

Pearson HE Assessment Regulations

Reviewed by: **Janet Smith (Borough Principal)**

Document owner: **Jitinder Hans (Head of Higher Education)**

Date approved: **August 2018**

To be reviewed: **July 2019**

Approval Committee: **Higher Education Committee**

Table of Contents

1. Policy Statement	3
2. Scope	3
3. Responsibilities in the context of these assessment regulations	3
4. Programme Duration	4
5. Break in Study	4
6. Achievement and Unit Certification	5
7. Assessment Tracking and Recording.....	5
8. Assessment Tracking and Recording.....	6
9. Formative Assessment.....	6
10. Summative Assessment	6
11. Resubmission – RQF & QCF	6
12. Procedure for resubmissions (QCF and RQF).....	7
13. Resubmissions (QCF)	7
14. Resubmissions (RQF)	8
15. Late Submission/Extensions.....	8
16. Repeat Units.....	9
17. Repeat Units (QCF)	9
18. Conditions for repeating a unit (QCF).....	9
19. Repeat Units (RQF)	10
20. Failure of a Unit	10
.....	12
21. Progression.....	13
22. Extension.....	13
23. Assessment Board	14
24. Right of Appeal.....	15

1. Policy Statement

The College is committed to ensuring that standards of assessment are explicit, valid and reliable and that assessment is conducted with rigour, probity and fairness, meeting the requirements and expectations of the awarding organisations concerned. Assessments should also promote quality and equality.

2. Scope

These regulations apply to all Pearson HNC/D and Level 5 Diploma in Education and Training qualifications offered by New City College. These regulations are based on the [Pearson BTEC Centre Guide to Assessment 2018-19](#) and the QAA [UK Quality Code for Higher Education](#).

The regulations are reviewed annually and are aligned to updates of the Pearson BTEC Centre Guide and Quality Code. These Assessment Regulations, and any proposed amendments, are approved by the College's Higher Education Committee.

3. Responsibilities in the context of these assessment regulations

The College will ensure that students have access to Pearson HNC/D and Level 5 Diploma in Education and Training assessment regulations and ancillary assessment policies and procedures. These include:

- Academic misconduct;
- Extenuating circumstances;
- Complaints;
- Appeals;
- Break in Study;
- Recognition of prior learning;
- Reasonable adjustments;
- Special Examination (Assessment) Arrangements.

All College policies and procedures are located on the College website:

<https://www.ncclondon.ac.uk/higher-education>

Senior Curriculum Manager

This is the person who is responsible for a particular programme and will ensure that programme requirements are published. This will include:

- A student programme handbook, including assessment schedule;
- A programme specification including learning aims and outcomes, programme structure, rationale for sequencing of units and an outline of the assessment methods used for each unit.

Personal Tutor

This is the person who has responsibility for acting as the Personal Tutor for individual students and/or small groups of students.

Internal Verifier

Pearson considers it to be good practice for all assessors to act as internal verifiers for assignments they have not assessed. The principal purpose of the internal verifier role is to assure that assessments are in line with the National Standards. Other responsibilities include:

- ☞ Work with assessment team to ensure standardisation;
- ☞ Ensure that an assessment and internal verification plan is in place;
- ☞ Confirm the quality of assessment instruments are fit for purpose;
- ☞ Approve and sign the programme assessment plan, assignment briefs and the assessment decisions.

It is the responsibility of the internal verifier to maintain a record of all internal verification undertaken.

Assessor: Assessor responsibilities include:

- ☞ Deliver content using effective approaches
- ☞ Assess student work according to the agreed assessment plan and against national standards
- ☞ Provide guidance and constructive formative feedback to students to enhance assessment
- ☞ Provide summative assessment decisions
- ☞ Track student achievement and maintain accurate records
- ☞ Oversee any permitted resubmissions

Students: Student responsibilities include:

- ☞ To understand and comply with the Pearson HE Assessment Regulations and ancillary policies and procedures;
- ☞ Undertaking assessments and submitting work for assessment, as required;
- ☞ Submitting any relevant information on extenuating circumstances which they believe may have affected their performance, in accordance with the extenuating circumstances policy;
- ☞ Informing their tutor of any reasonable adjustments that they might reasonably require or are permitted to have.

