Assessment of BTEC Level 2 and Level 3 SOP

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The Head of Quality, Excellence and Development

Summary of Contents
The purpose of this document is to outline the procedures for the assessment, submission, grading, resubmission, retake, verification and retention of evidence for BTEC Level 2 and Level 3 programmes, in line with Pearson requirements.

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061-09-2013 This SOP should be used in conjunction with the Internal Verification Procedure for BTEC (non VRQ) programmes.

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1.0 Change History

Changes to this SOP are documented in Appendix 1 of this document. When reading electronic copies of this document, you can click here to view the change history.

2.0 Introduction

This Standard Operating Procedure gives guidance on how SERC will meet Pearson requirements in relation to the summative assessment, submission and grading of all Level 2 programmes and Level 3 BTEC programmes.

2.1 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.

In order to do this, the centre will**:**

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;
- Produce a clear and accurate assessment plan at the start of the programme/ academic year;
- Provide clear, published dates for handout of assignments and deadlines for assessment;
- Assess learners' evidence using only the published assessment and grading criteria;
- Ensure that assessment decisions are impartial, valid and reliable;
- Not limit or 'cap' learner achievement if work is submitted late;
- Develop assessment procedures that will minimise the opportunity for malpractice;
- Ensure that all written assignment submissions by learners on Level 3 BTEC programmes are checked using College-approved plagiarism detection software.
- Ensure that all reference materials used, including those generated by AI tools, are clearly referenced and adhere to the guidance outlined in the Assessment Malpractice SOP.
- Ensure that all staff assessing Level 2 and Level 3 Pearson BTEC programmes complete the Learning Engine module: Artificial Intelligence Use in Assessments: Protecting the Integrity of Qualifications.
- Ensure that all learners submitting materials for assessment on Level 2 and Level 3 Pearson BTEC programmes complete the Learner Guide to Artificial Intelligence during programme induction.
- Maintain accurate and detailed records of assessment decisions;
- Maintain a robust and rigorous internal verification procedure;
- Provide samples for standards verification/external examination as required by the awarding organisation;
- Monitor standards verification/external examination reports and undertake any remedial action required;

- Share good assessment practice between all BTEC programme teams;
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff;
- Provide resources to ensure that assessment can be performed accurately and appropriately.

3.0 Scope

This SOP applies to all staff involved in the delivery, assessment, internal verification and quality assurance of Pearson BTEC Level 2 and Level 3 programmes delivered by the College.

Where a specific Pearson BTEC qualification suite has additional or separate requirements, including BTEC Tech Awards 2022 and BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, staff must follow the relevant Pearson centre guide and qualification specification alongside this SOP.

Where there is any conflict between this SOP and current Pearson requirements, Pearson requirements will take precedence.

4.0 Procedure

Summative assessment decisions will only be made using the assessment and grading criteria stated within the BTEC unit.

Centre-devised assessment instruments must be relevant to the assessment criteria and have followed Pearson's and the SERC moderation and verification processes.

The lecturer must ensure that the learner fully understands the BTEC assessment requirements and their consequences before commencing assessment.

4.1 Feedback

There are three feedback stages during assessment:

4.1.1 Pre-Assessment

Teaching and Learning stage where learners are given formative feedback as preparation for assessment. **The lecturer should be confident that learners are sufficiently prepared** to undertake assessment and encourage them to **aim at 'getting it right' on the first submission.**

Before starting an assessment, the lecturer must ensure each learner understands the:

- Assessment requirements;
- Nature of the evidence they need to produce; and
- Importance of time management and meeting deadlines.

Feedback during this stage could include:

- 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; and
- Guidance on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

Formative Feedback

The assessment rules for BTEC do not cover **formative** feedback, only feedback during and following assessment. Therefore, during teaching and learning the lecturer should use professional judgement about the nature, quantity or level of feedback.

4.1.2 During Assessment

The lecturer 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. 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.

While learners are working on an assessment, assessors can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills, 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.

However, feedback should not include formative assessment of the specific assignment evidence as learners are generating it or confirm the achievement of or how to meet specific assessment criteria; this only happens once formal assessment has taken place.

4.1.3 Following Assessment

Following assessment, the lecturer 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 learners feedback to support their progression. To help the learner learn and progress, on the assessment record you should give clear feedback on:

- The 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); and
- General behaviour and conduct, approach, grammar etc.

