
Bradford College Pearson BTEC HNC/HND QCF Regulations

Approved by:
Academic Board
[2017]

Regulations 1-13



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INTRODUCTION

These regulations apply to all BTEC HNC/HND Qualification Credit Framework awards offered by the 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 Regulations and ancillary assessment policies and procedures. These include:

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

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

Responsibilities of students

It is their responsibility to:

- Ensure that students understand and comply with the assessment regulations for the BTEC 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
Part-time HNC	2 years	60 credits
Full-time HNC	1 years	120 credits
Part-time HND	4 years	60 credits
Full-time HND	2 years	120 credits

- 1.2 The total number of credits normally required for a BTEC HNC Diploma is 120 credits. The credits are made up of mandatory core units and units selected by the programme team. The BTEC HNC programme must contain a minimum of 65 credits at level 4.
- 1.3 The total number of credits normally required for a BTEC HND Diploma is 240 credits. The credits are made up of mandatory core units and units selected by the programme team. The BTEC HND programme must contain a minimum of 65 credits at level 4 and 125 credits at level 5 or above.
- 1.4 Exceptionally, and with the prior agreement of the Registrar, faculty areas may offer a bespoke method of delivery for courses.
- 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 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 appropriate staff in the faculty 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 BTEC / Edexcel units for performance are agreed by the Subject Assessment Board.
- 2.4 The grades for BTEC / Edexcel units are awards as follows:

GRADE	OTHER OUTCOMES
<p>Pass – awarded when all pass criteria have been achieved</p>	<p>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</p>
<p>Merit – awarded when all pass and merit criteria have been achieved</p>	<p>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</p>
<p>Distinction – awarded when all pass, merit and distinction criteria have been achieved</p>	<p>Pending, CA, WIP – these are exceptional outcomes and will be considered at the Examination Board and communicated with advice.</p>
	<p>Resubmission – the Assessment Board has granted a final resubmission</p>

- 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 generic Merit and Distinction grade descriptors are for grading the total evidence produced for each unit and describe the student's performance over and above that for a Pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

In order to achieve a Pass in a unit	<ul style="list-style-type: none"> all learning outcomes and associated assessment criteria have been met
In order to achieve a Merit in a unit	<ul style="list-style-type: none"> all learning outcomes and associated assessment criteria has been met all Merit grade descriptors are achieved
In order to achieve a Distinction in a unit	<ul style="list-style-type: none"> all learning outcomes and associated assessment criteria has been met all Distinction grade descriptors are achieved

REGULATION 3 - STUDENT ASSESSMENT

Formative Assessment

3.1 Formative assessment involves both the Assessor and the student in a two-way conversation about their progress. It takes place **prior** to summative assessment and does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This 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.

Following formative assessment and feedback, students are able to:

- revisit work to add to the original evidence produced to consolidate a Pass grade or enhance their work to achieve a higher grade
- submit evidence for summative assessment and final unit grade

Summative Assessment

3.2 Summative assessment is the final consideration by an Assessor of a student's assignment, agreeing which assessment criteria 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 Assessment Board, and thus is provisional and can be overridden by the Assessment Board.

Marking spelling, punctuation and grammar

- 3.3 Assessors will “mark” spelling and grammar i.e. correct mistakes on student work and expect them (at the formative feedback stage) or note them (at the summative feedback stage).

Mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of student understanding
- specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language

REGULATION 4 - RESUBMISSIONS

- 4.1 Every assignment contributes to the final qualification grade, therefore it may be appropriate for the Programme Leader or Assessment Board to authorise an opportunity for a student to resubmit evidence to meet the assessment criteria targeted by an assignment. The Programme Leader can only authorise resubmissions if the responsibility has been delegated to them by the Assessment Board beforehand.
- 4.2 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.
- 4.3 Resubmissions will not be capped although if a student who submitted their work late which is exceptionally accepted is offered a resubmission, this **is** capped at Pass Level
- 4.4 Resubmissions 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
 - 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.