4. Programme Duration

- ☞ The Pearson HNC Diploma is a 120 credit level 4 qualification normally lasting one year.
- ☞ The Pearson HND Diploma is a 240 credit level 5 qualification lasting two years.
- ☞ The Pearson Level 5 Diploma in Education and Training is a 120 credit qualification lasting one year.

5. Break in Study

A break in study or permanent withdrawal from the programme may be necessary if circumstances prevent the student from continuing their studies. This must be discussed as soon as possible with the student and the Senior Curriculum Manager so that the correct procedures are followed. Please refer to the Break in Study guidance and form on the College website: <https://www.nccolondon.ac.uk/downloads/docs/Pearson-HE-Break-in-Study-Procedures.pdf>

6. Achievement and Unit Certification

1. Pearson HNC/D grades cover a 'Pass', 'Merit' and 'Distinction'.
2. In order to achieve a 'Pass' grade for a unit, students must successfully complete all the assessment criteria.
3. The Pearson Level 5 Diploma in Education and Training units are all at a 'Pass' grade.
4. Grades will be confirmed by the Assessment Board.

7. Assessment Tracking and Recording

It is essential to track and record student achievement throughout your programme. All assessment must be recorded in such a way that:

- œ assessment evidence is clearly measured against national standards
- œ student progress can be accurately tracked
- œ the assessment process can be reliably verified
- œ there is clear evidence of the safety of certification.

Senior Curriculum Manager/Programme Leader/Assessors should keep and maintain assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level.

Track student progress, recording what each student has achieved and what still has to be done. This helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for External Examiners (EEs) and other external audits as required.

Formative and Summative Assessment

Submission and Resubmission Process

Internal Assessment is the process where HE assessors make judgements on evidence produced by students against required criteria for the Pearson qualification. All College devised internal assessment materials must be internally verified before being issued to students.

8. Assessment Tracking and Recording

All students' progress and achievement should be tracked and recorded throughout their programme of study.

9. Formative Assessment

Students can receive formative feedback at least once before submitting their final assignment for summative assessment. Formative feedback must be constructive and provide clear guidance and actions to improve. This should be scheduled and implemented with sufficient time for students to revisit their draft assignment tasks, and make changes or further improvements to their work. The formative assessment should not confirm achievement of grades.

10. Summative Assessment

Summative assessment is a final assessment decision on an assignment in relation to the assessment criteria of each unit. Students should be made aware that summative assessment grades are provisional and are subject to confirmation by the Assessment Board.

11. Resubmission – RQF & QCF

The rules and procedures regarding resubmissions must be adhered to at all times. Contravention of HN resubmission rules may result in a block to certification due to incorrect assessment decisions being made.

The Assessment Board will delegate the authority to the Senior Curriculum Manager to authorise resubmissions.

The key points regarding resubmissions and the differences between QCF and RQF HNs have been summarised in the following table, with further guidance on the rules and procedure for each framework detailed below:

QCF	RQF
Only one opportunity for resubmission will be permitted (NEW Assignment).	One resubmission is allowed if a student does not achieve a pass on first submission (same assignment).
You must not cap resubmissions at Pass, although if a student who submitted their work late is offered a resubmission, this is capped at pass.	The reassessment opportunity will be capped at Pass for that unit.
A student may request or be offered a resubmission if they have not met all of the criteria (Pass, Merit or Distinction) available in an assignment.	A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

When splitting units across more than one assignment brief, it can be considered good practice to wait until all assignments have been assessed before offering the student a resubmission(s).

12. Procedure for resubmissions (QCF and RQF)

If the Senior Curriculum Manager/Assessment Board does authorise a resubmission, the following conditions apply:

- ☞ The resubmission must be **recorded** in the relevant assessment documentation
- ☞ The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. **We recommend that students be required to resubmit work within 15 working days of the student being notified that a resubmission has been authorised**
- ☞ The resubmission must be undertaken by the student with no further guidance
- ☞ **Only one opportunity for reassessment of each assessment criterion and Merit and Distinction descriptor (QCF only) will be permitted**
- ☞ The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full
- ☞ You should make arrangements for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.

13. Resubmissions (QCF)

Every assignment contributes to the final qualification grade; therefore, it may be appropriate for the Senior Curriculum Manager/Assessment Board to authorise an opportunity for a student to resubmit evidence to meet the assessment criteria targeted by an assignment.

