College Policies and Procedures

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| **Assessment Regulations for Students studying for Pearson BTEC HNC/D qualifications at South Essex College** **of Further and Higher Education**  **2016-17** |

**First Review: September 2016**

Contents

[Policy Statement 3](#_Toc440442726)

[Scope 3](#_Toc440442727)

[Responsibilities in the context of these assessment regulations 3](#_Toc440442728)

[Programme Duration 4](#_Toc440442729)

[Intermission 4](#_Toc440442730)

[Achievement and Unit Certification 4](#_Toc440442731)

[Formative and summative assessment, submission and resubmission 5](#_Toc440442732)

[Late Submission 5](#_Toc440442733)

[Failure of a Unit 6](#_Toc440442734)

[Progression 6](#_Toc440442735)

[Assessment Board 6](#_Toc440442736)

[Terms of Reference 6](#_Toc440442737)

[Order of Discussion 7](#_Toc440442738)

[Disclosure of Results 7](#_Toc440442739)

[Extenuating Circumstances 8](#_Toc440442740)

[Academic offences 8](#_Toc440442741)

[Right of Appeal 8](#_Toc440442742)

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| 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 BTEC HNC/HND qualifications offered by South Essex College. These regulations are based on the BTEC Centre Guide to Assessment 2015-16 and the QAA UK Quality Code for Higher Education (the Quality Code).  These regulations are reviewed annually and are aligned to updates of the 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 BTEC HNC/HND assessment regulations and ancillary assessment policies and procedures. These include:   * Academic offences; * Extenuating circumstances; * Complaints; * Appeals; * Intermission; * Reasonable adjustments * Special Examination (Assessment) Arrangements.   **Programme Leader:** This is the person who is responsible for a particular programme will ensure that programme requirements are published. This will include:   * A student programme handbook, including assessment schedule; * A programme specification (staff and student versions)[[1]](#footnote-1), includinglearning 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 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 Pearson national standards.  It is the responsibility of the internal verifier to maintain a record of all internal verification undertaken.  **Assessor**:they are responsible, in consultation with the teaching teams, for the implementation of the assessment regulations.  **Students**: Student responsibility includes:   * To understand and comply with the BTEC HNC/D assessment regulations and ancillary policies and procedures; * Undertake assessments and submit work for assessment, as required; * Submit 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 BTEC HNC Diploma is a 120 credit level 4 qualification normally lasting two years.  The BTEC HND Diploma is a 240 credit level 5 qualification lasting two years. For further details, please refer to relevant programme specifications and qualification specifications. | | |
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| 5. | Intermission | | |
|  | Intermission (i.e. a break in study orpermanent 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 Programme Leader, so that the correct procedures are followed. Please refer to the Intermission guidance and form on the College website (<http://www.southessex.ac.uk/higher-education/higher-education-policies>). | | |
| 6. | Achievement and Unit Certification | | |
|  | BTEC HNC/D grades cover a ‘Pass’, ‘Merit’ and ‘Distinction’.  In order to achieve a Pass grade for a unit, students must successfully complete all the assessment criteria.  Grades will be confirmed by the Assessment Board. | | |
| 7. | Formative and summative assessment, submission and resubmission | | |
|  | Students can receive formative feedback before submitting their final assignment for summative assessment. At least one opportunity to receive formal formative assessment and feedback should be given. This should be scheduled and implemented with sufficient time for students to revisit their draft assignment, make improvements or further improvements to their work before summative assessment.  Summative assessment cannot include formative feedback.  Where a student does not achieve at least a pass grade at summative assessment, the work will be recorded as a “Refer”.  Where a student does not achieve the pass criteria for a unit, the student is entitled to one referral or retake.  Should a student not achieve a pass grade for the referred assessment the unit grade will be recorded as *“Fail.”*  Where a student has not taken advantage of the formative assessment process or has not met the initial submission deadlines, a student may be given one opportunity to retake a completed assessment after a summative grade has been given. The Merit and Distinction criteria will not be included in the resubmission brief.  Where a student has met the initial submission deadlines, a student may be given one opportunity to retake a completed assessment after a summative grade has been given. The circumstances for this could be that a student has just missed a pass/merit/distinction grade for a unit. The original evidence for an assessment that has been submitted can remain valid and can be extended, or it may need to be replaced partially or in full. The student must not have further guidance and support in producing further evidence. | | |
| 8. | Late Submission | | |
|  | The development of employability skills is an important part of the course. It is important that students are not advantaged by having additional time to complete assignments.  Where an assessment is submitted after the published deadline and where 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. Merit and Distinction criteria will not be included in the reassessment brief. Where a student does not achieve a Pass grade the student will be offered one retake at the next available opportunity.Where an extenuating circumstance has been accepted by the College the grade is not capped unless the task is already “Referred.” | | |
| 9. | 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 offence. | | |
| 10. | 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. | | |
| 11. | Assessment Board | | |
|  | 11.1 | Terms of Reference Assessment Boards are authorised to:   * Agree unit grades; * Agree progression of students onto the next stage of the programme; * Agree the awards to be made to students; * Agree any accepted extenuating circumstances; * Note any academic offences; * Identify referrals and deferrals; * Consider comments of the External Examiner (Standards Verifier); * Confirm the nominated team representative who will enter student marks on to Pearson (Edexcel) online.   The membership of the Assessment Board shall be as follows:   * The Chair (usually the Head of HE Academic Standards, Validations and Quality or the Head/Deputy Head of Department in which the programme is based, or his/her nominated representative provided they are not involved in the delivery of the programme); * Information Services Manager (Higher Education); * Programme Leader; * Unit Leaders/Internal Verifiers for the unit(s) being considered; * External Examiner.   A full list of members of the Assessment Board must be signed by all members and the Assessment Boards.  The quorum for a meeting of an Assessment Board shall be four members, including the External Examiner, whose attendance is normally required. 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 (Exam) Board. Dates for Assessment Boards shall be scheduled at the end of the academic year as published on the HE Assessment Year Planner. | |
| 11.2 | Order of Discussion The Chair should clearly identify the courses of action open to the Assessment Board.  The unit assessment outcomes for each student should be conducted as follows:   * The grades for each student should be considered; * Any amendment to the grades will be agreed and recorded on the   grading sheet/grid;   * The overall unit assessment outcomes for the student will be   agreed.  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 amendment to the grades will be agreed and recorded on the   grading sheet/grid;   * The overall unit results for the student will be agreed; * The decisions of the Assessment Board will be formally recorded in the minutes.   Tutors 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. | |
| 11.3 | Disclosure of Results | |
|  | Only designated staff are authorised to disclose results in accordance with College practice. | |
| 12. | Extenuating Circumstances | |
|  | A student may submit a request for consideration of extenuating circumstances in respect of their summative assessment.Refer to the Extenuating Policy and Form on website <http://www.southessex.ac.uk/higher-education/higher-education-policies> | |
| 13. | Academic offences | |
|  | Refer to the Academic Offences Policy <http://www.southessex.ac.uk/higher-education/higher-education-policies> | |
| 14. | Right of Appeal | |
|  | There is a single appeal process for students who wish to appeal against an outcome arising from:  Decisions relating to academic offences;  Decisions of Assessment Boards.    Refer to the Appeal Policy and form on website:  <http://www.southessex.ac.uk/higher-education/higher-education-policies> | |

1. The student version of the programme specification is a trimmed down, user-friendly version of the one issued to staff, including an outline of BTEC assessment regulations. [↑](#footnote-ref-1)