Guide to Internal Assessment for BTEC Firsts and Nationals

A Quick Guide for the BTEC teaching team

www.btec.co.uk/keydocuments
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Introduction

We’re introducing a new framework to support you in delivering high quality internal assessment for all learners starting on a BTEC First or National programme from 1 September 2014.

I’d like to tell you more about the thinking behind the framework, and how it can help you support your BTEC learners to achieve on their BTEC course - and progress to their next challenge.

More support – more clarity

Since we introduced our next generation BTEC qualifications in 2012, you’ve asked us for more support so you can prepare really high quality assignments.

You also told us we need to be much clearer about what assessment best practice looks like for BTEC – and you need to feel confident that it will be applied consistently for all BTEC centres and learners.

New assessment framework

So we’ve designed the new assessment framework of rules, guidelines and support to cover:

- Giving effective, constructive feedback to support learning and progression
- Preparing your learners to undertake an internal assessment
- Submission of evidence and post-assessment support, including assessment feedback, resubmission and re-takes.

Do the new rules apply to learners who are already studying BTEC Firsts and Nationals?

No. We have listened to your feedback and amended the rules to ensure we are being fair to learners who are already on programme.

As a result, we can confirm that the new assessment rules will only apply to new learner registrations for the academic year starting 1 September 2014.

The means that all BTEC Firsts and Nationals learners who are already part-way through their programme on 1 September 2014 will complete their course following the assessment rules and methodology which applied when they started their BTEC course of study.
Which BTEC qualifications do these rules apply to?

You’ll need to apply these rules for:

- all BTEC Firsts
- all BTEC Nationals.

This includes BTEC qualifications on the:

- National Qualifications Framework (NQF) and the
- Qualifications and Credit Framework (QCF).

The rules do not apply to:

- BTEC Entry Level programmes
- BTEC Level 1 programmes
- BTEC Specialist programmes from Entry to Level 3
- BTEC Workskills.

Best practice

We do recommend this approach as best practice, but they are not mandatory for these qualifications and will not be required as part of the Standards Verification and Quality Assurance process.

Where can I find more information?

Knowledge Base

Your questions answered

Our BTEC Quality Team has shared their most frequently asked questions around BTEC assessment. Go to our Knowledge Base service to ask your question – or talk to an expert in our Teaching Services team via www.edexcel.com/contactus.

BTEC Guides

If you need any more help or information, you can refer to the BTEC Centre Guide to Assessment: Entry Level to Level 3 at www.btec.co.uk/keydocuments.
Contact us

You can also contact us directly if you need a more in-depth discussion about your individual needs.

Talk to your:

- **Subject Advisor** - for subject-specific advice and guidance

- **Curriculum Development Manager or Curriculum Support Consultant** - for general advice and guidance on curriculum and qualifications

- **Regional Quality Manager** - for advice and guidance on BTEC quality assurance.

Visit [www.btec.co.uk/support](http://www.btec.co.uk/support) for full contact details.
In this section you’ll find:

- **Feedback Stages**
  A summary with examples of the kind of feedback you can give during teaching and learning, and assessment.

- **Summary**
  A summary of the new rules around giving feedback which come into effect on 1 September 2014.

- **Practical Guidance**
  Some practical guidance on giving feedback to BTEC learners.
Feedback Stages

1. Teaching and learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Your feedback could include, for example:

- Identify areas for learner progression, including stretch and challenge.
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction.
- Set “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment.
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

2. During assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills, and you should supervise learners if they are undertaking any assignment work in class.

Your feedback could include, for example:

- Guidance on how to approach the knowledge and skills requirements.
- Guidance on appropriate behaviour and approach, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

3. Following assessment

On the assessment record, you should give clear feedback on the criteria the learner achieved (explaining the assessor’s decisions) and on the criteria not achieved (and why), although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief etc)
- General behaviour and conduct, approach, grammar etc.
Feedback and learner progression

1. Teaching and learning: giving feedback to learners

**Teaching and learning – preparing for assessment**

As a BTEC teacher or tutor, you are using your best professional judgement to actively monitor and support progression during teaching and learning, although you must stop short of confirming grades before assessment is complete.

Teachers and tutors providing additional supported learning are already aware of the line between helping a learner achieve their full potential, and doing the work for them, and the new framework of rules for BTEC assessment reinforces these principles.

The evidence learners submit for assessment must always be their own work. This means that, during teaching and learning phase, students should learn to:

- **make the decisions** and
- **demonstrate personal skills**

in order to help them achieve the assessment criteria.

**Predicted grades and on-going progress reporting**

Predicted grades are a useful indicator of expected achievement – but it’s important learners understand that they are just an indicator rather than a confirmation of final achievement. They do not count as formal assessment, or confirmation of achievement.

The new assessment rules help to reinforce this by making a clear separation between:

- the **feedback given during teaching and learning** (which could include predicting grades and on-going progress reporting) and
- **support, supervision and feedback during and following assessment**.

Once a learner has started to receive results from their assessments, they will have concrete information on how well they are achieving and how that achievement translates into a grade.

This means that BTEC teachers, assessors, internal verifiers and learners can all be clear about how they are achieving and progressing during the programme or course, and this information can also:

- inform predicted grades
- help identify and focus on areas for stretch and progression.
Preparing 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.

Working on an assessment

Once the learner begins work for the assessment, the tutor must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the assessment stage.

Rules for BTEC Internal Assessment (BTEC Firsts and Nationals)
from 1 September 2014

Giving feedback to learners

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment.

Once learners are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

What does this mean for BTEC learners?

Feedback plays a major part in:

- preparing BTEC learners for summative assessment, and
- following up on assessment to ensure BTEC learners learn and progress.

We’ve also seen clear signals in the UK policy landscape that assessors should move the focus of their feedback away from achieving specific grades and onto how learners can learn and progress.

This change in emphasis is reflected in our new rules framework, and should benefit the learners by offering improvement in valuable lifelong skills such as self-evaluation, self-assessment and goal setting.

So these new rules do not mean an end to feedback – they are instead more clearly defining the nature and timing of that feedback, specifically around assessment.
Feedback and learner progression

2. During assessment: giving feedback to learners

While learners are undertaking an assessment, teachers and tutors can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills (see the Feedback Stages at the beginning of this section for examples of the type of feedback you can give).

