



Pearson Higher National Assessment Board Terms of Reference Policy

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1. Assessment board

1.1 This Policy applies to all Business and Technology Education Council (BTEC) Higher National Certificate (HNC) / Higher National Diploma (HND) Regulated Qualifications Framework awards offered at USP College. The structure and operations of the Assessment Board will embrace awarding body requirements and the Quality Assurance Agency (QAA) UK Quality Code Guidance for Assessment.

The main purpose of an Assessment Board is to make recommendations on:

- a. The grades achieved by students on the individual units
- b. Extenuating circumstances
- c. Cases of cheating and plagiarism
- d. Progression of students on to the next stage of the programme
- e. The awards to be made to students
- f. Referrals and deferrals.
- g. Assessment Boards may also monitor academic standards.
- h. Compensation

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

2. Basic Purpose and Process

2.1 The primary purpose of Assessment Board is to check the accuracy of the recording of grades and approve the results of assessments and decide on matters of student progression and the recommendation of awards (i.e. diplomas, certificates), together with classification, at HND level.

2.2 The Assessment Board has powers of discretion to determine, subject to limitations defined in the Assessment Regulations, repeat assessment requirements (where a student cannot progress or is not eligible for an award) and exclusion on academic grounds.

2.3 The Assessment Board shall consider each student in turn and make decisions about progression and recommendations of awards. The board will quality check the students physical course work against the student's grade transcripts, to ensure that student work is an accurate reflection of the recommended award.

2.4 The Assessment Board will determine requirements for retrieval of failure, confirm details of deferred assessment and the decisions possible following completion of that deferred assessment, or it will exclude students from a programme of study. Details of these decisions are at section 4 below.

In exercising its powers to determine progression and recommend awards, the Assessment Board must refer to the following information:

- a. The student's coursework and front sheets
- b. Students record's in terms of units passed

- c. The grade in each of these units, together with units the student was registered on for the current academic year, but which have not yet been achieved,
- d. A record, of the decision of the Mitigating Circumstances Panel Student attendance record

2.5 Other information required by Assessment Board:

2.5.1 Assessment Board Policy and Procedures (Pearson)

Additionally, the members of Assessment Board, when meeting to determine progression and recommend awards must receive the following information:

- a. The minutes of its previous meeting held to determine progression and recommend awards, including sub-boards and special meetings that took place within the period since that meeting.
- b. Notification of any actions taken under delegated authority since the last meeting held to determine progression and recommend awards.
- c. The names of all students who have identified themselves to the college as having disabilities in accordance with the approved procedures, together with a confirmation that it has made any allowances due to the student in recognition of these disabilities.
- d. The name of any student(s) alleged to have been guilty of an assessment offence in relation to assessment(s) and details of any action taken in relation to the alleged offence(s).
- e. The name of any student in breach of college regulations whose result the Board is required to withhold.

3. Frequency of Meetings

3.1 The Assessment Board will meet at least every semester, normally four weeks after the end of previous semester, to consider the performance in that semester of all students registered on the award(s) for which the Assessment Board is responsible.

- a. Following the referral period, to consider issues of progression and awards after the results for referral have been agreed
- b. To reconsider the case of a student who has made a successful appeal following the procedures as specified under Section II of this document.

3.1.1 Only a properly constituted Assessment Board has the authority to alter decisions of a previous Assessment Board.

3.1.2 The Chair is responsible for ensuring the Assessment Board follows the regulations of the college and board terms of reference.

4. Cheating and Plagiarism

4.1 Assessment Board may not apply assessment penalties in cases of cheating and plagiarism. A separate Plagiarism Panel is held to discuss any Plagiarism cases and decisions are made accordingly. If members make allegations or

suggestions of such misconduct at the Assessment Board, the Panel should entirely disregard the matter as a factor in forming its decision (Refer to Section 4.3 of the Assessment Regulations and Procedures Policy)

- 4.2** Where a case has been highlighted, or it is determined one will be made, the decision about the student's progress or recommendation for an award should be made by the Assessment Board as if nothing was known about the case and that decision should then be withheld pending the outcome of the disciplinary process.

5. Mitigating Circumstance

- 5.1** The Mitigating Circumstances Panel will inform the Assessment Board of cases of mitigating circumstances and decisions, prior to the Assessment Board date.
- 5.2** The Assessment Board normally will simply acknowledge the Mitigating Circumstances Panel's decision.
- 5.3** The final arbitration of assessment is made by the nominated quality nominee recognised by the respective Awarding Bodies. No assessment may be changed unless it is submitted for Internal Verification.

