



BRADFORD COLLEGE
Pearson Education Ltd

HNC/HND/HTQ RQF
Assessment Regulations

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INTRODUCTION

These regulations apply to all BTEC HNC/HND and HTQ Regulated Qualifications Framework awards offered by Bradford College.

The College reserves the right to make reasonable changes to the regulations where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year. The College may introduce changes during the academic year when it reasonably considers these to be in the interests of students or where this is required by law.

Responsibilities of the College

The College will ensure that students have access to the BTEC HNC/HND HTQ Regulations and ancillary assessment policies and procedures. These include:

- Academic misconduct regulations and procedures
- Mitigating circumstances and extensions policy and procedures
- Complaints policy and procedures

The Programme Leader will ensure that the assessment requirements for the course are published. This will include:

- Student handbook including programme specification
- Assessment schedule (including reassessment dates)
- Learning outcomes, assessment criteria, weightings and mode(s) of assessment for each unit
- Procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates
- Criteria relating to grading and marking schemes

It is a students' responsibility to:

- Ensure that they understand and comply with the assessment regulations for the Pearson HNC/HND course, ancillary policies and procedures
- Attend examinations and submit work for assessment as required
- Submit any relevant information on mitigating circumstances which they believe may have affected their performance in accordance with the mitigation regulations

REGULATION 1 – STRUCTURE AND DURATION OF THE AWARD

- 1.1 The table below summarises examples of the normal duration of a programme for students studying on full-time or part-time HNC/HND awards.

Mode of attendance	Normal duration of programme	Normal credits per year
Full Time HNC	1 Year	120
Full Time HND	2 Years	60
Part Time HNC	2 Years	120
Part Time HND	4 Years	60

- 1.2 Exceptionally, and with the prior agreement of the Academic Board, departments may offer a bespoke method of delivery for programmes of study.
- 1.3 The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits.
- 1.4 The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits, of which 120 credits are at Level 5 and 120 credits are at Level 4.
- Students on the HND should have achieved 90 credits at Level 4 before progressing to Level 5 units. This would allow the students to submit the remaining 30 credits at Level 4 while undertaking Level 5 study.
- 1.5 If the normal duration of a course is exceeded there may be funding implications for confirmed registrations.

Withdrawal from a programme

- 1.6 A temporary break in study (suspension of studies) 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 appropriate staff in the department area (e.g. programme leader, academic advisor, student support officer), so that the correct procedures are followed.

REGULATION 2 – PASSING A UNIT AND THE AWARD OF CREDIT

- 2.1 This regulation explains what the student needs to achieve in order to pass a unit, how the overall unit results are derived and how credit is awarded.
- 2.2 Unit assessment is made up of one or more assessment tasks which could be either “In Programme Assessment” or “End Assessment”. Where there is more than one assessment task, weightings and rules for passing the unit will be defined and published.
- 2.3 Grades of achievement for Pearson Education Ltd units for performance are agreed by the Subject Assessment Board.
- 2.4 The grades for BTEC / Edexcel units are awards as follows:

Outcome	Description
Pass	awarded when all pass criteria have been achieved
Merit	awarded when all pass and merit criteria have been achieved
Distinction	awarded when all pass, merit and distinction criteria have been achieved
Refer	after formative and summative assessment, the student has failed to achieve a pass grade
Defer	after the student has submitted a case for mitigating circumstances and it has been accepted the student is permitted a further opportunity for assessment
Fail	after initial referral and reassessment, the student has failed to achieve a pass grade the student will be deemed to have failed the unit (Unclassified)
Pending, CA	these are exceptional outcomes and will be considered at the Examination Board and communicated with advice

- 2.5 Unit teams will be responsible for recommending overall student grades for each unit. For a unit involving one assessment, the overall grade will be the grade obtained in that assessment. For a unit involving more than one assessment, each student’s profile of grades and weightings of assessment components will be considered when recommending overall grades.
- 2.6 The minimum pass criteria to pass a unit is to:
- achieve an overall pass grade and
 - make a valid attempt at all unit assessment tasks
- 2.7 When the student achieves or exceeds the minimum pass criteria for a unit, credit for the unit will be awarded.
- 2.8 When the student has passed a unit and the outcome of summative assessment is recorded on the student profile, further opportunities to improve the original grade are not allowed.

