

Craven College

Higher Education Assessment and Progression Regulations

for Higher National courses awarded by

Pearson (Edexcel)

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Context

The Pearson BTEC Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Pearson BTEC Higher National Diploma (HND) is a Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

It is not the College's policy to issue unit accreditation unless a student withdraws from the course of study for which he or she is enrolled.

1. Recruitment and Enrolment

See [Higher Education Admissions Policy](#) available on the College website

2. Course Structure

Unit: Unit of teaching, learning and assessment within a higher national level course structure.

Units are allocated credit points; with a usual value of 15 credits, although 5, 10 and 20 credit units are also used. Units will either be compulsory within a course of study (Core Units) or classed as options. Each unit is ascribed to either level 4 or level 5.

Levels 4 & 5: The distinctive levels of study within a degree level course structure. In higher national undergraduate study, units are rated at Levels 4 or 5.

Semesters: The academic year is divided into half-year units called semesters. Many units are delivered and assessed within a semester. Some units, however, may be delivered and assessed across a whole academic year or within another period such as a term.

Time limits: The normal maximum time limits for the completion of an award.

This is generally two years longer than the normal period of study. (N.B. Student Finance England rules may differ.) This would be four years for a typical HND, of two years full-time duration. Part-time courses are increased *pro rata*. The maximum time limit includes all periods of re-assessment.

3. Assessment

One or more tasks which address one or more specific learning outcomes.

The grading criteria (Pass, Merit, Distinction) will be listed on each task and these will be used to calculate the final mark. The final assessment mark will be reported to the HE Board of Examiners. Units may have one or more assessments.

Approval of Assessments

All assessments are internally verified and recorded at the Assessment Approvals Committee for approval prior to issue to students. External Examiners are invited to comment on assessment briefs.

Formative Assessment

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff. Formative assessment takes place prior to summative assessment. The main function of formative assessment is to provide feedback to enable the student to make improvements to facilitate summative assessment achievement. Formative assessment feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete. Students should be provided with formative feedback during the process of assessment and be empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance

and actions for improvement. It is important that formative feedback does not give students advice that directly informs the work that they may do for summative assessment.

Following formative assessment and feedback, students are able to:

- Revisit work to add to the original evidence produced to enhance their work to achieve grades.
- Submit evidence for summative assessment and final unit grade.

All records should be available for auditing purposes, as we may choose to review records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is the final consideration by an Assessor of a student's assignment, agreeing which learning outcomes, and to which level of achievement, the student has met in the assignment and recording those decisions. However, students should be aware that summative assessment is subject to confirmation by the Board of Examiners and thus is provisional and can be overridden by the Board of Examiners or the outcomes of External Examination. Assessors should annotate on the student work where the evidence supports their grading decisions, and feedback. Students will need to be familiar with the assessment criteria so that they can understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

Plagiarism

There are many definitions of what constitutes as plagiarism. All of them agree that plagiarism is a form of academic misconduct or, put more simply, a form of cheating. Plagiarism is much more than simple copying from another student, or from books or the Internet, and can be taken to include paraphrasing, sub-contracting the work to someone else, submitting the same piece of work for two different purposes, etc. Ultimately, plagiarism is attempting to pass off other people's work and ideas as your own. Please see the College's [Artificial Intelligence folder in the Learning Hub section of the Student Intranet](#) for more information.

Use of Artificial Intelligence (AI) JCQ guidance in relation to the use of AI can be found [here](#). Whilst the principles above remain, centres may wish to consider additional assessment methods to address the potential use of AI.

The QAA has also provided updated guidance for providers in relation to the increase in the use of AI within higher education, and potential risks to academic integrity. The guidance can be found [here](#).

Additional Pearson guidance can be found [here](#)

External Examiner

External Examiners ensure that providers are meeting national standards. They are appointed by Pearson and are not members of the programme and assessment team. Their role is essentially that of a moderator, they do not mark work but moderate the decisions made by internal verifiers. They sample students' work at various levels of achievement and look for evidence of fairness, consistency and that assessment decisions are based on the qualification criteria for achievement.

The role of the External Examiner is to:

- To confirm that internal assessment is to national standards and allow certification, or
- To set actions to improve the quality of internal assessment before certification can be released.

External Examiners have the right to attend Board of Examiner meetings and are also able to act in an advisory capacity.

4. Assessment Submission Deadlines

The course/semester week of the deadline will be approved by the Assessment Approvals Committee and the actual dates will be set by the Unit Tutors at the beginning of each academic year. Students are expected to meet all set deadlines (see section on exceptions).

- Each student will be allowed one draft submission. Students can then receive guidance as to how to improve their work
- Work must be submitted on the original due date
- If summative assessment work fails to meet the pass criteria, the student will be expected to undertake a reassessment. The release of marks to students will trigger the resubmission period that will remain open for two weeks.

Missing an assessment deadline:

Students must submit all work by the published deadline, unless they have prior permission (see application for extension / additional consideration information below). Student work will be accepted up to 24 hours after the submission deadline and the work will be capped at a Pass. Work will not be accepted beyond this point and will be recorded as non-submission. Students should refer to the [resubmission guidance](#).

5. Application for an Extension

[Request for an extension of up to a week](#)

An extension request is self-certified (no evidence needed) and may be used to report short periods of illness (1-7 days) or events that have caused trauma. A request for an extension of up to one week may be made for written assessments, course work and presentations that are self-recorded and uploaded. For other types of assessments held on fixed dates such as a presentation delivered in person, practical assessment or examination you must apply for Additional Consideration (see below).

Students must provide a detailed description of the reasons for an extension, and the request must be submitted at least 24 hours before the assessment deadline. Requests submitted after the deadline will not be considered.