6. Decisions

- 6.1** In respect of each individual student considered, the Assessment Board must make one, or an appropriate combination of the following decisions:
- i. Recommend Award
 - ii. Progress
 - iii. Deferred
 - iv. Resubmission of Assessment(s)
 - v. Retake Year/Unit
 - vi. Exclude
 - vii. Compensation
- 6.2** Where a student has failed units, the Assessment Board must decide whether to allow repeat assessment or to exclude the student from the college.
- 6.3** Recommend Award
- 6.3.1** Awards offered by the college enrolling on awards before September 2016 (QCF)
- a. The Pearson BTEC Level 4 HNC in Business (QCF) is a qualification with a minimum of 120 credits of which 60 are mandatory core. The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.
 - b. The Pearson BTEC Level 5 HND in Business (QCF) is a qualification with a minimum of 240 credits of which 125 are mandatory core. The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5 or above.
- 6.3.2** Awards offered by the college enrolling on awards from September 2016 (RQF)

- a. 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.
- b. 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 and usually attained via the HNC.

6.3.3 Compensation Provision - Awards offered by the college enrolling on awards from September 2016 (RQF)

- a. Students have the option to take compensation units.
- b. A student can still be awarded a 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.
- c. A student can still be awarded a HNC if they have not achieved a minimum of a Pass in one of the 15 credit units.
- d. 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.
 - i. All units in valid combination must be attempted (120 credits)
 - ii. At least 105 credits must be Pass or above
 - iii. All 120 credits count in calculating the grade
 - iv. The overall qualification grade is calculated in the same way for the HNC and for the HND
 - v. The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only

6.3.4 The Assessment Board shall recommend exit awards for which a student has sufficient credits and has satisfied any other approved conditions for the award as specified in the programme specification where:

- a. A student has withdrawn from the college, or
- b. It decides to exclude a student from the programme, or
- c. The student has been excluded for non-payment of fees

6.4 Progress

6.4.1 Awards offered by the college enrolling on awards before September 2016 (QCF) This decision confirms that the student has passed all or sufficient number of units and may progress to the next stage/year of the course. Students enrolled before September 2016 can progress to year 2 with minimum of 4 passes subject to Chair's action.

6.4.2 Any failed units will be carried over and the student will be allowed to resubmit them according to the re-submission schedule in accordance with the Assessment Regulations.

6.4.3 Awards offered by the college enrolling on awards from September 2016 (RQF)

Students who have failed more than 2 units/modules from the first academic year will not be allowed to progress until they re-submit and pass 6 modules. Students might be offered to re-start the same year if enough relevant evidence is provided to the Assessment Board.

6.5 Resubmission of Assessment(s)

6.5.1 Awards offered by the college enrolling on awards before September 2016 (QCF)

Students who have failed less than 4 units at the end of their course registration period may be allowed to resubmit the failed units.

6.5.2 Students will not be required to register and will be allowed to resubmit the failed units according to the re-submission schedule as specified in the Assessment Regulations.

6.5.3 Awards offered by the college enrolling on awards from September 2016 (RQF)

- a. Students who have failed less than 2 units at the end of their course registration period may be allowed to resubmit the failed units. Students are normally only allowed one reassessment opportunity for each unit. Should a student not submit work that consolidates a pass grade, the unit will be recorded as a "Fail".
- b. 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.
 - i. Only one opportunity for reassessment of the unit will be permitted.
 - ii. Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.
 - iii. For examinations, reassessment shall involve completion of a new task.
 - iv. A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
 - v. A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
(Quality code Expectation B6)

6.7 Retake Units

6.7.1 Awards offered by the college enrolling on awards before September 2016 (QCF)

Students who have failed more than 4 units at the end of their course registration period may be offered to retake the failed units (in accordance with the Assessment

A student who, for the first assessment opportunity and reassessment opportunity, still failed to achieve a Pass for that unit specification:

- a. At the discretion of the Assessment Board, decisions can be made to permit a repeat of a unit
- b. The student must study that unit again with full attendance and payment of the unit fee
- c. The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- d. A student will be offered a reassessment in that unit if they fail at the first attempt of the repeat
- e. Units can only be repeated once.

6.7.2 Awards offered by the college enrolling on awards from September 2016 (RQF)

Students who have failed more than 2 units/modules from the first academic year will not be allowed to progress until they re-submit and pass 6 modules.

6.7.3 A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

6.8 Retake Year

6.8.1 Awards offered by the college enrolling on awards before September 2016 (QCF)

Students who have failed more than 50% of the units/units (i.e. 5/8) from any academic year will not be allowed to progress to the next year. In this case, students may be offered to re-take the whole year in accordance with the Assessment Regulations.

6.8.2 Awards offered by the college enrolling on awards from September 2016 (RQF)

Students who have failed more than 2 units from any academic year will not be allowed to progress to the next year.

