

Policy Owner	ACBT Centre Head
Contact Officer:	Programme Manager/ Examinations Officer
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Related Policies	Attendance Policy Complaints and Appeals Policy Progress and Graduation Policy
Related Documents:	Academic Staff Pack Assessment Guidelines: Disability & Equity Lecturer Handbook Academic Misconduct: Staff Guidelines Academic Misconduct: Student Guidelines

1. Overview

- 1.1. This policy provides essential guidance for BTEC HND programme on the planning and implementation of the internal assessment of BTEC qualifications.
- 1.2. This Policy describes the processes associated with measuring BTEC HND Programme's learning outcomes.
- 1.3. This policy states roles and responsibilities of related personnel in the assessment planning, marking and verification processes.

2. Organisational Scope

- 2.1. This policy applies to all learners enrolled in BTEC HND Programme at ACBT.

3. Definitions

- 3.1. **Partner Provider:** an institution that provides a course which is accredited as being offered by Pearson, who, for the purposes of this document oversees all matters relating to the delivery of those courses. In this policy, Partner Provider refers to the Australian College of Business and Technology (ACBT)
- 3.2. **Centre Head:** For the purposes of this policy, this refers to the Partner Provider College Director / Principal in consultation with the Pearson BTEC Academic Director and/or Partner Programs Director who is overall accountable for the center operation
- 3.3. **Programme Manager:** The person nominated to be responsible for the programme and ensure that the standards of Pearson are communicated to lecturers and the students.
- 3.4. **Examinations Officer:** Person nominated to be responsible for learner administration.
- 3.5. **Academic Malpractice/ Misconduct:** Means any conduct by a student in relation to academic work that is dishonest or unfair and includes but not limited to plagiarism, unauthorised collaboration, sharing assignments, cheating in assessments, fraudulently submitting the work

of another person, purchasing assignments or paying another person to write an assessment, theft of other student's work and/or any other fraudulent assessment practices.

- 3.6. **Assessment:** A set of processes that measure the outcomes prescribes in unit descriptors of content knowledge acquired, understanding developed, and analytical skills gained.
- 3.7. **Assessment Declaration Form and Assignment/ Report Cover Sheet:** Standard form used by learners to submit any assessment. Learners use this form as proof of submission and to certify that the submission is their own work.
- 3.8. **Board of Assessment:** A review panel that determines the academic progression status of learners.
- 3.9. **Extension:** A request for additional time to complete an assessment. Generally, (unless approved for legitimate reasons , such as major illnesses)) late assessments will incur a penalty up to two week. After two weeks, any late submission will be awarded zero.
- 3.10. **Grade:** A grading scheme for students' achievement.
- 3.11. **Plagiarism:** To knowingly or unknowingly present as one's own work, ideas/writings of another without appropriate acknowledgment or referencing. It includes paraphrasing text without acknowledging source, paraphrasing text inadequately, copying another student's assignment or copying a visual representation (cartoon, line drawings, photos, paintings, computer programs).
- 3.12. **Unit:** A discrete component of study within a course.
- 3.13. **Unit Descriptor:** A statement giving fundamental details about the unit. It usually includes an overview of the unit content materials, assessment tools, assessment weightings, textbook details and recommended readings.

4. Policy Principles

- 4.1. ACBT practices are designed to facilitate teaching and learning to maintain standards that are commensurate with those required for learners to transition into university-level studies.
- 4.2. ACBT will employ suitably qualified staff, infrastructure and management processes to ensure quality courses, learning and instruction.
- 4.3. ACBT will ensure comparability and moderation of assessments between different classes and different lecturers within the same unit.
- 4.4. ACBT will provide clear guidelines to learners on what constitutes successful achievement in an assessment.
- 4.5. ACBT will ensure fair and open assessment practices and where applicable apply the appropriate disability guidelines.
- 4.6. ACBT staff will embed some or all of the Graduate Attributes and English Good Practice Principles into the delivery of their unit and assessment of student learning outcomes.
- 4.7. A Board of Assessment meeting is convened at the end of every semester to review results and identify learners who require counselling and/or academic support as per the *Progress and Graduation Policy*.

5. Policy Content

- 5.1. ACBT monitors, records, informs and assesses the progress of each student in each unit of the course in which the student is enrolled in accordance with this policy.
- 5.2. The Programme Manager, working within approved Academic Council protocols, has responsibility for assessment processes in all units offered in collaboration with Pearson but may be advised by the Pearson Partner Programs Director and Coordinators representing their respective discipline areas.
- 5.3. Learners are informed of assessment requirements for each unit, via the unit descriptor issued at the start of each semester.
- 5.4. All assignments must be submitted using a signed “**Learners Assessment Submission Declaration Form**”.

5.5. Assignments and Submission of Assignments.

BTEC Higher Nationals in Business are assessed using a combination of internally assessed **centre-devised Internal assignments** and internally assessed **Pearson-set assignments**.

