

**STUDENT ASSESSMENT REGULATIONS FOR BTEC ASSESSMENT  
LEVELS 4 - 7 2020/21**

**1 PURPOSE**

1.1 These assessment regulations apply to all students studying BTEC qualifications from Levels 4 -7. They are implemented to ensure that students and assessors have a clear understanding of the application of the Student Assessment and Appeals Policy and Procedures at this level.

1.2 These regulations are to be applied in conjunction with the BTEC Centre Guide to Quality Assurance and Assessment Levels 4-7.

1.2 The regulations are also designed to meet the requirements of the QAA Quality Code, Advice and Guidance: Assessment (March 2019).

**2 AIMS**

2.1 The regulations aim to give a framework against which staff and students can carry out their responsibilities related to assessment of BTEC qualifications at levels 4-7.

**3 INTRODUCTION**

The specification for each BTEC qualification is the document that Programme Leaders and teams must use as a first point of reference for all planning and assessment. Specifications are accompanied by important assessment and delivery guidance which provide instructions and advice for each unit in the qualification. Please note, in larger programmes with a significant number of units available, the units may be published as separate documents to the initial specification guidance. All BTEC specifications are freely available on the Pearson website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html>

Programme Leaders and teams must also consult the BTEC Centre Guide to Assessment (Level 4 – 7) for additional guidance on assessment practice and to ensure compliance with those requirements. This includes peer and self assessment, group work and time-constrained assessment activities and specifies the following fundamental requirements for the centre:

- make sure that there is a Programme Leader in place, who can support the whole programme team in understanding higher level assessment standards
- make full use of materials provided by Pearson which define and exemplify assessment requirements such as specifications, published assignments, other support materials and guidance
- plan the assessment of units to fit with delivery – your plan should allow for the links between units, such as where one unit needs to build on another
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by your Programme Leader, when it will be taught and assessed, and how long it will take
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is internally verified before use
- provide preparation and support for students before the start of the final assessment
- make careful and consistent assessment decisions based only on using the defined assessment criteria and unit requirements and the overarching approach to grading
- ensure that all student evidence submitted for assessment is valid and authentic
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that implementation, delivery and assessment are consistent with national standards.

## **4 ASSESSMENT REGULATIONS**

### **4.1 Assessment principles:**

4.1.1 Students should have had the opportunity to acquire the necessary underpinning skills and knowledge prior to assessment.

4.1.2 Students should not be denied access to assessment on the basis of attendance alone.

4.1.3 Additional demands should not be placed on students over and above those which determine whether the required criteria have been met.

4.1.4 Individual support may be arranged for candidates with learning difficulties and disabilities and/or speakers of other languages in line with the Joint Council for Qualifications (JCQ) regulations, provided that they do not compromise the required outcomes.

4.1.5 Reasonable adjustments should be made to summative assessment of a qualification in line with Pearson Edexcel and JCQ guidance and to enable a learner to demonstrate their knowledge, skills and understanding.

4.1.6 Special consideration may be given to learners under extenuating circumstances in line with Pearson Edexcel and JCQ guidance. An example of this may be a serious illness or injury. Special consideration cannot give the learner an unfair advantage and the learner's results must reflect achievement in assessment and not potential ability.

## **4.2 Formative feedback**

4.2.1 Students should have the opportunity to submit work for formative assessment in advance of a summative submission. Formative and summative submissions dates must be set at the start of the academic year and these dates must be available for students to access as part of their induction week. These dates must be published on Moodle also.

4.2.2 There must be a minimum of 4 working weeks between a formative and summative submission to enable students sufficient time to address any issues identified.

4.2.3 Formative feedback must not confirm the achievement of grades, but should focus on helping the student to reflect on their learning and improve their performance.

4.2.4 Formative feedback must be recorded formally in the same way as summative assessment feedback.

## **4.3 Submission of assessment evidence:**

4.3.1 All assessment evidence should be handed in by the given deadline using the correct hand in procedure, as outlined in the relevant HE Course Handbook.

4.3.2 Requests for short-term extensions may be granted in exceptional, unforeseen circumstances only at the discretion of the Programme Leader. This **must** be recorded on **ProMonitor** (or authorised alternative) by the staff concerned so that all parties are aware. The student must seek the extension no later than **two working days** prior to the original deadline. The student should provide independent verification (eg. Doctor's note) to support the application for extension. Poor time management is not sufficient grounds for an extension to be granted.

4.3.3 Work submitted after the published deadline without an authorised extension will not be accepted and the assessment decision will be recorded as a non-submission.

4.3.4 Extension deadlines must be set at least 4 working weeks in advance of the College Board of Examiners date for each specified programme. Extensions cannot be granted within this period.

4.3.5 Where a deadline has been missed a student may be given a resubmission opportunity with a different assignment brief at the discretion of the Programme Leader.

#### **4.4 Mitigating Circumstances and extensions**

4.4.1 Mitigating circumstances allow a student to demonstrate and provide documentation to explain absence, poor performance in assessment or failure to complete assessment due to circumstances which are over and above the normal difficulties experienced in life.

