

BTEC and other vocational awarding bodies Formative and Summative Assessment Policy



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APPROVAL:	Leadership					
APPLIES TO:	Staff	✓	Student	✓	Public	

1. Introduction

This policy exists to clarify and standardise BTEC and other vocational qualifications assessment practice.

2. Aims

All assignments should progress through three stages of delivery:

- Content delivery
- Formative assessment
- Summative assessment

3. Content

Content should be delivered and skills developed using appropriate teaching and learning strategies. This will often take the form of classroom lessons, but could also take other forms, e.g. practical activity, instructions or coaching sessions.

4. Formative Assessment

Formative assessment will often be achieved through practice tasks which check knowledge and understanding of subject content and develop the skills required to apply this knowledge to a vocational context. This will often involve written mock assessment tasks, but could also include other methods, e.g. practice performances. During formative assessment staff can give unlimited developmental feedback and use other methods such as peer marking. It is a college expectation that some of this work will be marked directly by the lecturer. Formative assessment tasks can also be set and marked at intermediate points in course delivery. Class / workshop time can be used for formative assessment tasks, peer marking and one-to-one feedback.

5. Summative Assignment

Once the summative assignment has been set, no further one to one support may be given to students. The meaning of questions may be clarified and concepts explained to whole classes, but not to individual students. Staff may not give feedback on individual student work or re-teach content to individual students.

6. Workshop Sessions

When workshop sessions are used they must meet the following criteria:

- Every student should have clear objectives for the session.
- Every student should have their own smart targets for what they are trying to achieve.
- Every student should be able to tell you what they are working on at any given time, what constitutes as well as how they know when they have succeeded.
- The teacher must be proactive in working with individuals, reviewing targets and progress throughout.
- The teacher must be working the session and taking every opportunity to stretch and challenge the students to meet their targets and beyond, without violating the BTEC assessment regulations.

7. Meeting deadlines

Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.

If a learner has a special considerations they are required to formally apply for an extension if they have genuine reasons for not meeting a deadline, this needs to be in writing to the lead IV before the deadline. If an extension is granted, the new deadline should be adhered to and recorded.

Please note that once evidence is accepted for assessment, learners are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions

7. Who this Policy is for

All staff involved in the delivery of BTEC and other vocational course programmes.