- 4.5 If a student has not met the conditions listed above, the Programme Leader or Assessment Board must not authorise a resubmission. In these instances, the student will be required to repeat the unit. (Please see Regulation 6)
- 4.6 The Assessment Board should be made aware of all resubmissions offered.
- 4.7 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 Pass criteria remains valid and may be used for the resubmission assignment brief. Any assignment briefs used for resubmission must be internally verified before being used to students.
- 4.8 Students will be required to resubmit work within 15 working days of the student being notified that a resubmission has been authorised.
- 4.9 The resubmission must be undertaken by the student with no further guidance.
- 4.10 Only one opportunity for reassessment of each assessment criterion and Merit and Distinction descriptor will be permitted.
- 4.11 The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full.
- 4.12 The Assessment Board, having reviewed and discussed a student's assessment profile, can offer one **final** resubmission of Pass criteria if it is necessary, appropriate and fair to do so. The standard resubmission conditions apply (4.4) If a **final** resubmission is permitted by the Assessment Board this submission will be capped at a Pass.
- If the Assessment Board does not authorize a final resubmission opportunity, the student would be required to repeat the unit. (Regulation 6)
 - If the Assessment Board does authorize a final resubmission opportunity, a new assignment must be issued to the student. If, after the final resubmission opportunity, the student has still not met the Pass criteria in the unit, they would be required to repeat the unit. (Regulation 6)

REGULATION 5 – PROGRESSION TO NEXT STAGE OR LEVEL

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

REGULATION 6 – REPEATING A UNIT

- 6.1 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
- 6.2 The Assessment Board must **only** authorise a repeat unit in circumstances where they believe it is necessary, appropriate 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
 - A student will only be able to repeat a unit once
- 6.3 Repeating a unit means that:
- The student may be charged a fee, published by the College
 - The student must take all the assessment tasks in the unit with attendance
 - The student must have the same resubmission opportunities as at the first registration (see Regulation 4)
- 6.4 If the unit is no longer available, a replacement unit may be studied as directed by the College. This will be treated as a repeat and will be subject to all regulations relating to repeat units. If a replacement unit cannot be studied, the student will need to renegotiate their programme of study. Decisions about taking a replacement unit or renegotiating a programme require discussion and agreement with the programme team.

Consequences of failure on a retaken unit (core and elective)

- 6.5 If a student fails a core or elective unit after retake this would normally mean that they will have to withdraw from the programme.

REGULATION 7 – MITIGATING CIRCUMSTANCES REGULATIONS

- 7.1 Students may submit requests for consideration of extenuating 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
- 7.2 If, without good cause, a student fails to seek consideration of extenuating 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.
- 7.3 The College authorises the establishment of Mitigation Panels to:
- consider extenuating circumstances
 - make appropriate recommendations to the relevant Board or Boards of Examiners

Student Responsibility

- 7.4 (A) It is the responsibility of the student to do the following:
- Inform the College of any extenuating circumstances which they wish to be taken into consideration in respect of assessed work
- (B) Written Notification and Receipt:
- Ensure that the request is submitted in the appropriate manner and ensure that the notification is received in accordance with College Policy

Confidentiality

- 7.5 All submissions giving details of extenuating circumstances will be confidential to the College staff authorised to receive and consider them, except for the provisions relating to Appeal Hearings and Professional Body requirements, as detailed in College Policy. Records of extenuating circumstances will be securely retained in accordance with College Policy.

All discussion of extenuating circumstances will remain confidential to the membership of the Mitigation Panel except:

- Where the written requirements of a programme of study accredited by a Professional and Statutory Body, and accepted at the validation of that programme of study, require a wider disclosure.
- Where a student subsequently requests, and is granted, an Appeal Hearing.