Teaching teams should also supervise learners when they are undertaking assignment work in class – although the work itself must be produced by the learners themselves, either in or outside class.

However, your feedback should not include assessment of the specific assignment evidence as your learners are generating it, or confirm the achievement of specific assessment criteria – this happens only when formal assessment takes place.

Feedback v “coaching”

Learners must show that they can generate evidence independently using their knowledge, skills and understanding gained through the learning and teaching process.

BTECs are vocational qualifications, designed to help learners become independent workers in their chosen field. So while it is important to continue giving general feedback and support during assessment, it is not appropriate for teachers and tutors to:

- **“coach” learners** to produce the evidence itself
- **give them a specific list of actions** they need to take in order to meet the assessment criteria or achieve a particular grade.

Resources available to help learners generate evidence

Teachers and tutors must make sure learners are ready to undertake assessment.

Before handing out assignments, you should be confident your learners have the necessary knowledge and skills to generate appropriate evidence.

However, once they are working on assignments, your learners still have access to a range of information to help them generate evidence:

- **knowledge and skills** gained during teaching on the programme
- **handouts and learning resources** available for the programme
- **the unit content**, assessment criteria and assessment guidance in the qualification specification
- **the assignment brief**, detailing the scenario, specific tasks, evidence and information sources.

Take a look at the Feedback Stages at the beginning of the section for more detail and examples on what kind of feedback you can give during assessment.

www.btec.co.uk/keydocuments
Feedback and learner progression

3. Following assessment: giving feedback to learners

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the assessment record.

The assessment record provides a formal opportunity for the assessor to give feedback to support learner progression:

The assessor should:

- **give feedback** on which criteria the learner has achieved – and not achieved – giving clear reasons why so the learner can learn and progress.

- **avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

Learn more about how to give constructive feedback on your formal assessment record in our **Theory into practice** section (which you can navigate to from the Contents page).
In this section you’ll find:

- a summary of the new rules around submission of evidence which come into effect on 1 September 2014.

- practical advice and guidance including:
  - best practice around assessment policy and recording assessment decisions
  - giving post-assessment feedback to BTEC learners
  - using online platforms
  - ensuring your learners’ work is authentically their own.
Submission of evidence

Submitting evidence for assessment

The new rules framework allows for one submission of evidence for each assignment.

As each assessment counts towards the final qualification grade, you may want to approach your Lead Internal Verifier to authorise one opportunity for resubmission – you can read more about resubmission in the next section.

Rules for BTEC Internal Assessment (BTEC Firsts and Nationals)
from 1 September 2014

Submission of evidence

Only one submission is allowed for each assignment.

The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. Assessment criteria in each unit are assessed once only.

The assessor must:

✓ formally record and confirm the achievement of specific assessment criteria

✓ complete a confirmation that the evidence they have assessed is authentic and is the learner’s own work.

Each learner must submit:

✓ an assignment for assessment which consists of evidence towards the targeted assessment criteria

✓ a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor must not:

⚠️ provide feedback or guidance on how to improve the evidence to achieve higher grades.
Set clear expectations for your learners

Your assessment policy
In order to be fair to your learners and manage assessment effectively within your BTEC teaching teams, you need to create an assessment policy which your teaching teams and your learners are all familiar with.

This policy should make clear that BTEC learners must meet formal assessment deadlines in order for an assessor to accept evidence for assessment (or for resubmission – read more about this in the next section).

Procedures for authorising deadline extensions
Sometimes learners have a legitimate reason for not being able to meet a deadline. So your assessment policy should also include clear procedures for negotiating and authorising a revised submission deadline in these cases. We recommend you follow best practice and create an over-arching policy on the maximum timescale for a deadline extension.

If you have learners with more serious, longer term issues with meeting deadlines, you can find more advice and guidance in our Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internal Assessed Units at www.edexcel.com/policies.

Assessment and feedback

Recording assessment decisions
The formal assessment record is the only place where you can officially record your learners’ achievements and grades. Assessment records confirm learner achievement at assessment criterion level.

Each assignment you set will target specific assessment criteria, so you need to show clearly on the assessment record which criteria the learner has achieved and which they have not.

You can see some examples of how to record your decisions on assessment records in the Theory into Practice section.
Giving feedback following assessment

In the Feedback and Learner Progression section, we’ve outlined the context and general principles around focusing feedback on improvement and progression rather than “coaching” to achieve a specific grade. The feedback you give after assessment follows the same principles.

On the assessment record, you should:

• give clear and constructive feedback on the criteria the learner has achieved

• provide justification and explanation of the assessor’s decisions.

It’s good practice to give general feedback on areas like attendance, timekeeping, attitude and conduct as this also helps the learner develop and progress.

You can also give feedback on the criteria the learner has not achieved, although your guidance should stop short of providing explicit instructions on what actions the learner needs to take to improve their grade (in the case of a resubmission).

Authentication of learner work

We strongly advocate the importance of making sure learner work is formally authenticated so it’s likely you already have measures in place to do this.

To ensure consistency for all BTEC learners and assessors, we are now making formal authentication of learner work compulsory.

In essence, this means the learner needs to include a signed declaration of authenticity with every assignment they hand in which:

• confirms that the evidence they are presenting is their own

• recognises the impact and consequences of submitting plagiarised work.

Assessors will also need to confirm that the learner evidence they have assessed is authentic.

You can build both the learner and assessor declarations into your assignment briefs and assessment records.

We’ve provided some examples of post-assessment feedback in the Theory into Practice section.
Good assessment practice – training for learners
We recommend that you brief all BTEC learners in good assessment practice at the start of their programme.

If you are confident your learners are clear from the outset about issues like:

• teaching and research methods
• referencing
• the definition - and consequences - of plagiarism

this is the most effective and fairest way to minimise the risk of malpractice.

Using online assessment platforms
If your centre uses online assessment platforms (such as Moodle or Turnitin), you can use this to create a declaration of authenticity.

You need to ensure that:

• you are using a secure, login-based online assessment system
• the system can accurately identify and confirm each individual learner or user at each stage.

You can then use the system to confirm a declaration of authenticity using a tick box, or secure email address in place of a written signature.
In this section you’ll find:

- a **summary** of the new rules around **resubmission** of evidence which come into effect on 1 September 2014.