However

You must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade as this would affect any resubmission opportunity. You can justify why the criteria has been awarded or not awarded but you can't tell the learner what to do to improve their grade.

Remember that a sample of assessment decisions should be internally verified before returning the work and feedback to the learners.

Internal verification must be carried out in line with the College Internal Verification Procedure for BTEC programmes and current Pearson guidance. A sample of assessment decisions must be internally verified before confirmed grades and feedback are released to learners.

Assessors must not internally verify their own assignment briefs or their own assessment decisions. Where the Lead Internal Verifier is also an assessor on the programme, they may organise and oversee the internal verification process, but they must not internally verify their own assessed learner work. In such cases, another suitably informed member of staff must complete the internal verification activity.

Internal verification sampling should be planned using a risk-based approach and should include, over time, a representative range of assessors, units, assignments, assessment sites and assessment decisions. Any actions identified through internal verification must be addressed and signed off before confirmed grades and feedback are issued to learners.

Feedback must be recorded on the Assessment Record which must be dated and signed. Grading will occur only as part of Summative assessment.

4.2 Submission Process

All assignments, whether submitted electronically or as a hard copy, must be accompanied by the relevant front cover sheet (signed by the learner as a declaration of own work) and task sheet. Subject lecturers must not accept an assignment without them.

For BTEC internally assessed assignments, learners are permitted one formal submission for each assignment. The evidence submitted must be the learner's own work and must be accompanied by the appropriate assessment documentation, including a signed and dated declaration of authenticity. Once evidence has been formally submitted and accepted for assessment, the assessor will make assessment decisions using only the published assessment and grading criteria.

All written assignments submitted by learners on Level 3 programmes must be checked through College-approved plagiarism detection software. Staff are advised to review any assignment where this software shows a similarity index of 25% and above, or where the reporting tools indicate a likelihood that significant sections of the learner submission were produced using artificial intelligence tools.

Where suspected plagiarism, inappropriate use of artificial intelligence or other academic misconduct is identified, assessors must follow the College Assessment Malpractice SOP and, where appropriate, the FE Learner Behaviour and Disciplinary SOP and Policy.

Electronic signatures are permitted if there is an audit trail to show authenticity. This may be evidenced by:

- A dated comment on the assessment documentation stating 'Signed: Assessor or Learner Name';
- An email from the learner/Assessor with the record attached to show that it has been sent from them; or
- A system log to show that the learner/Assessor has submitted the record.

Assignments are to be submitted at the time, date and method stated by the subject lecturer. Any assignments submitted after this time and date will be considered as a 'late submission'.

Where late evidence is accepted for assessment, it must be assessed only against the published assessment and grading criteria. Learner achievement must not be capped, reduced

or otherwise penalised solely because the work was submitted late, unless timing is explicitly identified as part of the assessment criteria or assessment guidance. Late submission may, however, affect eligibility for a resubmission or retake opportunity, subject to Pearson requirements and Lead Internal Verifier approval.

Where there are concerns that learner evidence may not be authentic, including suspected plagiarism, inappropriate use of artificial intelligence, copying, collusion or other forms of academic misconduct, the assessor must review the evidence before confirming assessment decisions.

Learners must ensure that all evidence submitted for assessment is their own work. Any sources used, including content or ideas generated through artificial intelligence tools, must be clearly acknowledged and referenced. Directly reproduced AI-generated content will not, in itself, demonstrate the learner's independent achievement of the assessment criteria.

Where concerns are identified before the learner has signed the declaration of authenticity, the assessor should address the issue with the learner in line with College procedures before accepting the work for assessment.

Where suspected malpractice is identified after the learner has signed the declaration of authenticity, the matter must be dealt with in line with the College Assessment Malpractice SOP and Pearson/JCQ malpractice reporting requirements. The Head of Quality, Excellence and Development should be informed where formal reporting to Pearson may be required.

The lecturer must encourage learners to "Get it Right First Time" by submitting work on time, ensuring it is complete and authentic, and making every reasonable effort to address all relevant assessment criteria in the first submission. Lecturers should address any concerns about learner progress and possible failure to submit as soon as possible by discussing at team level and with the Lead IV.

4.3 Extenuating Circumstances

Where a learner claims extenuating circumstances, an extension may only be granted where this is in line with the Authorised Absence SOP, including the requirement for supporting medical evidence where applicable. The new submission date must be approved by the Lead IV.