***Students may use the self-certification process for a maximum of two absences in a semester and a maximum of three absences in an academic year. If the period of illness is longer than five days, or if they have already used the self-certification process for the number of times as stated above, then they should seek medical advice and submit evidence as appropriate with the request.**

6. Application for Additional Consideration

Additional Consideration may be requested when, due to personal circumstances students are unable to complete assessments by the deadline date and they feel they may need more than a one-week extension. Additional consideration should be requested if a student needs additional time for presentation delivery, practical assessment or an examination, or where they consider that the quality of their performance on a unit has been adversely affected by a particular personal circumstance. To apply for this, students are required to provide external evidence. Applications for additional consideration must be submitted within 10 working days of the submission date and must be substantiated by independent documentary evidence.

Examples of independent documentary evidence accepted:

- a medical certificate
- information from NHS app that includes your name and dates.
- letter from an employer

- statement from a member of academic staff
- statement of attendance from a counsellor
- police report, legal documents etc.

Examples of requests that are unlikely to be approved:

- Poor time-management
- Routine commitments to paid or voluntary employment
- Failures of equipment, including IT systems and computer viruses. These will only be accepted when they occur site-wide, nationally, or internationally and can be verified by an independent source.
- A long-term or chronic health condition (including mental ill-health) which has not worsened recently.
- A minor short-term illness or injury, which would not reasonably have had a significant adverse impact on assessment.
- Circumstances which were foreseeable or preventable
- Holidays
- Pressure of academic work (unless this contributes to ill-health)
- Lack of awareness of dates or times of assessment submission or examination
- Attending an interview for a job or placement (Where an interview for employment or a work placement clash with a scheduled assessment, a student is expected to rearrange the interview for a more appropriate time, if the Employer has flexibility to do that)
- Requests relating to group assessment, particularly in relation to the planning and preparation (e.g. intra-group conflict or absence/non-cooperation of one or more group members). Instead, these should be reported directly to the Module Tutor at the earliest opportunity.

All applications for additional consideration will be considered by the College. Students should note, extending a submission deadline may help ease the impact of their personal circumstances, but it is important that they are aware that this could impact on other submission deadlines which could affect their overall performance.

7. Grading Pearson BTEC Higher National Units

The grading of BTEC Higher National qualifications is at the unit and the qualification level. Each successfully completed unit will be graded as a Pass, Merit or Distinction.

- A Pass is awarded for the achievement of all outcomes against the specified assessment criteria
- Merit and Distinction grades are awarded for higher level achievement.

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific assessment criteria given in each unit and set at each level of attainment in that unit and at the qualification level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and behavioural attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are based on a hierarchy. For example, if a merit criterion requires the student to show 'analysis' and the related pass criterion requires the student to 'explain', then to gain a merit the student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for

the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria.

The role of the External Examiner is to review the decisions made rather than assess the student work. If the decisions made are not clear then it is difficult to confirm the standards has been met and certification is likely not to be released.

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

Internal Verification

Internal Verification of assessments enables marked work and feedback to be critically appraised to ensure that the marking criteria have been correctly applied and that feedback to students is constructive, and will be applied to higher education assessments except where the awarding organisation has other requirements.

Board of Examiners

The main purpose of Board of Examiners for Higher National courses is to make recommendations on:

- The grades achieved by students on the individual units
- Recording the opportunity for resubmission
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students

The Board of Examiners may also monitor academic standards.

It is only when the unit results of students' achievement have been considered by the Board of Examiners that certification can be awarded. Prior to this the External Examiner will have sampled work and the report will be received by the Board of Examiners.

Approved marks will be issued within four weeks of the Board of Examiners. Students are entitled to receive indicative feedback on performance in assessed work within four weeks of the assessment deadline. It has been agreed that it is not necessary to wait until the Board of Examiners to release provisional grades.

N.B. The decision of the Board of Examiners will not be released for students until all debts are cleared in each academic year. Students may not progress to the next level or receive an award if tuition fees are outstanding.

8. Fails and resubmissions

Students must achieve at least a Pass overall to pass the unit.

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.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original activity.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- 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.

Procedure for resubmissions

If the Programme Leader or 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
- The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full
- Arrangements should be made 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

The programme team may opt to conduct a resubmission of the assignment under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.

The External Examiner (EE) is likely to want to include assessments that have been resubmitted as part of the sample they will review.

Repeat Units

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 the provider's discretion and Board of Examiners, decisions can be made to permitted to repeat a unit.
- The student must study the unit again with full attendance and 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.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

9. Conditions for the Award

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4

Compensation Provisions HNC

A student can still be awarded a HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5

- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

Compensation Provisions for the HND

Students can still be awarded an HND if they have completed but not achieved a Pass in one of the 15 credit units (including core units) completed at Level 4 and similarly if they have attempted but not achieved one of the 15 credit units at Level 5 (including core units). However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

10. Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Pass	4
Merit	6
Distinction	8

Points boundaries

Pass	420-599
Merit	600-839
Distinction	840 +

11. Appeals, Complaints and Withdrawals

Appeals

See [Higher Education Appeals Policy and Procedure](#) available on the College website

Complaints

See the [Complaints Policy](#) available on the College website

Withdrawal

If a student is experiencing difficulties continuing on their course, the College can offer a range of support for academic, financial, and personal issues. Students are strongly advised to seek support from the Programme Leader, Tutor or Student Experience & Inclusion as appropriate, before making a decision to

withdraw. Once that decision is made it is important to formally confirm or inform the College in writing by email to withdrawals@craven-college.ac.uk as tuition fees and other charges will continue to accumulate. Students cannot be withdrawn; they must withdraw themselves. See Student Handbook for further details.