- practical advice and **guidance** including:
  - **time limits** for resubmission
  - guidance on **the role of the Standards Verifier** in ensuring that decisions on assessment and resubmission are fair and consistent for all learners.
Opportunities for resubmission of evidence

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

There are now clear guidelines around when and how your Lead Internal Verifier can authorise a resubmission which ensure any resubmissions are fairly and consistently implemented for all learners.

**Rules for BTEC Internal Assessment (BTEC Firsts and Nationals) from 1 September 2014**

**Opportunities for resubmission of evidence**

Because every assignment contributes towards the final qualification grade, the new rules framework allows for one resubmission of evidence for each assignment.

When can a Lead Internal Verifier authorise a resubmission?

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- the learner has **met initial deadlines** set in the assignment, or has met an agreed deadline extension
- the tutor judges that the **learner will be able to provide improved evidence without further guidance**
- the **assessor has authenticated the evidence** submitted for assessment and the evidence is **accompanied by a signed-and-dated declaration of authenticity** by the learner.

What if a learner does not meet all of these conditions?

If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.
Resubmission of evidence

Procedure for resubmission of evidence

If your Lead Internal Verifier does authorise a resubmission, there is now a clear, simple procedure which will be applied consistently across all learners and centres.

Rules for BTEC Internal Assessment (BTEC Firsts and Nationals) from 1 September 2014

Procedure for resubmission of evidence

Forms and deadlines
If the Lead Internal Verifier does authorise a resubmission, it must be:

- recorded on the assessment form
- given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

*10 working days must be within term time, in the same academic year as the original submission.

Standards Verification
Our Standards Verifiers will require you to include evidence of resubmitted work in sampling, including:

- evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated
- the initial assessment record
- the resubmitted learner evidence, accompanied by a signed-and-dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions
- confirmation from the assessor that the resubmitted evidence is authentic and is the learner’s own work.
Set clear expectations for your teachers and learners
When you create your policy (see Submission of evidence section) you should include clear guidance on resubmissions to ensure all your BTEC teachers and learners understand what’s expected at the start of their programme.

Preparing learners to “get it right first time”
The new rules framework ensures all BTEC learners have an opportunity to resubmit – although to ensure this is fair and consistent for all learners, they need to meet the conditions outlined in the rules before the Lead Internal Verifier can consider authorising the resubmission.

You should:

• be confident your learners are sufficiently prepared to undertake assessment

• encourage them to aim at “getting it right” on first submission so they are not relying on a repeat submission.

This should help learners develop responsibility for their own achievement and prepare them for the world of work or Higher Education.

Time limits for resubmissions
The new rules have introduced a 10 working day time limit for resubmissions.

This is to:

• ensure all learners given an opportunity to resubmit their evidence do not gain an unfair advantage over other learners

• minimise the risk of plagiarism

• allow learners to revisit their evidence while the assignment brief is still fresh in their minds

• help teachers and assessors plan for delivery and assessment to ensure units are completed by a specified date.

What does this mean in practice?
Resubmission of evidence

What does this mean in practice?

What this means for standards verification

Standards Verifiers will:

• ask for evidence of any resubmission as part of their sample

• need to see the full audit trail of the initial assessment and resubmission

• make a judgement on the accuracy of assessment decisions.

They will also look at the feedback given on the initial assessment record to ensure that the assessor did not:

• give the learner an inappropriate level of help

• provide direct instructions on how to improve their evidence for a resubmission.

Ensuring assessment decisions and resubmissions are fair for all learners

In exceptional circumstances, the Standards Verifier may “roll back” the outcome to the original assessment decision, for example if:

• the assessor has given too much – or inappropriate – guidance

• the resubmitted evidence was not generated independently by the learner and has given them an unfair advantage.

If the Standards Verifier judges that an assessment decision is inaccurate, they can authorise a further resubmission (on the basis that the original assessment decision is invalid).

Again, this would only happen in exceptional circumstances and would be implemented to ensure the rules around submission and resubmission apply fairly and consistently to all learners.
Managing large cohorts
For BTEC teams who are overseeing large cohorts, it’s even more important to:

- ensure at the start of the programme that there is an **agreed procedure** in place to manage submission and resubmission of evidence
- **brief** the BTEC programme team and the learners up front to ensure everyone is clear about the deadlines and the processes involved.

At a glance: roles and responsibilities for assessment

**Lead Internal Verifier**
- Point of sign off for assessment decisions, including resubmission.

**Programme team (programme managers, teachers, assessors and Internal Verifiers)**
- Produce assessment plans.
- Set assignments and make assessment decisions.
- Decide whether it’s appropriate to ask the Lead Internal Verifier about resubmission.

Registering as Lead Internal Verifier
Currently, centres delivering BTEC programmes in a Principal Subject Area on both the:

- Qualifications and Credit Framework (QCF)
- National Qualifications Framework (NQF)

need to **register one Lead Internal Verifier for each framework**. This is because of the different structure and assessment methodologies for qualifications on the two frameworks.

As a result, you can decide whether to:

- **register the same Lead Internal Verifier** for both sets of programmes (which means registering twice – once for each framework)
- **register two different Lead Internal Verifiers** - one for each framework (which means each Lead Internal Verifier needs to register once, but it potentially shares out the administration across two individuals rather than one).
In this section

Retakes

In this section you’ll find:

- a summary of the new rules around retakes which come into effect on 1 September 2014.
- practical advice and guidance including:
  - the practical implications for the teacher and learner
  - preparing learners for assessment
  - monitoring retakes.
Retakes

Retakes for BTEC on the National Qualifications Framework (NQF)

Retakes are not available on BTEC Firsts and Nationals on the National Qualifications Framework (NQF)

Compensation is available for BTEC qualifications on the National Qualifications Framework (NQF).

This means that BTEC Firsts and Nationals on the NQF do not require learners to achieve every pass criterion in order to successfully achieve the qualification.

Retakes of internally assessed units are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.

Preparing learners to “get it right first time”
Before your learners start an assessment, you should:

• be confident they are sufficiently prepared to undertake assessment

• encourage them to aim at “getting it right” on first submission so they are not relying on a repeat submission or retake.