Where a learner does not have approved extenuating circumstances, the assessment will be accepted but the learner may forfeit any possible resubmission or retake opportunity. This may result in the learner failing the programme. Where learners fail to submit, the Course Co-ordinator and/or Lead IV must be informed immediately.

4.4 Grading the Assessment

Lecturers should grade, internally verify, and return assignments to learners within a three-week period. Learners should be advised that if they feel that an unreasonable delay has occurred in returning work they should speak to their lecturer in the first instance and the course co-ordinator if the issue is not resolved.

Clear summative feedback on criteria achieved or not achieved should be given. The lecturer should explain assessment decisions but not provide a list of instructions on how to get a higher grade. The feedback could focus on which assessment criteria the learner has achieved and what was done well or which criteria the learner has not achieved and what was missing. Attention can be drawn to the information or guidance available to the learner that they could have drawn on or issues of general behaviour including conduct and approach.

Grades and summative feedback should be recorded on the assessment record.

Assessors should be forthcoming in disclosing any activity that might represent a conflict of interest. A potential conflict of interest can include:

- A close relation, spouse or partner within the centre who is either a learner or another member of staff; or
- A close relation, spouse or partner acting as a Standards Verifier or any other external quality assurance role.

The Assessor should inform the Lead IV who should note within the Lead IV records. Alternative arrangements should be made for additional verification in these cases which may include:

- Amending delivery so that the learner is in another group; or
- Providing additional verification.

The Head of Quality, Excellence and Development should be informed of all conflicts of interest.

Where the conflict of interest involves the Lead IV this should be reported to the Head of School and the Head of Quality Excellence and Development.

4.5 Resubmissions and Retakes

Resubmissions and retakes are not automatic. They may only be permitted where Pearson requirements are met and where approval has been given by the Lead Internal Verifier.

The College must ensure that resubmission and retake opportunities are applied fairly, consistently and in line with current Pearson guidance. The lecturer must encourage learners to “Get it Right First Time” by submitting work on time, ensuring it is complete and authentic, and making every reasonable effort to address all relevant assessment criteria in the first submission.

Rules for Resubmissions

A learner may be given one opportunity to resubmit evidence for assessment to improve achievement against the criteria targeted within an assignment. A resubmission must not be offered automatically and must be authorised by the Lead Internal Verifier before the learner is permitted to resubmit evidence.

Before authorising a resubmission, the Lead Internal Verifier must be satisfied that:

- The learner met the original assessment deadline, or an agreed extended deadline approved in line with College procedures;
- The assessor judges that the learner will be able to provide improved evidence without any further teaching, support or guidance;
- The original assessment evidence was submitted with the required signed and dated declaration of authenticity;
- The assessor has completed the assessment record, including a signed and dated declaration of authentication; and
- The learner has received summative feedback that explains the assessment decision but does not provide direct instructions on how to improve the work to achieve a higher grade.

The lecturer must request approval from the Lead Internal Verifier before any resubmission is permitted. The lecturer must not proceed with a resubmission until approval has been given.

Where the Lead Internal Verifier authorises a resubmission, the approval and the new submission deadline must be recorded on the assessment record. The deadline must be within 15 working days of the learner receiving the results of the assessment. The 15 working days must fall within term time, within the same academic year as the original submission, and must not fall over a holiday period. For part-time learners, this should be interpreted as the equivalent of 15 days of study time to ensure fairness.

The learner must complete the resubmission independently and without further guidance. The resubmission does not need to include the whole assignment unless this is required by the nature of the assessment. The learner should only be required to resubmit evidence for the criteria identified as needing further work by the assessor and Lead Internal Verifier.

On resubmission, the learner must submit the additional or amended evidence with a signed and dated declaration of authenticity. The assessor must assess the resubmitted evidence, update the assessment record and record any changes to assessment decisions.

Resubmissions may be requested as part of Standards Verification. Records of resubmission approval, original learner evidence, the first assessment record, resubmitted learner evidence, the updated assessment record and any relevant internal verification documentation must be retained and made available if requested.

Where there are concerns about the authenticity of learner evidence, staff must follow the College Assessment Malpractice SOP and Pearson/JCQ malpractice reporting requirements. If work is found to be inauthentic, the learner may still be considered for one resubmission and/or retake opportunity where the updated Pearson criteria are met. However, if the learner has completed the declaration of authentication and malpractice, including plagiarism or inappropriate use of artificial intelligence, is suspected, this must be reported in line with Pearson requirements.