4.4.2 An application for mitigating circumstances is available to a student if they feel that their performance in an assessment has been adversely affected by unforeseen circumstances beyond their control **or** where an extension of a deadline would not help, for example, where the serious issue either prevents them working altogether, is seriously affecting the quality of their work or preventing them from attending an examination etc.

4.4.4 It is the student's responsibility to apply to the Academic Affairs Committee for the consideration of mitigating circumstances and to provide supporting, independent

documentary evidence. Students should use the *Lincoln College Higher Education Mitigating Circumstances Application Form* to make an application.

## **Extensions**

4.4.5 Students should only be given authorised extensions for legitimate reasons and mitigating circumstances, such as illness at the time of submission. Students must apply for an extension formally using the *HE assignment extension request form*. This must be submitted to the Programme leader for consideration. If an extension is granted, the new deadline must be recorded and adhered to.

4.4.6 Extension requests should be made prior to the assessment deadline and should be formally approved by the Programme Leader. 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 Programme Leader must be recorded and made available at the Board of Examiners and to the External Examiner (EE). Recording details of extensions enables the Board of Examiners and the EE to confirm that the programme is operating consistently in accordance with the centre's and Pearson's policies and guidance.

## **4.5 Resubmission and reassessment**

4.5.1 Following the award of a referral or non-submission mark:

- The Lincoln College Board of Examiners, in collaboration with the Programme Leader and course team, will decide if a student is eligible for resubmission and/or reassessment opportunities
- For HNC programmes, students may be granted resit opportunities for units totalling no more than 75 credit points
- For HND programmes, students may be granted resit opportunities for units totalling no more than 60 credit points

## **Resubmissions**

RQF
One resubmission is allowed if a student

does not achieve a pass on first submission (same assignment).
The reassessment opportunity will be capped at Pass for that unit.
A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.
A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve completion of a new task.

### **Procedure for resubmissions**

4.5.2 If the Programme Leader or Board of Examiners 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
- 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
- You 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.

## 4.6 Repeat units

RQF
A unit can be repeated if the Board of Examiners decides it is an appropriate course of action.
The unit must be studied again.
The unit must be capped at a Pass grade.
The unit can only be repeated once.

4.6.3 The Board of Examiners 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
- Unless exceptional or mitigating circumstances apply, a student may only repeat a unit once.
- The standard rules regarding assessment, including those stipulated in this document, 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.

### **Repeat units (RQF)**

4.6.4 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 recommendation, decisions can be 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.

4.6.6 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, Lincoln College must make sure that the relevant rules of combination and requirements have been met.

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

#### **4.7 Assessment Malpractice**

4.7.1 All incidents of suspected assessment malpractice will be dealt with under the Academic Irregularities Procedures which can be found on Moodle (Student Links – College Policies – Malpractice and Maladministration).

4.7.2 Examples of assessment malpractice include (but are not exclusively) plagiarism, presenting misleading material, collusion and cheating.

#### **4.8 Grading Regulations**

##### **Calculation of the final qualification grade (RQF)**

##### ***Conditions for the award of the HNC***

4.8.5 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 for the HNC***

4.8.6 Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed, but have completed and passed the remaining units.

### ***Conditions for the award of the HND***

4.8.7 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 HND***

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

### ***Calculation of the overall qualification grade***

4.8.9 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.

4.8.10 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.

4.8.11 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		Point boundaries
Pass	4	Pass	420 – 599
Merit	6	Merit	600 – 839
Distinction	8	Distinction	840 +

## 4.9 Service Standards

4.9.1 The following Service Standards are proposed to ensure that internally assessed work is promptly marked and returned to learners and therefore positively impacting on an individual's learning process. Internally assessed work will be defined as:

"Work that is produced by learners, candidates or trainees that contributes to the formative or summative assessment process."

4.9.2 The Service Standards for the assessment of learner work should be inclusive, where practical, of the internal quality assurance (IQA) process. **However, all learner work should be returned with a provisional grade, subject to internal and external quality assurance processes.** The IQA process should be completed within a further 10 working days of returning the assessment decision and feedback to the learner. The submission of a 'provisional grade' should be clearly stated on the assessment documentation and explained to the learner.

4.9.3 All candidate work which is submitted to the specified deadline will be assessed within a period of **20 working (term-time) days** from the submission deadline. The assessment process will include the provision of appropriate written feedback to the candidate and the internal verification of a sample of assessed pieces of work. For the purpose of this Service Standard, Higher Education is considered as qualifications at Level Four and above.

4.9.4 In situations where candidates submit work for assessment late, with authorisation, assessment will take place within a timescale agreed between the assessor and the candidate. The timescale agreed should take into account the following factors:

i) Workload of the staff member concerned

- ii) Key dates for the submission of grades/marks to the awarding organisation
- iii) Availability of marked work for the processes of internal and external quality assurance and moderation
- iv) Impact on the learner's progression.