This should help learners develop responsibility for their own achievement and prepare them for the world of work or Higher Education.
Retakes

Retakes for BTEC on the Qualifications and Credit Framework (QCF)

BTEC Firsts and Nationals on the Qualifications and Credit Framework (QCF)

The QCF does not allow for compensation – this means that BTEC Firsts and Nationals on the QCF require learners to achieve every pass criterion in order to successfully achieve the qualification.

Conditions for retaking a new assignment

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

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

✔ The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.

✔ Please see the BTEC Centre Guide to Assessment for further information on writing assignments for retakes: www.btec.co.uk/keydocuments.

✔ The assessor must agree and record a clear deadline before the learner starts a retake.

✔ The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.

✔ Standards Verifiers will require you to include evidence of any retakes in sampling.

❗ The assessor cannot award a merit or distinction grade for a retake.

❗ The learner will not be allowed any further resubmissions or retakes.
It is crucial that BTEC staff and learners understand which framework your BTECs are on and the implications for retakes of internally assessed units.

The QCF is credit based, which means learners must achieve the minimum credit for a qualification in order to claim certificates.

**What does that mean for the learner studying BTEC Firsts or Nationals on the QCF?**

In practice, this means:

- a learner must achieve all of the pass criteria in every unit
- failing one pass criterion means the learner will fail the whole qualification.

So in exceptional circumstances, if a learner has met all the previous conditions, but has still not achieved all the targeted pass criteria, they may be offered the opportunity to retake the assessment.

- This is at the discretion of the Lead Internal Verifier and must be authorised by them
- They will need to retake a new task or assignment targeted at the criteria not achieved in the original assignment.

### What does that mean for the teacher?

There are variations for different subject areas, so it is very important for all BTEC teachers and assessors to read and understand their qualification specification thoroughly.

**Preparing learners for assessment**

For learners studying BTECs on the QCF, a retake is available only as a ‘safety net’.

It should not be required as a matter of course - you need to be confident your learners are sufficiently prepared before they undertake an assessment.

**Monitoring retakes**

It is important for your own quality monitoring to keep a record of the number of retakes required on any programme.

This should provide you with useful data and flag up any potential concerns about, for example:

- appropriateness of recruitment
- levels of support
- levels of learner achievement.

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**BTEC on the Qualifications and Credit Framework (QCF)**

- Retakes are allowed
In this section you’ll find:

- practical advice and guidance showing best practice for recording assessment decisions and giving feedback, using filled-in examples of an:
  - Assessment Plan
  - Observation Record
  - Assignment Brief
  - Assessment Record
What is an assessment plan?

Your assessment plan is an essential planning and support tool to help you be confident that:

- your assignments and deadlines are planned effectively throughout the programme.
- you have covered everything your learners need to learn in your BTEC programme, so each assessment criterion is assessed once during the programme.

How does that help me?

You plan will give the BTEC programme team – and your learners - confidence that:

- you have planned enough curriculum time to cover all the units in your chosen programme.
- your teaching and assessment team (teachers, assessors and internal verifiers) is in place and can plan their time effectively.
- you have covered all the criteria for which your learners need to provide evidence for assessment.
- you can ensure your assessments are at the right time for your learners.

What’s in an assessment plan?

The assessment plan must include:

- your assessment and internal verification team for your programme.
- coverage of all the criteria against which you will be assessing your learners.
- assignment hand-out and hand-in dates.
- dates for:
  - submission
  - internal verification
  - opportunities for resubmission.

www.btec.co.uk/keydocuments
Who else uses the assessment plan?

Your Lead Internal Verifier needs to sign off your assessment plan at the start of the programme to make sure there’s an expert second pair of eyes to check you’ve covered everything and the plan is fit for purpose.

Your Standards Verifier will also need your assessment plan at the start of the standards verification process so they can agree with you the most appropriate time to select the sample.

What if my assessment plan changes?

We realise that plans change and you need flexible to meet the evolving needs and demands of your teaching and assessment team and your learners.

If you make significant changes in your plan, you will need to record them to make sure:

- you are still confident you have the right resources in place to support your programme
- your Standards Verifier can sample your assessment decisions at the right time.

Assessment plan: best practice examples

On the next couple of pages, we’ve created example assessment plans which address many of the questions you ask us about how to make the assessment plan useful and effective.

This particular example is for a BTEC First Award in Art and Design – the general principles apply across all subject areas.

There are two plans:

- “Not acceptable”: a sample assessment plan including many of the problems you’ve told us you encounter, with callouts outlining a solution.

- “Acceptable”: the same sample assessment plan with the problems resolved, including callouts explaining why this is more effective.
Art and Design example Assessment Plan: Not acceptable

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<thead>
<tr>
<th>Programme Number &amp; Title</th>
<th>BTEC First in Art and Design</th>
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<tbody>
<tr>
<td>Unit No &amp; Title</td>
<td>Assignment No &amp; Title</td>
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<td>Learning Aim</td>
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**Year 1**

| Unit 1: Introduction to Specialist Pathways | Assignment 1: The Seasons | A,B | 1A1, 1B2, 2AP1, 2AM1, 2AD1, 2BP2, 2BM2, 2BD2 | 17 Oct 13 | 10 Nov 13 | 14 Dec 13 | 14 Dec 13 | 22 Feb 14 | May 2014 |
| Unit 3: Communicating Ideas in 2D | Assignment 2: The City | A,B,C | All Criteria | 21 Apr 14 | 12 May 14 | 19 May 14 | 19 May 14 | 26 May 14 |
| Unit 5: Developing an Art and Design Portfolio | Assignment: All | A,B | All criteria | 21 April 14 | 12 May 14 | 19 May 14 | 19 May 14 | 26 May 14 |

**Year 2**

| Unit 5: Developing an Art and Design Portfolio | Assignment: All | C | All criteria | 18 Sept 14A | 11 Nov 14 | 22 Nov 14 | 22 Nov 14 | 2 Dec 14 | May 2015 |
| Unit 2: Creative Project | Externally Set Task | A,B | All Criteria | 6 January 15 | 10 Mar 15 | 12 May 15 | 13 May 15 | 15 May | N/A |