REGULATION 3 – CALCULATION OF THE FINAL QUALIFICATION GRADE

- 3.1 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.
- 3.2 All units, in valid combination, must have been attempted for each qualification. The conditions of the award and the compensation, provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level as applicable).
- 3.3 The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.
- 3.4 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).
- 3.5 Points per credit

Grade	Points per Credit
Pass	4
Merit	6
Distinction	8

- 3.6 Point Boundaries

Grade	Points Boundaries
Pass	420-599
Merit	600-839
Distinction	840+

REGULATION 4 – STUDENT ASSESSMENT AND REASSESSMENT

- 4.1 This regulation explains the number of assessment and reassessment entitlements within one delivery of a unit and explains the different forms of assessment and reassessment available.
- 4.2 Registration onto a unit entitles the student to:
- one delivery of the unit
 - access to learning and teaching resources
 - an initial opportunity to attempt the assessment tasks
 - one referral opportunity (if required)

Formative and Summative Assessment

- 4.3 One formal opportunity to provide final formative assessment feedback will be included in each assessment plan at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted. This assessment will be formally recorded.
- 4.4 Normally, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be need for another formative assessment once issues have been addressed.
- 4.5 Following formative assessment and feedback, students are able to:
- Revisit work to add to the original evidence produced to consolidate a pass grade or to enhance their work to achieve a higher grade
 - Submit evidence for summative assessment and final unit grade
- 4.6 Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and recorded on the student's profile. Should the student not achieve at least a pass grade after both formative and summative assessment, the submitted work will be recorded as a "Refer", of "Defer" where mitigating circumstances have been applied for and accepted.

Resubmission opportunity

- 4.7 A student who, for the first assessment opportunity, has failed to achieve a pass for that unit shall be expected to undertake a reassessment, this reassessment can only be granted by the Assessment Board.
- Only one opportunity for reassessment of the unit will be permitted within the academic year.
 - 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.
 - 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 grade has already been awarded.

REGULATION 5 - LATE SUBMISSIONS

- 5.1 Deadlines for assessment are an important part of Pearson Education Ltd qualifications. Students are encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments.
- 5.2 Where an authorised extension (see Regulation 6 – Extensions) has not been approved in advance, work submitted late by up to 7 calendar days of the published deadline may be marked, however, this will be capped as a pass mark by the assessment board. The programme team must first mark the work without penalty, and then apply a late penalty code. This is in case of any latter appeals by the student.
- 5.3 Work submitted after 7 days of the published deadline and without an authorised extension will not be marked and will be recorded as a “Non-Submission”. Students will be offered a single reassessment at the next available opportunity. Merit and Distinction criteria will not be included in the reassessment brief.

REGULATION 6 – EXTENSIONS REGULATIONS

- 6.1 It is the responsibility of all students to attend examinations and to submit work for assessment by the set date for that assessment. Where a student's circumstances are such that the student feels unable to meet this deadline, the student is strongly encouraged, as soon as possible, to discuss his/her circumstances with an appropriate member of academic staff (usually the Module Leader) in advance of the submission / examination date. The member of staff will help the student identify a suitable type of extension, depending on circumstance.
- 6.2 This discussion could be guided by the following principles: permission not to take an assessment at first attempt must normally be given prior to the hand-in/examination date.
- it is preferable to agree an extension in advance, rather than using the Mitigating Circumstances Regulations
 - students should always be encouraged to submit partially completed work rather than not submit anything if an extension or mitigating circumstances has not been agreed
 - if an extension is seen as not appropriate or not feasible, the student should be advised to submit some work, even if partially completed
- 6.3 Extensions can be given for up to calendar 14 days (2 weeks)

REGULATION 7 – MITIGATING CIRCUMSTANCES REGULATIONS

- 7.1 The College recognises that there may be times when, through no fault of their own and despite managing learning and assessment appropriately, students may find it impossible to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of their ability because of a serious and unforeseen event. In such instances the College's intention is to respond sympathetically and deal with the situation and redress the assessment shortfall.
- 7.2 Students and Staff should refer to the College's regulations and procedures for the submission and consideration of mitigating circumstances.
- 7.3 Students may submit requests for consideration of mitigating circumstances in respect of their summative assessment:
- inability to submit assessed coursework on the required date
 - inability to attend examinations or other scheduled assessments
 - poor performance
- 7.4 If, without good cause, a student fails to seek consideration of mitigating circumstances in accordance with College Regulations and Procedures, normally any request for an appeal hearing on the grounds of these extenuating circumstances will be rejected.

