



Internal Assessment Policy

Updated April 2021

Internal Assessment Policy

Belfast Boys' Model School Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.
- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and qualifications.

In order to do this, the centre will:

1. Ensure that learners are provided with assignments/assessments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
2. Produce a clear and accurate assessment plan at the start of the programme/academic year for BTEC and other vocational programmes.
3. In the case where internal assessment will contribute to other qualifications, e.g., General Qualifications and Controlled Assessment components, or any type of internal assessment contributing to qualification final outcomes, pupil deadlines will be communicated to pupils.
4. Provide clear dates for handout of assignments and deadlines for formative and summative assessment.
5. Assess learner's evidence using only the published assessment and grading criteria.
6. Ensure that assessment decisions are impartial, valid and reliable and TPL is provided to support staff in this assessment process
7. Ensure, that in subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation to ensure fairness and consistency.
8. Not limit or 'cap' learner achievement if work is submitted late or as a result of resubmission in the case of vocational subjects.
9. Resubmissions, for vocational qualifications, will be agreed between the Curriculum Leader/internal moderator/ standards verifier.
10. Develop assessment procedures that will minimise the opportunity for malpractice.
11. Maintain accurate and detailed records of assessment decisions.
12. Maintain a robust and rigorous internal verification procedure for vocational qualifications.
13. Provide samples for standards verification as required by the awarding organisation.
14. Monitor standards verification reports and undertake any remedial action required
15. Share good assessment within and between teams

16. Ensure that assessment methodology and the role of the assessor are understood by all staff.
17. Provide resources to ensure that assessment can be performed accurately and appropriately.
18. In the context of Centre Determined Grades, all assessments conducted after the date of the release of the Head of Centre Guidance will be anonymised and identified by candidate number as a further level of protection against discrimination and bias and to ensure fairness and objectivity of assessment decisions.
19. Internal standardisation will include cross-checking of marking across the full range of marks and include candidates from each class and where relevant, protected categories.
20. Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
21. Show learners the appropriate formats to record cited texts and other materials or information sources.
22. Ask learners to declare that their work is their own.
23. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
24. Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Principal and all personnel linked to the allegation.

In the case of malpractice the centre will proceed through the following stages:

1. Make the individual fully aware, at the earliest opportunity, of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
2. Give the individual the opportunity to respond to the allegations made.
3. Inform the individual of the avenues for appealing against any judgment made through relevant Policy (Internal Appeals Policy).
4. Document all stages of any investigation.

Where malpractice is proven, this centre will apply penalties /sanctions as agreed with the Principal following the school discipline policy and could lead to withdrawal from this and other qualifications following investigation.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- Use of notes/mobile phone/smartwatch, or any other aid in an assessment conducted under high control that contributes to an overall qualification outcome
- deliberate destruction of another's work
- fabrication of results or evidence

- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners 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 centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

How this centre minimises the risk of learner malpractice:

- Robust assessment and IV processes for vocational qualifications
- High quality teaching and understanding of learner profile
- Assessor reports any concerns immediately to LIV/Curriculum Leader
- Malpractice incorporated into Induction for learners and any new staff for vocational courses

How this centre minimises the risk of staff malpractice:

- Robust LIV oversight of processes through monitoring of IV schedule, IV activities
- Regular discussion of learner work and progress at Departmental Meetings
- QN through meetings with LIVs has malpractice on agendas

How this centre deals with learner malpractice:

- Assessor informs LIV/Curriculum Leader

- LIV/Curriculum Leader investigates with learner
- If there is a concern, follow stages in policy

How this centre deals with staff malpractice:

- Staff informs assessor/LIV/Curriculum Leader, QN/Vice Principal, as appropriate
- QN/Vice Principal investigates with Exams Officer and where relevant Head of Centre
- follow staged approach in policy

Informing Awarding Organisations of any malpractice:

Where malpractice is found by learners or staff QN/Vice Principal and LIV if appropriate will liaise with Exams Officer and Head of Centre and follow Awarding Organisation and Staff Discipline Policy.

Centre Procedures for:

- Assessment – follows relevant agreed schedules with oversight Curriculum Leader/ Internal Moderator/ Standards Verifier
- Resubmission/ retakes (as appropriate) – in consultation with Curriculum Leader/ Internal Moderator/ Standards Verifier
- Assignment design / assignment brief – in consultation with Curriculum Leader/ Internal Moderator/ Standards Verifier, using BTEC templates and IV'd
- Assessment plans – checked by Curriculum Leader/ Standards Verifier and IV'd
- Assessment recording/ tracking for learners – held by Assessor and kept for 3 years following certification

