penalties.
- b) Showing students the appropriate formats to record cited texts and other materials or information sources including websites. Students should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the student has interpreted and synthesised appropriate information and has acknowledged any sources used.
- c) Introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
 - The requirement for interim work to be handed in before final deadlines to give a picture of the student's progress.
 - periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
 - altering assessment assignments/tasks/tools on a regular basis.
 - the assessor assessing work for a single assignment/task in a single session for the complete cohort of students.
 - using oral questions with students to ascertain their understanding of the concepts, application, etc within their work.
 - assessors getting to know their students' styles and abilities.
- d) Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers.

3.9 Investigating Student Misconduct

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

- Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended pending a thorough investigation by the Misconduct Committee. The student will be informed at the earliest opportunity of the nature of the alleged malpractice, and of the possible consequences.
- The outcome of the investigation will determine the appropriate course of action to be taken by the College. Malpractice is a breach of College rules and may invoke the Student Disciplinary

Procedure. Any case where student malpractice is found to be substantiated will be reported to the Awarding Body.

- If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

3.10 Appeals Procedures

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

3.11 Grounds for Appeal

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

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

3.12 Formal appeal procedures

- If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a re-assessment and fill the appeal form. This must be done within 10 working days of receiving the original assessment result.
- The Academic Director with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Academic Director and the Internal Verifier will set a date for the Appeals Panel to meet.
- The Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the Internal Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the Appeals Panel meeting.
- The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - An opportunity to resubmit for assessment within a revised agreed timescale.
- If the student is not satisfied with the internal appeal outcome, he/she has the right of appeal to the Awarding Body. The college will forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted. See appeal form in the Appendix.

3.13 Staff Malpractice

The following are examples of malpractice by College staff. This list is not exhaustive.

- Failure to keep any awarding body mark schemes secure
- Alteration of awarding body assessment and grading criteria
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves College staff producing work for the student
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special student requirements,
- Failing to keep student computer files secure
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment

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

4 Responsibilities

- Responsible for Policy: Director of Studies
- Responsible for implementation: Course Assessors, IVs and BTEC Administrator

4.1 It is the responsibility of assessors to:

- Provide assessment processes that are fair and meet the requirements of students and of the qualification;
- Provide students with a schedule of assessment;
- Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve.
- Record assessment decisions regularly, accurately and systematically using agreed documentation,
- Comply with the College and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- Familiarise themselves and learners with the College Assessment Appeals procedure(s);
- Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification;
- Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the College and Awarding Body
- Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.
- Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

4.2 Internal verifiers are responsible for:

- Verifying assignment briefs prior to distribution to learners
- Verifying a sample of assessment decisions

- developing the skills of assessors, especially those new to assessment.
- maintaining the consistency of assessment decisions by holding standardisation meetings of assessors

4.3 It is the responsibility of the BTEC Administrator:

- To facilitate the IV process
- To meet the deadlines for registering learners with the awarding body
- To ensure that Awarding Body data is kept up to date with timely withdrawal or transfer of learners
- To claim learners' certificates as soon as appropriate
- To claim unit certification when a learner has not been able to complete the full programme of study.
- To act as Quality Nominee for the College, to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.

5 Access to Policy

- All the college policies and procedures are available on VLE.
 - Student induction programmes and course handbooks will highlight key aspects of this policy.
 - Training for assessors will be given as part of staff induction if necessary.
-

APPENDIX 1

Higher Nationals

Internal verification of assignment brief –BTEC (RQF)



INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit			
Assignment title			
Is this assignment an authorised assignment brief published by Pearson?			Y/N
If yes, has it been amended by the centre in any way? Please give details.			
INTERNAL VERIFIER CHECKLIST		Comments	
Is the programme title, unit title and unit number accurate?	Y/N*		
Is the submission date achievable in relation to the issue date of the assignment?	Y/N*		
Is the vocational scenario appropriate, sufficient and current?	Y/N*		
Does the assignment cover all unit assessment criteria? If not which LOs/ACs are being assessed?	Y/N*		
Is the mode of assessment appropriate for achieving all the grades and LOs/ACs identified?	Y/N*	a) Learning outcomes: b) Assessment criteria:	
Is the language and presentation of the assignment appropriate?	Y/N*		

Comment on the appropriateness of the assignment guidance for the level of the unit		
Does the assignment require amendment?	Y/N*	
*If the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm the action required, the action taken and when it occurred on page 2.		