A student may request or be offered a resubmission if they have not met all of the criteria (Pass, Merit or Distinction) available in an assignment. You **must not** cap resubmissions at Pass level, **although if a student who submitted their work late is offered a resubmission, this is capped at Pass level***.

Resubmissions can be authorised by the Senior Curriculum Manager/Assessment Board and should **only be authorised if all of the following submission conditions are met:**

- ☞ The student has met the initial deadlines set in the assignment, has met an agreed deadline extension, or has submitted work late that has been accepted*
- ☞ The assessor judges that the student has fully attempted to achieve all targeted learning outcomes in their original submission
- ☞ The assessor judges that the student will be able to provide improved evidence without further guidance
- ☞ The assessor has authenticated the evidence submitted for assessment.

If a student **has not** met the conditions listed above, the SCM/Assessment Board **must not** authorise a resubmission. In these instances, the student will be required to repeat the unit.

A list of all resubmissions authorised by the SCM must be submitted to the Assessment Board and made available to the External Examiner (EE) for review and discussion to ensure that the Assessment Board and EE have oversight of all authorised resubmissions.

- ☞ A new assignment brief must be issued to students for whom a resubmission has been authorised.

Any evidence produced by the student in their original submission that did meet the criteria remains valid and may be used for the resubmission assignment brief. Any assignment briefs used for resubmissions must be internally verified before being issued to students.

14. Resubmissions (RQF)

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a **reassessment**.

- œ Only one opportunity for reassessment of the unit will be permitted.
- œ Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the **original task**.
- œ For examinations, reassessment shall involve completion of a new task.
- œ A student who undertakes **a reassessment will have their grade capped at a Pass for that unit**.
- œ A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

15. Late Submission/Extensions

- œ The development of employability skills is an important part of the HE programmes. It is important that students are not advantaged by having additional time to complete assignments.
- œ Each programme must publish the units' assessment issue, submission and resubmission dates. Students can only be given authorised extensions for valid reasons and extenuating circumstances.
- œ Where an assessment is submitted after the published deadline and where an extenuating circumstances form has not been submitted, this will be treated as a non-submission. Students will be offered a reassessment at the next available opportunity.
- œ Where an extenuating circumstance has been accepted by the College, the grade will not be capped unless the task is already "Referred."

16. Repeat Units

- ☞ If a student does not achieve a pass grade after a resubmission opportunity, the unit grade will be recorded as 'Not Achieved'.
- ☞ The student may be able to repeat up to two units at the College and Assessment Board's discretion. The student must study the units again with full attendance and pay the unit fees.
- ☞ Overall unit grades for the repeated units will be capped at a 'Pass'. Units are allowed to be repeated only once.
- ☞ All information and records should be stored safely for the External Examiner's sample.
- ☞ The key points regarding repeat units and the differences between QCF and RQF HNs has been summarised in the following table:

QCF	RQF
A unit can be repeated if the centre and the Assessment Board decides it is an appropriate course of action.	A unit can be repeated if the centre and the Assessment Board decide it is an appropriate course of action.
The unit must be studied again.	The unit must be studied again.
The unit must be capped at a Pass grade.	The unit must be capped at a Pass grade.
The centre should have a policy that states the number of times a unit can be repeated.	The unit can only be repeated once.

17. Repeat Units (QCF)

The Qualifications and Credit Framework (QCF) does **not** allow for compensation. This means that Professional and Higher Nationals qualifications on the QCF require students to achieve every Pass criterion in order to successfully achieve the qualification.

18. Conditions for repeating a unit (QCF)

If a student has met all of the submission conditions, but still not achieved the targeted Pass criteria following resubmission, the Assessment Board may authorise a repeat unit opportunity to meet the required Pass criteria.

Alternatively, the Assessment Board, having reviewed and discussed a student's assessment profile, can offer one **final** resubmission of Pass criteria if it is agreed that it is necessary, appropriate and fair to do so.

- ☞ If the Assessment Board does not authorise a final resubmission opportunity, the student would be required to repeat the unit.
- ☞ If the Assessment Board does authorise a final resubmission opportunity, a new assignment must be issued to the student. If, after this final resubmission opportunity, the student has still not met the Pass criteria in the unit, they would be required to repeat the unit.