Student Responsibility

- 7.5 It is the responsibility of the student to do the following:
- Ensure that they are familiar with the College's regulations and procedures for the submission and Consideration of Mitigating Circumstances
 - Inform the College of any mitigating circumstances which they wish to be taken into consideration in respect of assessed work
 - Ensure that the request is submitted in the appropriate manner and ensure that the notification is received in accordance with College Policy

REGULATION 8 – REPEAT UNITS

8.1 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 discretion of the 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 will be capped at a Pass for that unit.
- Units can only be repeated once.

REGULATION 9 – ACADEMIC MISCONDUCT

Bradford College's values expect that all students and staff conduct themselves in a respectful and inclusive manner; that the student experience is underpinned by trust and driven by inspirational and aspirational behaviours. The college are committed to upholding the highest levels of academic integrity. The college is a signatory of the QAA's Academic Integrity Charter: <https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity/charter> and supports the principles contained therein.

Students must authenticate the evidence that they provide for assessment. They should do this by signing a declaration stating that it is their own work when they submit it. For practical or performance activities observed by the Assessor, this is not necessary.

Written assessment should be submitted via the online plagiarism detector, Turnitin.

Staff and Students should refer to and familiarise themselves with the Bradford College Academic Misconduct Policy and Procedures.

Any proven cases of Academic Misconduct will be reported to the appropriate examination boards.

REGULATION 10 – OPERATION OF ASSESSMENT BOARDS

10.1 Terms of Reference: Assessment Boards are authorised to:

- Determine the standard of student module assessment outcomes
- Note any instance of cheating, plagiarism and other forms of unfair practice
- Note any accepted claims of mitigation
- Confirm unit grades and classifications
- Identify reassessment/deferral opportunities
- Progression of students on to the next stage of the programme
- The awards to be made to students

10.2 A full list of members of the Assessment Board must be retained and recorded in the minutes of the meeting.

10.3 The Chairing of the examination board will normally be carried out by a senior member of academic staff such as a Head of Department or Head of School, in the event that a Head of Department or School is not available, the Head of Governance and Operations, or a Vice Principal will be permitted to chair the Assessment Board. All Chairs will normally have experience of Assessment Boards and have participated in relevant staff development.

10.4 The information will be supplied to the examination board:

- The grades shall be presented to the board and will be tabled as a confidential paper.
- Where there is a discrepancy, the grade as moderated by the external examiner(s) may also be tabled, providing both grades are shown
- The schedule of grades will be presented in accordance with the relevant guidance

All results sheets/spreadsheets must be collected at the end of the meeting. No information is to be stored locally and all decisions of the examination board are confidential until transcripts are released to students.

10.5 The Chair should clearly identify the courses of action open to the Assessment Board.

10.6 The module/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/schedule
- the overall module/unit assessment outcomes for the student will be agreed

10.7 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 in accordance with Regulation 10
- any amendment to the grades will be agreed and recorded on the grading sheet/schedule
- the overall unit results for the student will be agreed as set out in Regulation 2

10.8 The decisions of the Assessment Board will be formally recorded in the minutes. The Chair of the Assessment Board will confirm the minutes and will forward them to the next meeting of the relevant Assessment Board.

10.9 The award of merit or distinction should be determined in accordance with regulations 2.4.

10.10 Tutors should take care not to disclose the confidential proceedings of the Assessment Board and should guide the student on what they now have to do.

10.11 Only designated staff are authorised to disclose results in accordance with College Policy.

REGULATION 11 – CONDITIONS OF THE AWARD

11.1 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

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

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

11.3 Compensation Provisions for the HNC

- A student can still be awarded an 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.

11.4 Compensation Provisions Compensation Provisions for the HND

- A student can still be awarded an HND if they have not achieved a minimum of a Pass in one of the 15 credit units at level 4 and one of the 15 credit units at level 5 but they have otherwise fulfilled all the above conditions.