**Lead Internal Verifier Signature**

Jane Musson

**Notes:**
- You need to write the full title of the programme e.g. BTEC First Award in Art and Design, BTEC First Certificate in Art and Design, etc.
- You no longer need to allocate a formative feedback date.
- IV sampling date needs to be within 1-2 weeks of the summative assessment date.
- You cannot target criteria more than once.
- Resubmission dates need to be set for a specific day and fall within 10 working days of submission. No IV date for re submission.
- * Lead Internal Verifier must authorise any resubmissions.
- You need to add a column to identify Assessors and Internal Verifiers for each unit.
- You need to explain the rules for resubmission: in this case, the “within 10 working days rule” is not identified for resubmissions.
Art and Design example Assessment Plan: Acceptable

<table>
<thead>
<tr>
<th>Programme Number &amp; Title</th>
<th>BTEC First Award in Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No &amp; Title</td>
<td>Assignment No &amp; Title</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Unit 1: Introduction to Specialist Pathways</td>
<td>Assignment 1: The Seasons</td>
</tr>
<tr>
<td>Unit 3: Communicating Ideas in 2D</td>
<td>Assignment 2: The City</td>
</tr>
<tr>
<td>Unit 5: Developing an Art and Design Portfolio</td>
<td>Assignment 1:</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Unit 3: Communicating Ideas in 2D</td>
<td>Assignment 3: Scandinavian Design</td>
</tr>
<tr>
<td>Unit 5: Developing an Art and Design Portfolio</td>
<td>Assignment 2 &amp; 3</td>
</tr>
<tr>
<td>Unit 2: Creative Project</td>
<td>Externally Set Task</td>
</tr>
</tbody>
</table>

Lead Internal Verifier Signature: Jane Musson

*Lead Internal verifier must authorize any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 10 working days of the learner receiving the results of assessment.
Assignment Briefs

What are Assignment Briefs?
Assignments are designed to:

- **Develop** a learner’s **knowledge, skills and understanding** in a defined area of study

- **Measure evidence** of their learning against:
  - **Learning aims** what the learners needs to know, understand and do
  - **Assessment criteria** the grade level at which the learner can achieve each learning aim.

What are Authorised Assignment Briefs?
We have produced a range of Authorised Assignment Briefs which you can:

- use ‘off the shelf’
- **Edit** and **adapt** to suit your individual programme and local needs.

Authorised Assignment Briefs are available for most core units.
You can **download** copies of the Authorised Assignment Briefs for your qualification from the website at [www.btec.co.uk/2012](http://www.btec.co.uk/2012).

Authorised Assignment Briefs are also available in myBTEC – **learn more about myBTEC**.

Assignment Brief: best practice examples

On the next couple of pages, we’ve created examples of assignment briefs which address many of the questions you ask us about how to write effective assignments.

This particular example is for a BTEC First Award in Art and Design – the general principles apply across all subject areas.

There are two briefs:

- **“Not acceptable”**: a sample assignment brief including many of the problems you’ve told us you encounter, with callouts outlining a solution.

- **“Acceptable”**: the same sample assignment brief with the problems resolved, including callouts explaining why this is more effective.
Assignment Briefs

Art and Design example Assignment Brief: Not acceptable

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>My Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>M Smith</td>
</tr>
<tr>
<td>Date issued</td>
<td>Sept 5th 2014</td>
</tr>
<tr>
<td>Hand in Date</td>
<td>October 6th 2014</td>
</tr>
<tr>
<td>Resubmission Hand in Date</td>
<td>December 4th 2014</td>
</tr>
<tr>
<td>Retake Hand in Date</td>
<td>If you are not successful you will be able to retake this assignment in May.</td>
</tr>
<tr>
<td>Duration (approx)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Qualification suite covered</td>
<td>BTEC Level 1/Level 2 First Award in Art and Design</td>
</tr>
<tr>
<td>Units covered</td>
<td>Unit 5: Developing an Art and Design Portfolio</td>
</tr>
<tr>
<td>Learning aims covered</td>
<td>Learning aim B: compile a portfolio to support progression.</td>
</tr>
</tbody>
</table>

You’ve set a date right at the start of term. Have you allowed enough time for teaching and learning before assessment?

This date is too late after hand in. Either the resubmission date is more than 10 days after the learners receive their results, or the gap between hand in and learners receiving results is too long.

Retakes are not available on the NQF. Even for QCF, any retake requires a new assignment - to pass only - and must be signed off by the Lead Internal Verifier.

A local school would like their Year 9 pupils to understand the requirements of a 14+ course in Art and Design. A group of design students is invited to select suitable portfolios of work to be shown to the Year 9 pupils.

You should not split learning aims by grade e.g. a task aimed at Pass criteria only.

Selecting and Editing

You should check with your teacher when finishing each section to ensure you have your work in line with your target grade. Portfolios are a way of showing an audience a catalogue of your own skills and talents. They can be large format sheets of work, digital portfolios, slideshows or show reels. The aim of a portfolio is to showcase a body of work but sometimes the purpose and the audience differ.

For this task you should consider what it is that you wish to communicate from your portfolio, e.g. the transition from school to college and the way your work develops, the range of subjects on offer, particular skills or talents. Consider how this will be presented – will it be displayed in a gallery-like space, photographed and made into a presentation, or uploaded on to a blog? Discuss the options and your teacher will answer any questions you have.

Lay out all of your work, including sketchbooks,

You cannot give specific assessment feedback until work is submitted for assessment.

You must ensure you don’t confuse teaching and learning with assessment.
in date order. From this, pick out the strongest pieces of work and those that show the diversity of your abilities. Preparation work, studies and sketchbooks are useful to show how ideas develop and you should try to select a balance between preparatory work and final outcomes.

From this edited selection, create a display. Use photographs and thumbnail sketches to draft a layout of how you would present your work. Once you have made your decisions, take a photograph of the finished display.

The next stages will be completed as a group. Review all of the photographs and select work from the group as a whole that meets the aims of your presentation to the Year 9 pupils. Plan the display and discuss how you will present the work. Even if your own work is not selected, you should still have collated an organised selection of your work for your own portfolio.

Once you have achieved Task 1, those learners allowed to attempt the Merit and Distinction criteria, also need to do the following:

- Make sure your portfolio includes a diverse range of media and techniques.
- Provide a full justification for your selections and how you organised the portfolio in a written report.