The Assessment Board must **only** authorise a repeat unit in circumstances where they believe it is necessary, appropriate and fair to do so. When repeating a unit:

- ☞ The student must study the unit again
- ☞ The overall grade for a successfully completed repeat unit is capped at a Pass for that unit
- ☞ The standard rules regarding assessment, apply to students who are repeating units, although the assessments that they submit will be treated as first submissions
- ☞ The External Examiner (EE) is likely to want to include assessments for students that have repeated a unit as part of the sample they will review.

Any evidence previously produced by the student for the unit being repeated that did meet the Pass criteria remains valid and may be used for assignments within the repeat unit. Students who are repeating a unit **only need to generate evidence for any Pass criteria** that they did not achieve in their previous submissions.

19. Repeat Units (RQF)

The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- ☞ At College's discretion and Assessment Board, decisions can be permitted to repeat a unit.
- ☞ The student must study the unit again with full attendance and (if required) payment of the unit fee.
- ☞ The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- ☞ Units can only be repeated once.

If a student repeats an RQF unit and still does not achieve a Pass, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the centre must make sure that the relevant rules of combination and requirements have been met.

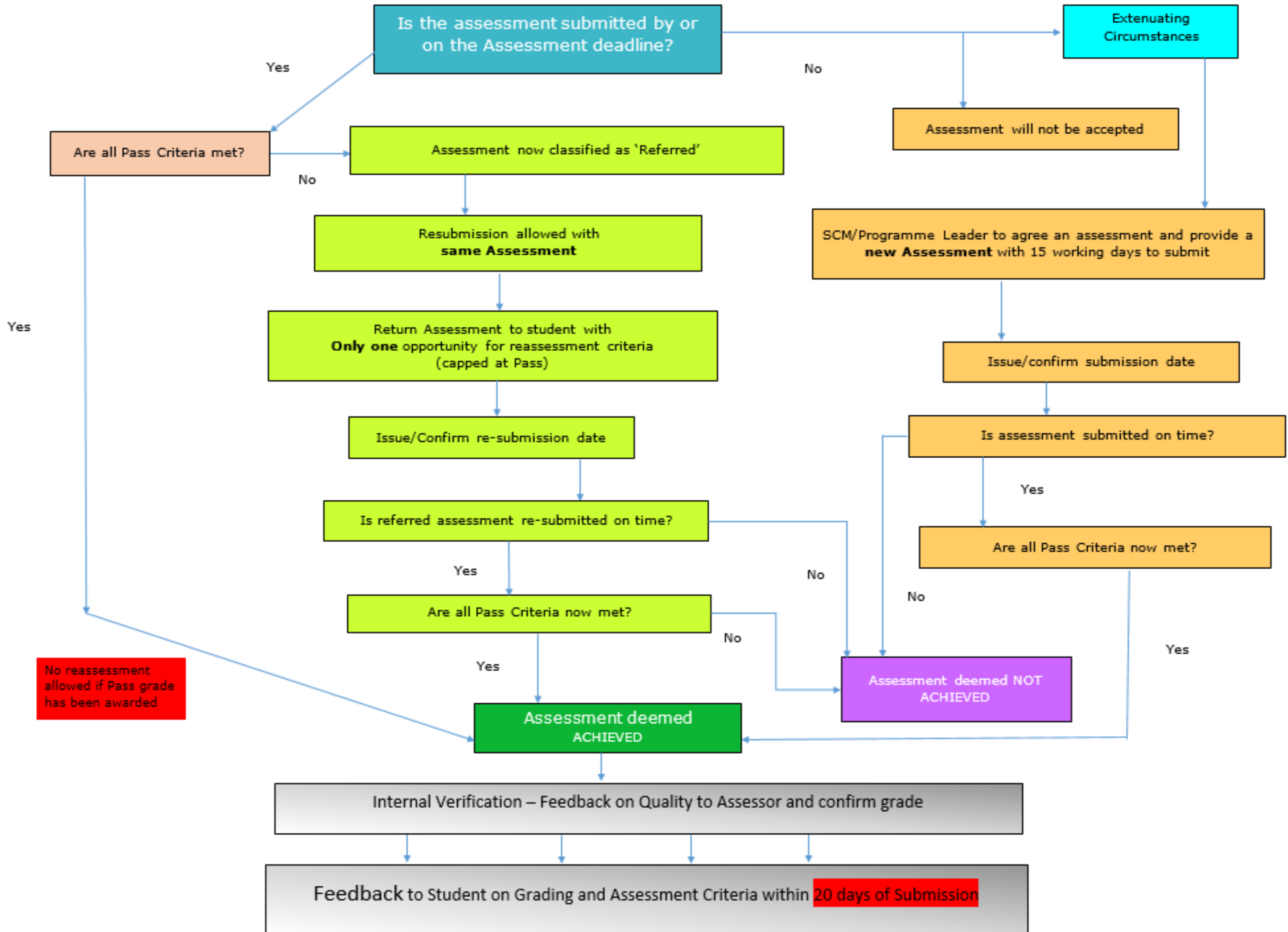
20. Failure of a Unit

A student who does not achieve the requirements to pass a unit has failed that unit. The circumstances in which a unit can be failed are:

- ☞ Following first attempt and referral, the student has not made any valid attempt in one or more assessment tasks i.e. non submission;
- ☞ Following referral, the student does not achieve the minimum overall pass criteria in a unit;

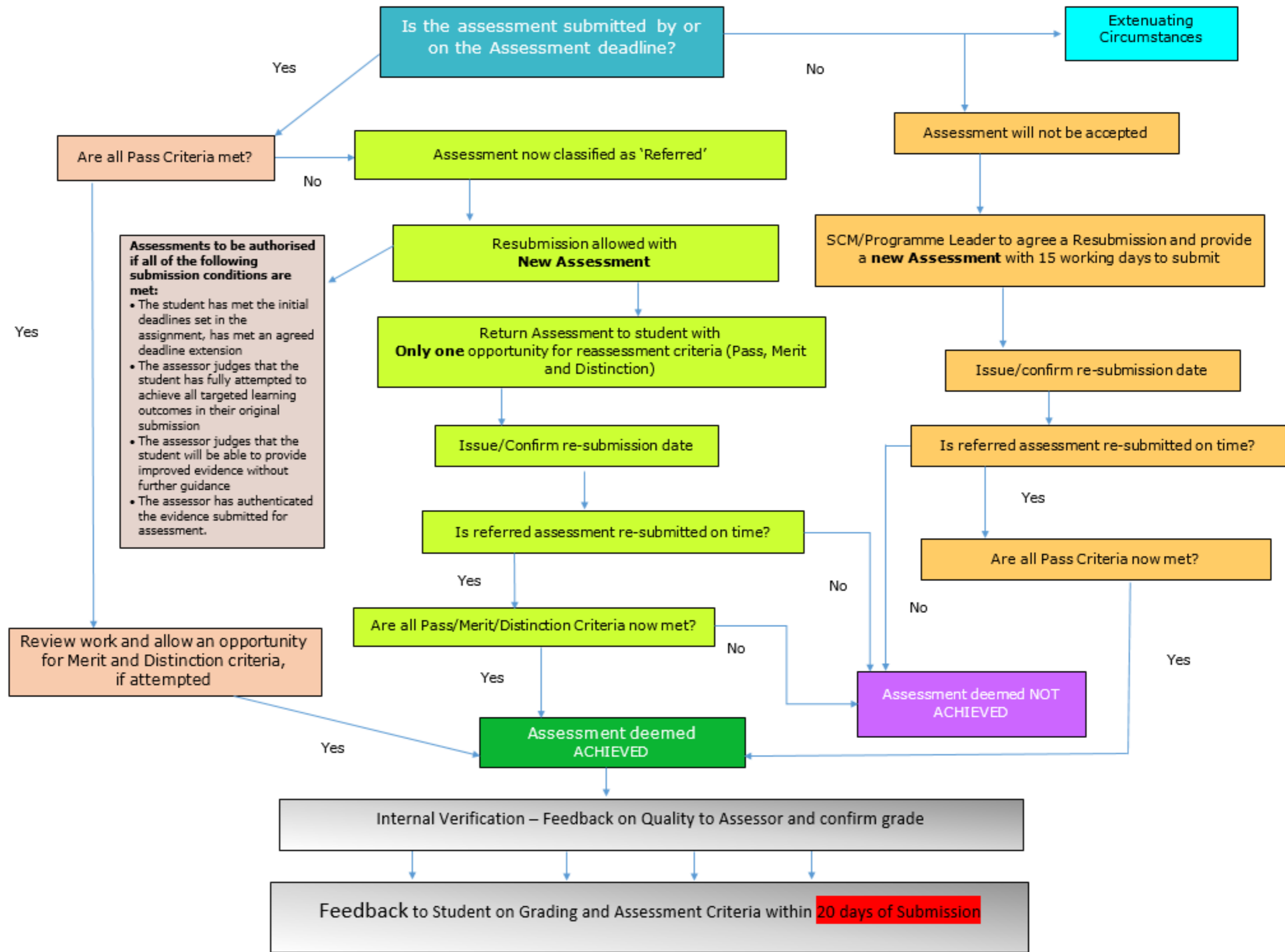
Where failure in a unit is the sanction set by an academic misconduct offence.