Assessor signature		Date	
Internal Verifier		Date	
Action required:			
Action taken:			
Assessor signature		Date	
Internal Verifier		Date	

APPENDIX 2

Higher Nationals

Assignment Brief – BTEC (RQF)

Higher National Diploma in _____



Student Name /ID Number	
Unit Number and Title	
Academic Year	
Unit Assessor	
Assignment Title	
Issue Date	
Submission Date	
IV Name	
Date	

Submission Format:
Unit Learning Outcomes:
Assignment Brief and Guidance:

City of London College
2018
BTEC Assignment Brief

Learning Outcomes and Assessment Criteria			
Learning Outcome	Pass	Merit	Distinction

City of London College 2018
BTEC Assignment Brief

APPENDIX 3

Higher Nationals

Internal verification of assignment brief –BTEC (RQF)



INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit			
Assignment title			
Is this assignment an authorised assignment brief published by Pearson?			Y/N
If yes, has it been amended by the centre in any way? Please give details.			
INTERNAL VERIFIER CHECKLIST		Comments	
Is the programme title, unit title and unit number accurate?	Y/N*		
Is the submission date achievable in relation to the issue date of the assignment?	Y/N*		
Is the vocational scenario appropriate, sufficient and current?	Y/N*		
Does the assignment cover all unit assessment criteria? If not which LOs/ACs are being assessed?	Y/N*		
Is the mode of assessment appropriate for achieving all the grades and LOs/ACs identified?	Y/N*	c) Learning outcomes: d) Assessment criteria:	
Is the language and presentation of the assignment appropriate?	Y/N*		
Comment on the appropriateness of the assignment guidance for the level of the unit			
Does the assignment require amendment?	Y/N*		
*If the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm the action required, the action taken and when it occurred on page 2.			

Assessor signature		Date	
Internal Verifier		Date	
Action required:			
Action taken:			
Assessor signature		Date	
Internal Verifier		Date	

APPENDIX 4 Pearson Guidance on BTEC Assignment Design

Assignment design

Centres should use the programme specifications to design programmes of delivery and assessment assignments. These should give learners the opportunity to meet the whole range of grading criteria

outlined in the unit grids. Assignments should be valid, reliable and fit for purpose and a variety of assessment methods is encouraged. The practical nature of many of the units suggests that activities are set in a vocational context with realistic scenarios.

Unit format

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

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

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

Designing assignments

The assignment brief should indicate:

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

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

Grading of assignments

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

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

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

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

APPENDIX 5

STUDENT ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each student must sign a declaration confirming that the work is their own.

Student name:		Assessor name:	
Issue date:	Submission date:		Submitted on:
Programme:			
Unit:			
Assignment number and title:			

Plagiarism

Plagiarism is a particular form of cheating. Plagiarism must be avoided at all costs and students who break the rules, however innocently, may be penalised. It is your responsibility to ensure that you understand correct referencing practices. As a university level student, you are expected to use appropriate references throughout and keep carefully detailed notes of all your sources of materials for material you have used in your work, including any material downloaded from the Internet. Please consult the relevant unit lecturer or your course tutor if you need any further advice.

Student Declaration

Student declaration

I certify that the assignment submission is entirely my own work and I fully understand the consequences of plagiarism. I understand that making a false declaration is a form of malpractice.

Student signature:

Date:

Higher Nationals - Summative Assignment Feedback Form

Student Name/ID			
Unit Title			
Assignment Number		Assessor	
Submission Date		Date Received 1st submission	
Re-submission Date		Date Received 2nd submission	
Assessor Feedback: *Please note that constructive and useful feedback should allow students to understand: a) Strengths of performance b) Limitations of performance c) Any improvements needed in future assessments Feedback should be against the learning outcomes and assessment criteria to help students understand how these inform the process of judging the overall grade. Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.			
Grade:	Assessor Signature:		Date:
Resubmission Feedback:			
Grade:	Assessor Signature:		Date:
Internal Verifier's Comments:			
Signature & Date:			

* Please note that grade decisions are provisional. They are only confirmed once internal and external moderation has taken place and grades decisions have been agreed at the assessment board.