### Evidence you must produce for this task

- Your individual portfolio
- Plans and development materials: sketches, notes, printouts, lists, trials, roughs, annotations, discussions, witness statements, observation record sheets
- A group portfolio appropriate for the client presentation
- A paper-based portfolio containing digital formats, e.g. CD-ROM, DVD, USB drive
- A digital portfolio supported by paper-based materials, e.g. sketchbooks
- Teacher assessment records and/or witness statements
- A written report (Merit/Distinction learners)

### Criteria covered by this task:

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile own portfolio to support progression, showcasing a range of different uses of media and techniques, and showing selection and organisation.</td>
<td>5</td>
<td>2B.P2</td>
</tr>
<tr>
<td>Compile own portfolio to support progression, showcasing a diverse range of media and techniques, and showing effective selection and organisation.</td>
<td>5</td>
<td>2B.M2</td>
</tr>
<tr>
<td>Compile a comprehensive portfolio, showcasing a creative use of media and a diverse range of techniques, and showing well-judged selection and organisation.</td>
<td>5</td>
<td>2B.D2</td>
</tr>
</tbody>
</table>
Art and Design example Assignment Brief: Acceptable

Assignment title: My Portfolio
Assessor: M Smith

Date issued: 9th October 2014
Hand In Date: 21st November 2014
Assessment Date: 27th November 2014
Duration (approx): This assessment should take you about 6 hours

Qualification suite covered: BTEC Level 1/Level 2 NG First Award in Art and Design
Units covered: Unit 5: Developing an Art and Design Portfolio
Learning aims covered: Learning aim B: compile a portfolio to support progression.

Scenario: A local school would like their Year 9 pupils to understand the requirements of a 14+ course in Art and Design. A group of design students is invited to select suitable portfolios of work to be shown to the Year 9 pupils.

Task 1: Selecting and Editing

Portfolios are a way of showing an audience a catalogue of your own skills and talents. They can be large format sheets of work, digital portfolios, slideshows or show reels. The aim of a portfolio is to showcase a body of work but sometimes the purpose and the audience differ.

You have been told that there will be about 60 Year 9 pupils so you must think about how the portfolios are going to be displayed as some of the work is quite small in scale.

For this task you should consider what it is that you wish to communicate from your portfolio, e.g. the transition from school to college and the way your work develops, the range of subjects on offer, particular skills or talents. Consider how this will be presented – will it be displayed in a gallery-like space, photographed and made into a presentation, or uploaded onto a blog?

Lay out all of your work, including sketchbooks, in date order. From this, pick out the strongest pieces of work and those that show the diversity of your abilities. Preparation work, studies and sketchbooks are useful to show how ideas develop and you should try to select a balance between preparatory work and final outcomes.

From this edited selection, create a display. Use photographs and thumbnail sketches to draft a layout of how you would present your work. Once you have made your decisions, take a photograph of the finished display.

The next stages will be completed as a group. Review all of the photographs and select work from the group as a whole that meets the aims of your presentation to the Year 9 pupils. Plan the display and discuss how you will present the work. Even if your own work is not selected, you should still have collated an organised selection of your work for your own portfolio.

Guidance of this type is acceptable. The criteria assess the ability to select and compile a portfolio. Evidence of planning and discussion allows the learner to provide individual evidence, even though tasks are completed as a group.
### Evidence you must produce for this task
- Your individual portfolio
- Plans and development materials: sketches, notes, printouts, lists, trials, roughs, annotations, discussions, witness statements, observation record sheets
- A group portfolio appropriate for the client presentation
- A paper-based portfolio containing digital formats, e.g., CD-ROM, DVD, USB drive
- A digital portfolio supported by paper-based materials, e.g., sketchbooks

### Criteria covered by this task:

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile own portfolio to support progression, showcasing a range of different uses of media and techniques, and showing selection and organisation.</td>
<td>5</td>
<td>2B.P2</td>
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<td>Compile own portfolio to support progression, showcasing a diverse range of media and techniques, and showing effective selection and organisation.</td>
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<td>2B.M2</td>
</tr>
<tr>
<td>Compile a comprehensive portfolio, showcasing a creative use of media and a diverse range of techniques, and showing well-judged selection and organisation.</td>
<td>5</td>
<td>2B.D2</td>
</tr>
</tbody>
</table>

### Sources of information

#### Books
- In addition to the resources listed below, publishers are likely to produce Edexcel-endorsed textbooks that support this unit of the BTEC First in Art and Design.

#### Websites
- http://art-support.com
- www.skillset.org

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**Note to Assessors:**

We’re committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

We would encourage you to use relevant resources for your local area such as local employers, newspapers and council websites.

A range of publications, from a number of publishers, is available to support delivery and training for all BTEC and Edexcel qualifications, so students and teachers can select those that best suit their needs.

We’ve listed above just some examples of textbooks. You can find further useful resources at:

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### If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met

<table>
<thead>
<tr>
<th>To achieve the criteria you must show that you are able to:</th>
<th>Unit</th>
<th>Criterion reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile own portfolio of work to support progression, in four disciplines, showing basic planning and organisation.</td>
<td>5</td>
<td>1B.2</td>
</tr>
</tbody>
</table>
What is an observation record?
An assessor uses an observation record to provide a formal record of their observation of learner performance, for example:
• during presentations
• practical activities.

What is a witness statement?
A witness statement is used by someone who isn’t the assessor (for example, the teacher or tutor) to provide a written record of learner performance.

Are observation records and witness statements the same as an assessment record?
No – observation records and witness statements are sources of evidence which should be included when the learner submits their evidence for assessment. They do not in themselves confer an assessment decision or allocate a final grade.

There are two example records:

“Not acceptable”: a sample assignment brief including many of the problems you’ve told us you encounter, with callouts outlining a solution.

“Acceptable”: the same sample assignment brief with the problems resolved, including callouts explaining why this is more effective.
Creative Media Production example Observation Record: not acceptable

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td>BTEC National Certificate in Creative Media Production</td>
</tr>
<tr>
<td>Unit number &amp; title:</td>
<td>23: Multi-Camera Techniques</td>
</tr>
<tr>
<td>Description of activity undertaken</td>
<td>The group set up and recorded a multi-camera drama scene in the studio.</td>
</tr>
</tbody>
</table>

**Assessment criteria targeted**

- **P3** perform an operational role in a multi-camera production with some assistance.
- **M3** perform an operational role in a multi-camera production to a good technical standard with only occasional assistance.
- **D3** perform an operational role in a multi-camera production to a technical quality that reflects near-professional standards working independently to professional expectations.