11.5 The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits. 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.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- The overall qualification grade is calculated in the same way for the HNC and for the HND

REGULATION 12 – RIGHT OF APPEAL

- 12.1 All students have the right to request an appeal reconsider a decision of an Assessment Board or Committee. Appeals may only proceed where the College has agreed that there are valid grounds for the appeal.
- 12.2 If, following receipt of the decision at Early Resolution Stage, the student remains dissatisfied they may request that a panel reconsiders their appeal through an Appeal Hearing.
- 12.3 Once an appeal is submitted at informal stage no new matter can be raised except at the faculty /partners discretion. Students should note the process is not automatic and that conditions must be met in order for an Appeal Hearing to be granted.

Student's Responsibility

- 12.4 The student is responsible for initiating the appeals procedure, in the required format and within the defined timeframe.
- 12.5 It is the student's responsibility to provide the College with sufficient information for a decision on acceptance or rejection of grounds for appeal to be made. Where evidence is not available on submission of the Appeal Form the student must state which evidence they intend to provide and by which date this will be available.

Timescales: submission of Request for an Appeal Hearing

- 12.6 All Requests for informal consideration of an appeal should be submitted within 15 working days of the publication of results.
- 12.7 Where the student remains unhappy following receipt of the outcome of the Appeal Hearing and would like to Pearson to consider the appeal, the student must request that the College forward the appeal to Pearson within 10 working days of receipt of the appeal outcome letter.
- 12.8 The College should forward the appeal paperwork and any supporting documentation to Pearson for final review within 14 days of receipt of the student's outcome letter.

Excluded Matters and Valid Grounds for Appeal

- 12.9 Students may appeal on one of the following grounds (appeals will not be accepted simply because you are dissatisfied with and assessment mark or grade):
- Circumstances affected the student's performance of which, for good reason, the Assessment Board may not have been made aware of when the decision was taken and which might have had a material effect on the decision [Note: if students wish to appeal on such grounds, they must give adequate reasons with supporting documentation why this information was not made available prior to the decision being made.]
 - there was a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.
 - that there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners.
- 12.10 Retention of Information Following an Appeal Hearing. Where an appeal is submitted to the College, all documentation must be retained for 18 months following the resolution of the appeal.

REGULATION 13 – RECOGNITION OF PRIOR LEARNING (RPL)

- 13.1 Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of a qualification] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- 13.2 Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Partial unit completion is not acceptable.
- 13.3 Evidence of prior must be in line with the College Recognition of Prior Learning Policy and Procedures.
- 13.4 All evidence must be evaluated using the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.
- 13.5 Staff and Students should refer to the College's Recognition of Prior Learning Policy and Procedure for guidance.

Glossary of Terms

Academic Misconduct	Any attempt to gain unfair advantage over other students
Assessment	The process of evidencing and evaluating the extent to which a student has met the learning outcomes. Assessments can include projects, essays, exams, presentations, portfolios and practical tests.
Assessment – Formative	"Trial" assessments that are used to provide developmental feedback to a student so that they can improve their future summative performance.
Assessment – Summative	Assessment undertaken in order that a learner's achievement of learning outcomes can be measured and the level of performance judged, graded and recorded.
Assessment Boards	Assessment boards meet at least once each academic year to confirm module grades and awards.
Deferral	The opportunity granted by a Mitigating circumstances panel for a student to be assessed as if for the first time, for reasons upheld by a properly constituted Mitigating Circumstances panel.
End Assessment	Normally occurs in the form of an examination.
Extensions	An agreed extension to a pre-defined assessment date.
Feedback	Information given to learners about the quality of their performance in an assessment.
In Programme Assessment	Normally occurs in the form of programme or other class based activity assessed in parallel with the delivery of the unit.
Late Submission	When submission of a piece of coursework is received after the pre-defined hand in date.
Mitigating Circumstances	Students may submit requests for consideration of mitigating circumstances in respect of: a) inability to submit assess coursework on the required date b) inability to attend examinations or other scheduled assessments c) poor performance.
Reassessment	If, after formative and summative assessment the student has failed to gain a pass grade, the unit will be deemed a reassessment. The student will have one opportunity to be reassessed without formal restudy. A specified timescale will be applied for the reassessment.
Repeat	A second opportunity to pass a unit, with re study, potentially at a cost to the student.