Rules for Retakes

A retake is not automatic. A learner may be given one retake opportunity only where this is permitted by the Pearson qualification suite and where the Lead Internal Verifier authorises the retake.

Retakes are available for the following Pearson BTEC qualification suites:

- BTEC Level 1 and Entry Level Introductory Suite;
- BTEC Level 2 and Level 3 Technicals;
- BTEC Level 3 Nationals; and
- BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications.

Retakes are not available for BTEC Level 1/2 Firsts due to the fallback Level 1 criteria.

This section does not replace any separate Pearson guidance that applies to BTEC Tech Awards 2022. Where BTEC Tech Awards are delivered, staff must follow the relevant Pearson centre guide and assessment series requirements for that qualification suite.

A retake may only be authorised where the learner has met the conditions for a resubmission, has completed a resubmission opportunity, and has still not achieved the targeted Pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where it is necessary, appropriate and fair to do so.

For BTEC Level 1 and Entry Level Introductory Suite, BTEC Level 2 and Level 3 Technicals, and BTEC Level 3 Nationals, the retake must be a new task or assignment targeted only to the Pass criteria that were not achieved in the original assignment. The learner cannot achieve Merit or Distinction criteria through a retake.

For BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, the learner will retake the relevant Pearson Set Assignment Brief task for a third attempt, targeting only the Pass criteria that have not yet been achieved.

The assessor must agree and record a clear retake deadline before the learner starts the retake. The deadline must fall within the same academic year as the original submission. For BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, the retake does not need to be completed within a set number of working days, but it must still be completed within the same academic year as the original submission.

The learner must complete the retake independently and without further guidance. On submission, the learner and assessor must complete the required signed and dated declarations of authentication. No further resubmission or retake opportunity is permitted after the retake.

Retake evidence and assessment records may be requested as part of Standards Verification. The lecturer must retain records of Lead Internal Verifier approval, the retake task or assignment, original learner evidence, resubmitted learner evidence, retake learner evidence, assessment records and any relevant internal verification documentation. These records must be made available for Standards Verification or other Pearson quality assurance activity if requested.

4.6 Final Grades

Assessment decisions and assignment grades must be internally verified in line with the College Internal Verification Procedure and current Pearson requirements.

Learners should be advised that assessment decisions remain subject to internal verification, Standards Verification, external assessment requirements and any other Pearson quality assurance processes that apply to the qualification.

Final unit and qualification grades must not be confirmed to learners until all relevant internal verification, Standards Verification, external assessment and Pearson quality assurance requirements have been completed.

Where internal verification, Standards Verification or another quality assurance process identifies that an assessment decision requires amendment, the assessor and Lead Internal Verifier must ensure that the required action is completed, recorded and signed off before final grades are confirmed.

Any amendments to assessment decisions must be clearly recorded on the assessment documentation and communicated to the learner.

4.7 Retention of Evidence

Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certificated. The 12 week period starts once certificates have been received by the centre.

Current learner work must be available to Pearson on request for Standards Verification, quality assurance, appeals, malpractice investigations or other awarding organisation requirements. On occasion, the regulator may also request access to learner portfolios and assessment documentation.

For practical or large-scale evidence, including Art and Design work, high quality photographs, video recordings or other suitable digital evidence may be retained where it is not practical to retain the original physical evidence.

For learners completing a top up qualification, learner evidence must be retained for 12 weeks after receipt of certificates for the largest size qualification that the learner is undertaking. Work that has already been certificated will not normally be called for Standards Verification sampling, but must still be retained for the required period.

4.8 Retention of Assessment Documentation

Following learner certification, BTEC assessment and quality assurance documentation must be retained securely for a minimum of three years for centre, awarding organisation and regulatory scrutiny as required.

The documentation to be retained must include, where applicable:

- Assignment briefs, including Pearson Set Assignment Briefs where applicable;
- Assessment records and learner feedback sheets;
- Internal verification records for assignment briefs and assessment decisions;
- Records of Lead Internal Verifier approval for resubmissions;
- Records of Lead Internal Verifier approval for retakes;
- Resubmission and retake evidence records, including assessment records and updated assessment decisions;
- Assessment plans, including assignment issue dates, submission dates, internal verification points and planned resubmission windows;
- Achievement tracking records at criterion, unit and qualification level;
- Records of amendments to assessment decisions following internal verification, Standards Verification or other quality assurance activity;
- Records relating to appeals, complaints or challenges to assessment decisions;
- Records relating to suspected or confirmed malpractice, plagiarism, inappropriate use of artificial intelligence, copying or collusion; and
- Any related correspondence or action plans arising from Pearson Standards Verification, external examination, quality assurance activity or regulatory requests.