Pearson Higher Education RQF - Assessment Rules



No reassessment allowed if Pass grade has been awarded

20 days of Submission



21. Progression

Where a student passes all units for a given academic year, the student will normally progress to the next stage or level.

Where a student has not passed all the units but has had extenuating circumstance accepted at either the first assessment or a reassessment point (deferral), then they will be allowed to progress with a further opportunity at reassessment, at the discretion of the Assessment Board.

Where a student has failed units the student will not be allowed to progress until these units have been passed.

22. Extension

Students should only be given authorised extensions for legitimate reasons and extenuating circumstances, such as illness at the time of submission. It is best practice to have a clear, published assessment procedure (e.g. in your code of practice and programme specification) for a student to formally apply for an extension if they have genuine reasons for not meeting a deadline. If an extension is granted, the new deadline must be recorded and adhered to.

Extension requests should be made prior to the assessment deadline and should be formally approved by the Senior Curriculum Manager. The duration of extensions should be consistent across all students and should not be after summative feedback has been issued to the other students on the programme.

All extensions granted by the SCM must be recorded and made available at the Assessment Board and to the External Examiner (EE). Recording details of extensions enables the Assessment Board and the EE to confirm that the programme is operating consistently in accordance with the centre's and Pearson's policies and guidance.

23. Assessment Board

The main purpose of the Assessment Board is to make recommendations on:

- ☞ The awards to be made to students;
- ☞ The grades achieved by students on the individual units
- ☞ Progression of students onto the next stage of the programme;
- ☞ Extenuating circumstances;
- ☞ Consider cases of cheating and plagiarism;
- ☞ Referrals and deferrals;
- ☞ Consider comments of the External Examiner (if applicable);
- ☞ Delegate responsibility to authorise resubmissions

The membership of the Assessment Board shall be as follows:

- ☞ The Chair (usually the Head of HE or the Group Director in which the programme is based, or his/her nominated representative provided they are not involved in the delivery of the programme);
- ☞ HE Quality Compliance Manager;
- ☞ Senior Curriculum Manager;
- ☞ Internal Verifiers for the unit(s) being considered;
- ☞ External Examiner.

A full list of members of the Assessment Board must be recorded.

The quorum for a meeting of an Assessment Board shall be four members, including the External Examiner, if available. Exceptionally, where an External Examiner is unable to attend, the meeting may go ahead in their absence, provided that their comments are sought prior to the meeting and reported to the meeting.

Departments may hold a pre-board to ensure that all the required information is available to the Assessment Board. Dates for Assessment Boards shall be scheduled at the end of the academic year as published on the HE Quality Cycle.

The Chair should clearly identify the programmes of action open to the Assessment Board. Consideration of individual results should be conducted as follows:

- ☞ The grades of each student should be considered;
- ☞ The consideration of extenuating circumstances should be conducted;
- ☞ Any amendments to the grades will be agreed and recorded on the Unit tracking sheet/eTrackr;
- ☞ The overall unit results for the student will be agreed;
- ☞ The decisions of the Assessment Board will be formally recorded in the minutes.

Only designated staff are authorised to disclose results in accordance with College practice. Assessors/lecturers should take care not to disclose the confidential proceedings of the Assessment Board and should guide individual students on what they now have to do.

24. Right of Appeal

There is a single appeal process for students who wish to appeal against an outcome arising from:

- œ Decisions relating to academic misconduct;
- œ Decisions of Assessment Boards.