Assessment tracking – BTEC Higher Nationals

ASSESSMENT RECORD AND FEEDBACK SHEET						
Programme:	Student Name:		Unit Grade:			
Unit No. & Title:	Year:		Assessment Date:			
Assessor Name:	Unit Completion Date:		IV Signature:			
Assignment No. & Title	Learning Outcomes	Date Issued	Hand in Date	Summative Feedback	Resubmission Date*	
* Resubmissions must be approved by the Assessment Board						
Assignment No.	Grade	Date Achieved	Comments	Assessor Signature		

BTEC ASSESSMENT APPEALS TRACKING FORM



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

APPENDIX 9



LEARNER PROGRESS SHEET
TRACKING SHEET

BTEC HIGHER NATIONAL DIPLOMA IN COMPUTING (GENERAL)

[illegible]

[illegible]

50: INTERNET SERVER MANAGEMENT

ACADEMIC DIRECTOR: _____

DATE: _____

[illegible]

[illegible]

[illegible]



LEARNER

ACHIEVEMENT

NOTIFICATION
BTEC PROGRAMMES

STUDENT NAME: _____

ADDRESS: _____

COURSE: _____

DURATION: _____

The above named has successfully achieved the following units;

UNIT NUMBER	TITLE	ACHIEVED	NOT ACHIEVED

SIGNED:

COURSE LEADER: _____

BTEC CO-ORDINATOR _____

DATE: _____

THIS
COLLEGE

APPENDIX 12



DOCUMENT WITHOUT THE
STAMP IS NOT AUTHENTIC.

Appeal Form

Guidance for applicants

Complete this form if, after the official publication of results, you consider that an appeal against the decision of the Assessment Board is justified or after the official notification that you should discontinue your course of study you believe an appeal is justified.
You must make a written submission of the grounds for appeal to the Chair of the Assessment Board. This application should be accompanied by appropriate documentary evidence.

Section A

First Name Surname

Student Id/Enrolment Number

Course Title

Contact e-mail address

Current Address

.....

Daytime ☎
.....

Section B

The grounds for appeal against assessment board decision are as follows:

1. that an Assessment Board has given insufficient weight to extenuating circumstances
2. The work is not assessed according to the set criteria or the criteria are ambiguous.

3. The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
4. There is evidence of preferential treatment towards other students/candidates.
5. The conduct of the assessment did not conform to the published requirements of the Awarding Body.
6. Agreed deadlines were not observed by staff.
7. The decision to reject coursework on the grounds of malpractice.

Please **indicate** the grounds being used for the appeal 1, 2, ...or 7:

Section C

Student's case

(Outline your reasons for the appeal)

What resolution are you seeking by appealing?

Signature : _____ Date : _____

Return this form to the College 10 working days of receiving your result.

APPENDIX 13



Definitions of the common operative verbs used in BTEC grading criteria

“Pass” verbs

- ☐ **Describe** – give a clear description that includes all the relevant features - think of it as ☐ ‘painting a picture with words’
- ☐ **Define** – clearly explain what a particular term means and give an example, if appropriate, ☐ to show what you mean
- ☐ **Design** – create a plan, proposal or outline to illustrate a straightforward concept or idea
- ☐ **Explain** – set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the ‘how’ or ‘why’
- ☐ **Identify** – point out or choose the right one or give a list of the main features
- ☐ **Illustrate** – include examples or a diagram to show what you mean
- ☐ **Interpret** – define or explain the meaning of something
- ☐ **List** - provide the information in a list, rather than in continuous writing
- ☐ **Outline** - write a clear description but not a detailed one
- ☐ **Plan** – work out and plan how you would carry out a task or activity
- ☐ **State** – write a clear and full account
- ☐ **Summarise** – write down or articulate briefly the main points or essential features

“Merit” verbs

- **Analyse** – identify separate factors, say how they are related and how each one contributes to the topic
- **Assess** – give careful consideration to all the factors or events that apply and identify which are the most important or relevant
- **Compare/contrast** – identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages
- **Demonstrate** – provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
- **Design** – create a plan, proposal or outline to illustrate a relatively complex concept or idea
- **Explain in detail** – provide details and give reasons and/or evidence to clearly support the argument you are making
- **How/Why justify** – give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

“Distinction” verbs

- ☐ **Appraise** – consider the positive and negative points and give a reasoned judgement
- ☐ **Assess** – make a judgement on the importance of something – similar to evaluate
- ☐ **Comment critically** – give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects
- ☐ **Criticise** – review a topic or issue objectively and weigh up both positive and negative ☐ points before making a decision
- ☐ **Draw conclusions** – use the evidence you have provided to reach a reasoned judgment
- ☐ **Evaluate** – review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

- **Evaluate critically** - decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead
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