Records may be retained electronically, provided they are secure, accessible, clearly organised and can be made available promptly if requested by Pearson, a Standards Verifier, the regulator or the College quality team.

Assessment records must be maintained accurately and kept up to date. They must clearly show the assessment decisions made, the criteria achieved, the assessor feedback provided, any internal verification activity completed and any subsequent amendments to assessment decisions.

Current learner evidence must remain available for verification purposes in line with section 4.7 Retention of Evidence.

Once learners have received their BTEC certificates, learner work may be returned after the required 12-week retention period, unless it is still required for Standards Verification, appeals, malpractice investigations, regulatory requests or other quality assurance purposes.

4.9 BTEC Grading

Assessment decisions must be made using only the published assessment and grading criteria for the relevant BTEC unit and qualification specification.

For internally assessed BTEC units, learners must achieve all of the required criteria for the grade awarded.

To achieve a Pass for a unit, the learner must provide valid and sufficient evidence for all Pass criteria.

To achieve a Merit for a unit, the learner must provide valid and sufficient evidence for all Pass and Merit criteria.

To achieve a Distinction for a unit, the learner must provide valid and sufficient evidence for all Pass, Merit and Distinction criteria.

Partial achievement of higher grade criteria does not allow a higher unit grade to be awarded unless all criteria required for that grade have been achieved.

Where a qualification includes Level 1 fallback criteria, Level 1 achievement must be awarded only in line with the relevant Pearson qualification specification.

Overall qualification grades are calculated in line with Pearson's published qualification grading model. This may include aggregation of unit grades, points values, mandatory unit requirements, external assessment requirements and any other rules set out in the qualification specification.

Final qualification grades must not be confirmed to learners until all relevant internal verification, Standards Verification, external assessment and Pearson quality assurance requirements have been completed.

4.9.1 Further Information and Guidance

Further information and guidance is available from the following sources:

- Pearson BTEC Centre Guide to Internal Assessment;
- Pearson BTEC Centre Guide to Internal Verification;
- Pearson BTEC Centre Guide to Standards Verification;

- Pearson BTEC Centre Guide for the Lead Internal Verifier;
- Pearson BTEC Centre Guide to Quality Assurance;
- Pearson Centre Guide to Quality Assurance for BTEC Nationals from 2025 Alternative Academic Qualifications, where applicable;
- Current Pearson qualification specifications and assessment guidance for the relevant BTEC programme;
- SERC FE Learner Handbook;
- SERC Authorised Absence SOP;
- SERC Assessment Malpractice SOP; and
- SERC Internal Verification Procedure for BTEC programmes.

4.9.2 Assessment Design/Assignment brief, Assessment Plans and Assessment Recording

These steps are all covered within the Internal Verification Procedure for BTEC (non-vrq) Programmes SOP.

For BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, staff must follow the specific Pearson guidance for this qualification suite. Where internally assessed units use Pearson Set Assignment Briefs, these must be used as issued by Pearson. Staff must not adapt the content, tasks, vocational scenario, assessment criteria or evidence requirements of the Pearson Set Assignment Brief. Only administrative details, such as hand out and hand in dates, may be added where permitted. Pearson Set Assignment Briefs do not require internal verification of the assignment brief itself, although assessment decisions must still be internally verified in line with Pearson requirements and the College Internal Verification Procedure.

5.0 Communication Plan

Staff will be informed of this SOP through Learning Engine and the Staff Intranet. Updates will also be communicated through relevant staff training, team meetings and College events. Learners will be informed through the FE Handbook, using the summary guidance provided at Appendix 2.

6.0 Review

This SOP will be reviewed annually, or when the need for change has been identified.