**How the activity covers the requirements of the assessment criteria**

Well done, Darren, you clearly met P3 with this activity. You were able to operate the camera under direction, and most of your shots were usable. It’s a shame that you needed so much help from the floor manager and director during the shoot. It’s really important that you remember to follow the script and anticipate where you are supposed to be at each point.

When taking direction, make sure you respond quickly and positively to the instructions. It is not your place to question the directions given to you by the floor manager!

When we do the next shoot, in order to get the merit, you will need to make better notes on your shooting script and ensure your shots match those assigned to you (e.g. Long Shot, Close Up). You will be reassessed again next week when we repeat the recording. Make sure that you are prepared and discuss the plan with the floor manager and director before we start.

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner signature:</td>
<td>D Wilson</td>
</tr>
<tr>
<td>Assessor name:</td>
<td>Pramesh Singh</td>
</tr>
<tr>
<td>Assessor signature:</td>
<td>Pramesh Singh</td>
</tr>
</tbody>
</table>

**Tutors must not give direction about how to improve grades. You can give feedback focused on developing skills and technique, but not directed specifically at assessment.**

**This is assessment feedback, rather than an observation of an activity.**

**If you use multiple activities, you must be clear that formal assessment does not happen until all the activities are complete and the learner submits full evidence.**

**An observation record forms part of the evidence and is not an assessment in its own right.**
### Creative Media Production example Observation Record: not acceptable

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td>BTEC National Certificate in Creative Media Production</td>
</tr>
<tr>
<td>Unit number &amp; title:</td>
<td>23: Multi-Camera Techniques</td>
</tr>
</tbody>
</table>

**Description of activity undertaken**

The group set up and recorded a multi-camera drama scene in the studio. Darren undertook the role of camera operator for Camera 3, taking direction from the floor manager via headphones.

**Assessment criteria targeted**

- **P3** perform an operational role in a multi-camera production with some assistance.
- **M3** perform an operational role in a multi-camera production to a good technical standard with only occasional assistance.
- **D3** perform an operational role in a multi-camera production to a technical quality that reflects near-professional standards working independently to professional expectations.

**How the activity covers the requirements of the assessment criteria (this does not confirm achievement of assessment criteria or confer an assessment decision)**

Darren performed the role of camera operator. He was able to operate the camera under direction, and most of his shots were usable. Darren required some assistance from the floor manager and director during the shoot. He struggled to follow the shooting script during parts of the recording, but managed to provide the shots required once directed.

Darren responded to direction, but not always as quickly as required. Also, he questioned instructions on a few occasions, instead of responding positively. Preparation for a shoot is important, including reading and making notes on the shooting script, and discussing plans with the floor manager. Darren did not take full advantage of this during this recording, but acknowledged that he will do so next time.

This was the first of two shoots. Evidence from both will contribute to the assessment of the unit.

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Darren Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner signature:</td>
<td>D Wilson</td>
</tr>
<tr>
<td>Date:</td>
<td>17/04/2014</td>
</tr>
<tr>
<td>Assessor name:</td>
<td>Pramesh Singh</td>
</tr>
<tr>
<td>Assessor signature:</td>
<td>Pramesh Singh</td>
</tr>
<tr>
<td>Date:</td>
<td>17/04/2014</td>
</tr>
</tbody>
</table>

This clearly explains the group project and the learner’s contribution.

The record makes it clear that it is not an assessment sheet.

The observation uses wording from the criteria to help an assessor identify the quality of the activity.

You’ve made clear that the learner will use two recordings to generate evidence for the unit and formal assessment does not happen until all the activities are complete and the full evidence is submitted.
Assessment Record

What is an assessment record?
The assessment record is the only place where the assessor formally records their assessment decisions against individual assessment criteria.

The assessor should:

• give feedback on the achievement of criteria to support learner progression

• avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

Authenticating learner work
The assessment record also includes a declaration of authenticity for the assessor to sign, to ensure everyone is confident the evidence was genuinely the learner’s own work.

It’s important to keep the assessment record must be secure although it should also remain accessible to the learner.

Assessment record: best practice examples
On the next couple of pages, we’ve created example assessment records which address many of the questions you ask us about how to make the assessment record effective and be confident you are giving full and constructive feedback that supports learner progression.

This particular example is for a BTEC First Award in Creative Digital Media Production – the general principles apply across all subject areas.

There are two plans:

⚠️ "Not acceptable": a sample assessment record including many of the problems you’ve told us you encounter, with callouts outlining a solution.

✔️ "Acceptable": the same sample assessment record with the problems resolved, including callouts explaining why this is more effective.
### Creative Digital Media Production example Assessment Record: Not acceptable

<table>
<thead>
<tr>
<th><strong>Programme</strong></th>
<th>BTEC First Award in Creative Digital Media Production</th>
<th><strong>Learner name</strong></th>
<th>Anna Kepinska</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment title</strong></td>
<td>Produce Digital Audio Recordings</td>
<td><strong>Assessor name</strong></td>
<td>M Green</td>
</tr>
<tr>
<td><strong>Unit no. &amp; title</strong></td>
<td>UNIT 4: Digital Audio Production</td>
<td><strong>Target learning aims</strong></td>
<td>C: Produce and review digital audio for media productions</td>
</tr>
<tr>
<td><strong>Issue date</strong></td>
<td>9th January 2014</td>
<td><strong>Submission deadline</strong></td>
<td>9th February 2014</td>
</tr>
<tr>
<td><strong>First submission / resubmission?</strong></td>
<td>First Submission</td>
<td><strong>Date submitted</strong></td>
<td>13th February 2014</td>
</tr>
<tr>
<td><strong>Resubmission authorisation by Lead Internal Verifier</strong></td>
<td>K Becket</td>
<td><strong>Date</strong></td>
<td>6th March 2014</td>
</tr>
</tbody>
</table>

*All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:
- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