Consideration of Extenuating Circumstances

7.6 The Mitigation Panel will consider the extenuating circumstances presented and will determine as follows:

- The degree of seriousness of the extenuating circumstances
- The assessments which were affected by the relevant extenuating circumstances

7.7 The Mitigation Panel will categorise the seriousness of accepted extenuating circumstances as follows:

- Extenuating circumstances which are sufficiently serious to make a decision to defer an assessment (Categories A and B)
- Extenuating circumstances which are not deemed sufficiently serious to make a deferral of assessment appropriate (Category C)

Report from the Mitigation Panel

7.8 Boards of Examiners will receive a report from a Mitigation Panel in respect of submitted extenuating circumstances. The report may not be amended by a Board of Examiners. The Board of Examiners will consider the decisions advised by the Mitigation Panel and discuss appropriate action in respect of the students.

7.9 If the Board of Examiners permits mitigation, the mitigation will normally be permission for the student to be assessed in the work in question as if for the first time. Such a student is deemed "Deferred". If the student fails the deferred assessment, any re-assessment will be in accordance with current College Regulations.

REGULATION 8 – EXTENSIONS REGULATIONS

8.1 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.

- 8.2 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
- 8.3 Extensions can be given for up to 14 days (2 weeks)

REGULATION 9 – ACADEMIC MISCONDUCT

The College has a procedure document Bradford College Breach of Assessment Regulations (Academic Misconduct): procedures to be followed in a suspected case. Advice on breach of assessment regulations is referred to as Academic Misconduct and how to avoid it is contained in student handbooks, the College Policy on Plagiarism and Other Academic Misconduct Offences (Higher Education Policy), and the College's Learning Resources, VLE Moodle, Study Skills site.

- 9.1 The College operates Investigating Committees to consider admitted or found cases of cheating, plagiarism and unfair practice across the institution. Prior to consideration at an Investigating Committee cases are investigated within the Academic Unit through an Investigatory Interview, conducted by a senior manager. The College "Procedures to be followed in the event of a Suspected Breach of Assessment Regulations" set out the detail of the procedures to be followed.
- 9.2 Any attempt to gain an unfair advantage may be considered as an offence and dealt with under these Regulations and the associated procedures.
- 9.3 For the purpose of these Regulations, assessment includes the following forms of assessment:

- Coursework
- Examinations
- Other Forms of Assessment

9.4 Each case will be considered on its own merits, and on the basis of:

- the gravity of the case
- the circumstances of the case
- the level at which the offence took place
- whether the offence was a repeat offence

Determination of whether an offence has occurred

9.5 The determination of whether cheating, plagiarism, or other form of seeking unfair advantage has occurred is made through an Investigatory Interview, or by an Investigating Committee (see College procedures).

Schedule of Decisions Available to an Investigating Interviewer or Investigating Committee

9.6 The following penalties may be applied:

- determine that the student may be awarded the appropriate grade for the re-assessed work;
- assign a "Fail" grade and determine that the grade for re-assessed work will be a maximum of a "Pass" grade
- determine that the student has failed the level and is required to withdraw from the programme of study

Record of Offences

9.7 A record of admitted or found offences will remain on the student's file for the duration of their study in the College.

Right of Appeal

9.8 A student has the right to appeal a finding of an Assessment Enquiry Panel. Grounds on which the appeal is made must be included in the notification of appeal. A simple request for a re-hearing does not constitute valid grounds for appeal.

REGULATION 10 – OPERATION OF ASSESSMENT BOARDS

Terms of Reference

10.1 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
- offer final resubmission opportunities where appropriate
- Progression of students on to the next stage of the programme
- The awards to be made to students

Record of Attendance

10.2 A full list of members of the Assessment Board must be signed by all members present. This is evidence of their attendance.

Chair

10.3 Normally a Head of Faculty or Head of School will chair all Assessment Boards. A Chair of an Assessment Board will normally have experience of Assessment Boards and have participated in relevant staff development.

Information to the Assessment Board

10.4 The following provisions apply:

- the schedule/spreadsheet of grades arrived at by internal examiners 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.

Discussion and Decision-Making

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.