7.0 Appendix 1: Document Change History

Version	Date	Change Detail
1.0	October 2020	Created
1.1	June 2022	Updates include RQF and requirement to complete IV processes within 15 working days before grades are returned to learners
1.2	July 2023	Transferred to new Accessibility Template
1.3	Sept 2024	Responsible owner updated to Head of QED
1.4	June 2025	Section 3.1 updated to reflect guidance in relation to AI including the need to reference AI tools used, assessors completion of an AI learning engine guide and learner completion of an AI guide.
1.5	June 2026	Significant review completed to align the SOP with current Pearson guidance for BTEC Level 2 and Level 3 assessment. Updates include revised scope, strengthened submission and authentication requirements, clarification of late submission arrangements, updated guidance on plagiarism, artificial intelligence and malpractice reporting, revised resubmission and retake procedures, strengthened internal verification requirements, updated final grade wording, expanded retention of evidence and assessment documentation requirements, inclusion of guidance for BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications and Pearson Set Assignment Briefs, and updated learner guidance in Appendix 2.

8.0 Appendix 2: Guidance for Learners on BTEC Submissions

Assessment Schedules

The Assessment Schedule is aimed at streamlining the assessments across all of the modules within a programme and to ensure that there is a variety of assessment methods used. You will receive an Assessment Schedule for each year of study. The Assessment Schedule will be given to you within the first 2 weeks of a module starting to help you to take responsibility for your own learning and progression.

Assessment Methods

Tutors will devise a range of assessment methods such as written, practical, peer and e-assessment. You will be encouraged to submit written assignments electronically. These will be marked and returned electronically through MOODLE within 3 weeks of submission. Tutors will store all assignment feedback and returns for quality purposes. You should keep electronic or hard copies of your submitted work.

Submission of Assessments

The submission of assignments will follow college policy and the regulations required by the awarding organisation. In all programmes tutors may request that all written assignments are submitted in both electronic and hard copy format with the appropriate coursework submission form signed by the learner. It is your responsibility to keep a backup copy of your work and proof of submission.

BTEC Assessment Procedure

Requirements for completing and submitting BTEC assignments/assessments.

Preparing for your assessment – Getting it right the first time at the first submission.

Tutors will prepare you or assessment during your classes. They will give you ongoing feedback in class to ensure that you have the knowledge, skills and understanding to complete assessment. Once the assignment is given to you the tutor is not allowed to give you specific feedback on how to complete it. It is, therefore, very important that you attend all classes to ensure that you know what it is you have to do to be successful. If you are completing the assessment in class your tutor is not allowed to give you any indication as to what grade the work might be awarded.

Submission of assessment requirements

You should aim to get your assignment right on the first submission. To do this you must ensure that you follow the assessment requirements below. These rules are set by BTEC and are used wherever in the country a learner is taking a BTEC qualification. The College and your tutors cannot change, alter or move away from these rules. Failure to meet the rules can result in very serious consequences for your future.

Assessment deadlines

Assignments must be submitted by the date, time and method stated on the assignment brief or front cover sheet. It is very important that you meet all hand in dates and submit complete work by the published deadline.

If you submit work after the agreed deadline without an approved extension or accepted extenuating circumstances, this will be treated as a late submission. Extenuating

circumstances must be exceptional and unforeseen and must be considered in line with the College's Authorised Absence Standard Operating Procedure.

Where late work is accepted for assessment, it will be assessed against the published assessment and grading criteria. Your grade will not be capped, reduced or otherwise penalised simply because the work was submitted late, unless timing is specifically included within the assessment criteria or assessment guidance.

However, late submission may affect your eligibility for a resubmission or retake opportunity. You do not have an automatic right to a resubmission or retake. These opportunities can only be authorised where Pearson requirements are met and where approval is given by the Lead Internal Verifier.

You should aim to get it right first time by attending classes, preparing properly, following the assignment brief carefully and submitting your work on time.

Submitting assignments and academic misconduct

Assignments must have the relevant front cover sheet (signed by the learner as a declaration of own work) and task sheet. Subject tutors will not accept an assignment without them.

It is very important that your work is your own. Signing the front cover sheet confirms that what you are handing in is your own work.

Assessments are checked for 'copying' and plagiarism. You may be asked to submit assessments by **Moodle** or **Turnitin.** Both of these methods help to detect academic misconduct through plagiarism. If there is evidence of academic misconduct, including plagiarism, copying, collusion or inappropriate use of artificial intelligence, this will be dealt with in line with the College Assessment Malpractice SOP and, where appropriate, the FE Learner Behaviour and Disciplinary SOP and Policy.

The use of referencing and good notetaking will help to ensure that you do not commit plagiarism. This will be covered in your tutorials and ask your tutor if you are concerned about ensuring that you do not commit academic misconduct.

If you hand your work in on-time and have made every effort to meet the assessment brief, then the work will be graded and returned to you with feedback within three weeks.