#### Target criteria

<table>
<thead>
<tr>
<th>Target criteria</th>
<th>Criteria achieved? (Yes / No)</th>
<th>Assessment comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C.5</td>
<td>Yes</td>
<td>Criterion met.</td>
</tr>
<tr>
<td>2C.P5</td>
<td>Yes</td>
<td>Well done Anna you have made two clear recordings in different acoustic environments. In both, the listener can hear and understand the voices, but there is still some background noise, especially in the exterior location recording.</td>
</tr>
<tr>
<td>2C.M5</td>
<td>No</td>
<td>Next time, you can reduce the background noise in the exterior recording by using a windshield over the microphone. This would have made your recording more effective.</td>
</tr>
<tr>
<td>2C.D5</td>
<td>No</td>
<td>You needed to have produced three different recordings to meet the distinction.</td>
</tr>
<tr>
<td>1C.6</td>
<td>Yes</td>
<td>Criterion met.</td>
</tr>
<tr>
<td>2C.P6</td>
<td>Yes</td>
<td>You explained how your recordings met the brief, commenting on their technical quality and your intentions.</td>
</tr>
<tr>
<td>2C.M6</td>
<td>No</td>
<td>You didn’t fully evaluate strengths and weaknesses of the finished recording. You will need to do this in your resubmission.</td>
</tr>
<tr>
<td>2C.D6</td>
<td>No</td>
<td>If you want to achieve Distinctions, you will need to evaluate your finished recordings and justify the decisions taken in relation to the technical quality, clarity and content of their recording, and the way in which it meets the specification of the original brief and purpose.</td>
</tr>
</tbody>
</table>

The submission deadline for this assignment was 9th Feb, so this learner has missed the submission deadline and is therefore not entitled to a resubmission.

The learner has achieved the Level 2 Pass criteria, so there is no need to assess the Level 1 criteria.

The assessor must not give specific feedback on how to upgrade work. Learners must work independently throughout the assessment cycle.

If the quality of the work was not sufficient to meet 2C.M5, a 3rd recording would not have allowed the learner to meet 2C.D5.
General comments
You worked very well on this assignment. You booked the equipment in a timely manner and returned it when required. Your conduct during the recordings was professional and you managed the recording sessions well. You let yourself down with your choice of microphones, especially in the exterior recording session. An SM58 isn't really suitable for outdoor work, and the hypercardioid 'shotgun' mic with a windshield would have produced a much clearer recording.

Assessor declaration  I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Assessor signature  M Green  Date  06.03.14

Learner comments  I enjoyed learning about different types of microphones and recorders and I think that the assignment was successful. In my resubmission I will try different microphones and practise with them before doing the final recording.

Learner signature  A Kepinska  Date  06.03.14

Again, the assessor has provided specific instructions on how to upgrade work. This is too much guidance and could result in a Standards Verifier not accepting a resubmitted grade. General comments should be on elements such as conduct, timekeeping, attitude, etc.
Creative Digital Media Production example Assessment Record: Acceptable

<table>
<thead>
<tr>
<th>Programme</th>
<th>BTEC First Award in Creative Digital Media Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment title</td>
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<tr>
<td>Unit no. &amp; title</td>
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<tr>
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- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

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<tr>
<th>Target criteria</th>
<th>Criteria achieved? (Yes / No)</th>
<th>Assessment comments</th>
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</thead>
<tbody>
<tr>
<td>2C.P.5</td>
<td>Yes</td>
<td>Well done Anna you have made two clear recordings in different acoustic environments. In both, the listener can hear and understand the voices, but there is still some background noise, especially in the exterior location recording.</td>
</tr>
<tr>
<td>2C.M.5</td>
<td>No</td>
<td>You did not use appropriate equipment to produce effective and clear audio recordings.</td>
</tr>
<tr>
<td>2C.D.5</td>
<td>No</td>
<td>As above.</td>
</tr>
<tr>
<td>2C.P.6</td>
<td>Yes</td>
<td>You explained how your recordings met the brief, commenting on their technical quality and your intentions in relation to the brief.</td>
</tr>
<tr>
<td>2C.M.6</td>
<td>No</td>
<td>You didn’t provide sufficient analysis of the finished recording, evaluating strengths and weaknesses and the extent to which they met the brief and purpose.</td>
</tr>
<tr>
<td>2C.D.6</td>
<td>No</td>
<td>As above.</td>
</tr>
</tbody>
</table>

The learner has submitted their assignment on time which means the Lead Internal Verifier may authorise a resubmission.

This is acceptable feedback, as it quotes directly from the assessment criteria. The assessor is not providing specific guidance on how to achieve the criterion, allowing the learner to work independently.
### General comments

You worked very hard on this assignment. You booked the equipment in a timely manner and returned it when required. Your conduct during the recordings was professional and you managed the recording sessions well. The effectiveness of the finished recordings was let down by your choice of microphones, especially in the exterior recording session. You didn’t refer to class notes and handouts about microphone types.

<table>
<thead>
<tr>
<th>Assessor declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I certify that the evidence submitted for this assignment is the learner’s own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Green</td>
<td>06.03.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed learning about different types of microphones and recorders and I think that the assignment was successful. In my resubmission I will try different microphones and practise with them before doing the final recording.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Kepinska</td>
<td>06.03.14</td>
</tr>
</tbody>
</table>

This feedback is acceptable and does not give guidance on achievement of criteria. It is good practice to provide learners with general feedback that will help improve the quality of work for future assessments.
Where can I find more information?

Your questions answered

Our BTEC Quality Team has shared their most frequently asked questions around BTEC assessment. Go to our Knowledge Base service to ask your question – or talk to an expert in our Teaching Services team via www.edexcel.com/contactus.

BTEC Guides

If you need any more help or information, you can refer to the BTEC Centre Guide to Assessment: Entry Level to Level 3 at www.btec.co.uk/keydocuments.

Contact us

You can also contact us directly if you need a more in-depth discussion about your individual needs.

Talk to your:

- **Subject Advisor** - for subject-specific advice and guidance

- **Curriculum Development Manager or Curriculum Support Consultant** - for general advice and guidance on curriculum and qualifications

- **Regional Quality Manager** - for advice and guidance on BTEC quality assurance.

Visit www.btec.co.uk/support for full contact details.