Disclosure of Results

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

REGULATION 11 – CONDITIONS OF THE AWARD

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

- achieved at least a pass in units equivalent to 120 credits at level 5
- achieved at least a pass in units equivalent to 120 credits at level 4

To achieve a Pearson BTEC Higher National Certificate qualification student

must have:

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

REGULATION 12 – APPEALS

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 10 working days of the publication of results.
- 12.7 The Early Resolution Stage will be dealt with by the College within 15 working days of the publication of results.
- 12.7 Requests for an Appeal Hearing must be received by the College within 10 working days of receipt of the outcome at informal stage.
- 12.8 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.
- 12.9 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.

Commented [IB1]: This is a tight deadline but Pearson work in days and the Appeal regs/Procedure is in working days

Excluded Matters

- 12.9 Disagreement with the academic judgement of an Assessment Board

cannot, in itself, constitute a valid ground for appeal.

Commented [IB2]: TAKE OUT? Page 14 BTEC Quality Guide says- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time

Valid Grounds for Appeal

- 12.10 The student's academic achievement or progression was adversely affected by previously undisclosed mitigating circumstances, (illness or other factors which the student was unable, for valid reasons, to bring to the attention of the relevant Extenuating Circumstances Panel) or where a Mitigation claim was rejected and this decision was confirmed at the Assessment Board/Committee and further evidence is available **(Incapacity)**.
- 12.11 The student's performance in an assessment was adversely affected by a material administrative error attributable to the College, or to an agent acting on behalf of the College, or that an assessment was not conducted in accordance with the current College Regulations **(Procedural Error)**.

Retention of Information Following an Appeal Hearing

- 12.12 Where an appeal is submitted to the College, all documentation must be retained for 18 months following the resolution of the appeal

REGULATION 13 – RECOGNISED PRIOR LEARNING

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.

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.

Evidence

- 13.1 Evidence of learning must be:
- Valid and Current
 - Reliable.

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.

Application of RPL

- 13.2 Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the normal practice because it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements.
- 13.3 Where Recognition of Prior Experiential Learning evidence is being assessed against graded units, only pass criteria can be awarded.

RPL Process

13.4 Stage 1 - Awareness, information and guidance

Ahead of enrolling a potential learner, the possibility that they may be able to claim unit(s) for some of their previous learning and/or experience should be raised with them. If the learner is interested in this, they will need to know the:

- Process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines, appeals processes and any fees involved

13.5 Stage 2 - Pre-assessment, gathering evidence and giving information

At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit.

13.6 Stage 3 - Assessment/documentation of evidence

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learners' prior learning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the learner or essays and reports validated as being the learner's own unaided work.

Assessment must be valid and reliable to ensure the integrity of the award of unit(s) and, as above, the evidence gathered needs to meet the standards of the unit that the evidence is being used for.

If the collated evidence of RPL for a learner is judged not to be sufficient to meet all the requirements of the relevant unit(s), then the learner will have to complete the normal assessment for those unit(s) if they wish to be awarded the qualification.

13.7 **Stage 4 - Claiming certification**

RPL processes and evidence will be subject to the normal standards verification process. Pearson will check RPL via its external verification processes, and if we identify that not all requirements for a unit have been met via the RPL evidence, then more evidence will be needed or the learner will have to undergo the normal assessment requirements.

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the centre.

Assessment and internal verification records, along with any additional RPL records completed, should be retained for the standard three year period following certification.

13.8 **Appeals**

As with any assessment decision on procedural grounds; if a learner wishes to appeal against a decision made about their assessment they need to follow the College procedures and then Pearson Enquiries and Appeals procedures.

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 room 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.
Resubmission	If, after formative and summative assessment the student has failed to gain a pass grade, the unit may be offered a resubmission by the tutor (uncapped) or a final resubmission by the Assessment Board (capped).
Repeat	A second opportunity to pass a unit, with re study, potentially at a cost to the student. (capped)