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# Bradford College Pearson BTEC HNC/HND RQF Regulations

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Approved by:  
Academic Board  
[2017]

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Regulations 1-13

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Academic Regulations & Compliance

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Registrar Services

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## **INTRODUCTION**

These regulations apply to all BTEC HNC/HND Regulated Qualifications 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

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 Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. This is made up of eight units, each with a value of 15 credits at Level 4.
- 1.3 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.
- 1.4 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
<b>Pass</b> – awarded when all pass criteria have been achieved	<b>Reassessment</b> – after formative and summative assessment the student has failed to achieve a pass grade
<b>Merit</b> – awarded when all pass and merit criteria have been achieved	<b>Fail</b> – 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)
<b>Distinction</b> – awarded when all pass, merit and distinction criteria have been achieved	<b>Defer</b> – after the student has submitted a case for mitigating circumstances and it has been accepted the student is permitted a further opportunity for assessment
	<b>Pending, CA, WIP</b> – 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
Pass	4
Merit	6
Distinction	8

## Point boundaries

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

## REGULATION 4- STUDENT ASSESSMENT / 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 "Reassessment".

### **Resubmission opportunity**

4.7 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, this reassessment will be granted by the Assessment Board.

- 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 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 BTECs. 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 8 – Extensions) has not been approved in advance, work submitted late by up to 7 calendar days of the published deadline may be marked. Punitive capping and downgrading grades to a “Pass” for late work is not acceptable unless the assessment criteria in the Merit/Distinction grade descriptors require evidence of:

- Meeting agreed timelines
- The ability to plan/organise time effectively
- The ability to work to industrial/commercial practices that include implicit timelines

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 “Did Not Submit”. 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 – REPEAT UNITS**

- 6.1 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 is capped at a Pass for that unit.
  - Units can only be repeated once.

## **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
- identify reassessment/deferral opportunities
- 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:

- 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

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

### **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.

#### **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.

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 – 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.
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.
Retake	A second opportunity to pass a unit, with re study, potentially at a cost to the student.