Feedback

Your feedback and assessment will be recorded on a formal assessment record. This is the only place where your achievements and grades can be recorded. It will give you clear and constructive feedback on the criteria achieved and justify and explain why the assessor has made these assessment decisions.

The feedback may include comments on areas including attendance, timekeeping, attitude and conduct to help you understand how you are progressing.

Always hand your work in on time at the date stated, make sure it is your own work and sign the declaration to confirm this.

Resubmissions and Retakes

It is very important that you try to Get it Right the First Time at the first submission of an assessment. There may be an opportunity, in some circumstances, to resubmit evidence or complete a retake assessment. This will depend on the programme that you are undertaking.

BTEC Level 2 and 3 programmes process for resubmissions

A learner may be given one opportunity to resubmit evidence for assessment to improve achievement against the criteria targeted within an assignment. A resubmission is not automatic and must be authorised by the Lead Internal Verifier before the learner is permitted to resubmit evidence.

Before authorising a resubmission, the Lead Internal Verifier must be satisfied that:

- The learner met the original assessment deadline, or an agreed extended deadline approved in line with College procedures;
- The assessor judges that the learner will be able to provide improved evidence without any further teaching, support or guidance;
- The original assessment evidence was submitted with the required signed and dated declaration of authenticity;
- The assessor has completed the assessment record, including a signed and dated declaration of authentication; and
- The learner has received summative feedback that explains the assessment decision but does not provide direct instructions on how to improve the work to achieve a higher grade.

The lecturer must request approval from the Lead Internal Verifier before any resubmission is permitted. The lecturer must not proceed with a resubmission until approval has been given.

Where the Lead Internal Verifier authorises a resubmission, the approval and new submission deadline must be recorded on the assessment record. The deadline must be within 15 working days of the learner receiving the results of the assessment. The 15 working days must fall within term time, within the same academic year as the original submission, and must not fall over a holiday period.

The learner must complete the resubmission independently and without further guidance. On resubmission, the learner must submit the additional or amended evidence with a signed and dated declaration of authenticity. The assessor must assess the resubmitted evidence, update the assessment record and record any changes to assessment decisions.

Records of resubmission approval, learner evidence, assessment records and any relevant internal verification documentation must be retained and made available for Standards Verification if requested.

BTEC Level 2 and Level 3 programmes: process for Retakes

A retake is not automatic. A learner may be given one retake opportunity only where this is permitted by the Pearson qualification suite and where the Lead Internal Verifier authorises the retake.

Retakes are available for the following Pearson BTEC qualification suites:

- BTEC Level 1 and Entry Level Introductory Suite;
- BTEC Level 2 and Level 3 Technicals;
- BTEC Level 3 Nationals; and

- BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications.

Retakes are not available for BTEC Level 1/2 Firsts due to the fallback Level 1 criteria.

A retake may only be authorised where the learner has met the conditions for a resubmission, has completed a resubmission opportunity, and has still not achieved the targeted Pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where it is necessary, appropriate and fair to do so.

For BTEC Level 2 and Level 3 Technicals and BTEC Level 3 Nationals, the retake must be a new task or assignment targeted only to the Pass criteria that were not achieved in the original assignment. The learner cannot achieve Merit or Distinction criteria through a retake.

For BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, the learner will retake the relevant Pearson Set Assignment Brief task for a third attempt, targeting only the Pass criteria that have not yet been achieved.

The assessor must agree and record a clear retake deadline before the learner starts the retake. The deadline must fall within the same academic year as the original submission. For BTEC Level 3 Nationals from 2025 Alternative Academic Qualifications, the retake does not need to be completed within a set number of working days, but it must still be completed within the same academic year as the original submission.

The learner must complete the retake independently and without further guidance. On submission, the learner and assessor must complete the required signed and dated declarations of authentication. No further resubmission or retake opportunity is permitted after the retake.

The lecturer must retain records of Lead Internal Verifier approval, the retake task or assignment, learner evidence, assessment records and any relevant internal verification documentation. These records must be made available for Standards Verification if requested.

Final Grades

Your assessment decisions and assignment grades are subject to College internal verification and Pearson quality assurance requirements.

This means that grades given by your tutor are not final until the required verification and quality assurance processes have been completed. In some cases, an assessment decision may be checked or amended as part of this process.

Final unit and qualification grades can only be confirmed once all relevant College and Pearson quality assurance requirements have been completed.