6.8.3 The Assessment Board will not normally allow a student to retake a year on more than one occasion.

6.9 Decision Pending

6.9.1 The Assessment Board may postpone the decision where the student has not passed sufficient number of units to progress to the next stage and the student has to make a decision arising from the possibility of deferral or some discretionary offer following valid extenuating circumstances. The decision regarding progression will be deferred and the student would be required to meet with the Assessment Board representative.

6.1 Terminations

6.10.1 The Assessment Board may make this decision where student has not passed sufficient number of units for progression or the recommendation of the final award and the student, in the academic

judgement of the Assessment Board is not making satisfactory academic progress. The decision to terminate means exclusion from the college. Students have no right to transfer courses or reapply for another course at the college.

7. Departure from the College's Regulations

- 7.1** If the Assessment Board departs from the college's regulations it must follow the correct procedure. The justification from the Assessment Board must find that the strict application of the regulations would be unjust to a student(s).
- 7.2** A detailed minute should record:
- a. The name of the student;
 - b. The regulation from which the Assessment Board wishes to depart;
 - c. The full circumstances in which the Assessment Board considered it necessary to depart from this regulation;
 - d. The reason why the Assessment Board considered it necessary to exercise this discretionary power, including the consequences to the student of exercising discretion and of not exercising discretion;
 - e. The reason why this discretionary power should not be exercised for the other students under consideration by the Assessment Board.
 - f. This regulation is for use in exceptional and unanticipated cases. The Chair should not permit its application as a means of bypassing regulations with which members do not agree, or which they find irksome.

8. Recording of Results

8.1 The Academic Board is responsible for ensuring that robust and reliable college systems are in place for the computation, checking and recording of assessment decisions, and for providing relevant information in time to the Examination Office for the Final Meeting of the Assessment Board.

8.1.1 Results are recorded using the following conventions:

- a. a Pass is recorded as "P"
- b. a Merit is recorded as "M"
- c. a Distinction is recorded as "D"
- d. a Referral is recorded as "R", any plagiarised work is also recorded as
as
- e. referral
- f. a Non Submission is recorded as "NS".

8.2 Data Protection

8.2.1 All assessment results are covered by the Data Protection Act. No grades or unit results should be divulged to candidates until after the Assessment Board has verified the results.

8.2.2 Where colleges wish to publish results/grades, they should be displayed using ID numbers without names.

- 8.2.3** Results should only be given to students either in person or by 'phone if steps have been taken to confirm the student's identity: they should NOT be disclosed to third parties (including parents) without a student's explicit consent. It is recommended that the college does not release any grade or results to candidates, but instead refers students to the Student Portal.
- 8.2.4** If a grade is amended after it has been submitted for reasons other than an appeal, it is the responsibility of the Assessment Officer to update and inform the student of the changes and to email/write to the student concerned giving the revised grades
- 8.2.5** Where the Assessment Board, including all the member(s), agree that a candidate's grades for a unit result should be amended as a consequence of an academic appeal being upheld, the Exams Office will update the changes and inform the student of the decision in email/writing on receipt of confirmation of the amended grade or result from the Assessment Board.



USP College BTEC HNC/D Assessment Board

Agenda

Course:	
Time/date/location:	
Chair:	
Secretary:	
Attendees:	

1	Introduction to the meeting including explanation of the process	Chair (5 mins)
2	Quality Check of Students Coursework cross referenced to student transcripts	Head of Quality (1 hour)
3	Outline of the programme as a whole in [20??-??], including any special features	Course Leader (5 mins)
4	Extenuating Circumstances	Course Leader (as req'd)
5	Referrals and Deferrals	Course Leader (as req'd)
6	Cases of Cheating and Plagiarism	Course Leader (as req'd)
7	Grades achieved by students on individual modules/units (Course Leader to bring list of student achievements to meeting)	(30 mins)
8	Progression of students on to the next stage of the programme	(10 mins)
9	Awards to be made to students (Course Leader to bring list of student achievements to meeting)	Course Leader (20 mins)
10	AOB	
11	Conclusion and any recommendations	Chair

Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

Pearson Higher National Assessment Board Terms of Reference Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	√
Staff	
Wider Community	

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

4. The Impact

Four possible impacts should be considered as part of the assessment:

- a. **Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- b. **None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- c. **Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- d. **Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- e. Does policy outcomes and service take up differ between people with different protected characteristics?
- f. What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- g. If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h. Will the policy deliver practical benefits for certain groups?
- i. Does the policy miss opportunities to advance equality of opportunity and foster good understanding/relationships between groups?
- j. Do other policies need to change to make this policy more effective?
- k. Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		
Any other disability – Various		✓		
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		✓		
Culture		✓		
Religious Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Marriage/Civil Partnership		✓		
Pregnancy /Maternity /Paternity		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

<p>Action Plan:</p>