- 5.5.1. In setting centre-devised Internal assignments, it is at the discretion of the centre; based on what they feel best provides their learners with a suitable assessment opportunity.
- 5.5.2. The number of assignments for a unit must not exceed the number of learning outcomes listed in the unit descriptors. However, ACBT will use maximum of two combine assignments to cover a number of learning outcomes for the entire unit.
- 5.5.3. A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- 5.5.4. The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- 5.5.5. All assignments must be verified by an Internal Verifier and it should be issued to learners as an assignment brief.
- 5.5.6. Internally verified assignments are issued to students in the 5th week and 10th week of the semester.
- 5.5.7. Assignment submission date would be a specified date after issuing the assignment and it should be mentioned in the assignment brief.
- 5.5.8. All learners should prepare their assignments as per the guidelines given in the assignments brief and the cover page of the assignments should be the “**Learners Assessment Submission and Declaration**” form issued by the centre. An assessor will assess only student work that is authentic (students’ own independent work).
- 5.5.9. Only one submission is allowed for each assignment.
- 5.5.10. Learners should complete all the details and sign the Learners Assessment Submission and Declaration form (Assignment cover sheet) is must. No assignments will be accepted unless this form is completed in full, sign and dated.
- 5.5.11. During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using ACBT policy for malpractice.

5.6. Late Submissions and Non submissions of Assignments

- 5.6.1. All learners should get prior approval for late submissions of assignments and students may be given authorized extension for legitimate reasons up to maximum time of two weeks, such as illness at the time of submission.
- 5.6.2. Extensions may be made in exceptional circumstances:
 - An extension will usually be granted when the student provides a medical certificate for serious illnesses (to the Examinations Officer), or
 - An extension may be granted when the student provides a written explanation to the Programme Manager/ Examinations Officer, in the case of personal circumstances, which have the potential to significantly impinge on the student's performance.
 - All written evidence must be submitted within 3 days of the prescribed due date of the assessment task.
- 5.6.3. ACBT may apply a penalty to assignments that are submitted beyond the published deadline without prior approval.
- 5.6.4. One week late submissions (without prior approval) shall incur a penalty to achieve a maximum grade of Merit, two week late submissions (without prior approval) shall incur a penalty to achieve a maximum grade of Pass and after two weeks students will have to retake their assignments.
- 5.6.5. However, if a late submission is accepted, then the assignment will be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped mark; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.
- 5.6.6. Late submissions with prior approval will be assessed normally.

5.7. Disabilities

- 5.7.1. Students can be identified as having a disability either on admission (application form), on enrolment or a staff member.
- 5.7.2. In the event that a student is identified as being disadvantaged by assessment strategies because of a particular physical and/or sensory disability, they will be referred to the Programme Manager, Course Coordinator or Student Counsellor who will seek professional advice (where applicable) and advise all lecturers and the Examinations Manager (for examination purposes) of the disability.
- 5.7.3. A summary of the professional advice and appropriate intervention strategies will be issued as soon as practicable to staff.
- 5.7.4. The Assessment Guidelines: Disability and Equity document is included in the Academic Staff Induction Pack, on the ACBT website.

5.8. Student Malpractices

- 5.8.1. ACBT comply with BTEC protocols in applying the rules of Academic Misconduct.
- 5.8.2.** As honesty and academic integrity are highly valued at ACBT, academic misconduct is viewed as a serious offence. All staff are informed about the policy through their

Academic Staff Pack during staff induction. All students are informed through the Student Handbook, orientation workshops, or ACBT website and in their unit materials.

- 5.8.3.** Academic misconduct includes plagiarism, cheating and dishonesty in assessment. It also includes, unauthorised collaboration, cheating in assessments, fraudulently submitting the work of another person, purchasing assignments or paying another person to write an assessment, theft of other student's work or any other fraudulent assessment practices. Staff are expected to be critical of student work, looking for plagiarism/cheating and reporting it when applicable.
- 5.8.4.** Plagiarism means to knowingly or unknowingly present as one's own work, ideas/writings of another without appropriate acknowledgment or referencing, including paraphrasing text without acknowledging source, paraphrasing text inadequately, copying another student's assignment, copying a visual representation (cartoon, line drawings, photos, paintings, software code).
- 5.8.5.** ACBT reserve the right to monitor plagiarism through the use of Turnitin (or similar) software. Student work will be uploaded and recorded onto this database as part of our plagiarism checks.
- 5.8.6.** If academic misconduct is suspected, the lecturer shall interview the student(s) to determine the nature and extent of the problem, inform the student(s) of the seriousness of the situation and provide remedial counselling. If convinced that BTEC regulations have been breached, the lecturer shall complete an Academic Misconduct form and notify the Programme Manager/ Examinations Manager for follow up.
- 5.8.7.** Academic Misconduct – refer to the Student Misconduct Policy for further information relating to the penalties that apply for breach of academic misconduct.
- 5.10.** Board of Assessment
- 5.10.1.** The main purpose of an Assessment Board is to make recommendations on:
- The grades achieved by students on the individual units.
 - Extenuating circumstances.
 - Cases of cheating and plagiarism.
 - Progression of students on to the next stage of the programme.
 - The awards to be made to students.
 - Referrals and deferrals.
- 5.10.2.** Assessment Boards may also monitor academic standards. The main Assessment boards are normally held at the end of the session and Assessment boards are scheduled to be held after completing assessment marking for every semester. There may be separate boards to deal with referrals.
- 5.11.** Resubmission opportunity
- 5.11.1.** A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a resubmission/ reassessment.
- 5.11.2.** Only one opportunity for reassessment (resubmission) of the unit will be permitted. Lead Internal Verifier can authorise a resubmission under the conditions of,
- Learner has met initial deadlines set in the assignment or has met an agreed deadline extension.
 - The Assessor judges that the learner will be able to provide improved evidence without further guidance.
 - The Assessor has authenticated the evidence submitted for assessment and the

evidence is accompanied by a signed and dated learner declaration of authenticity.

- 5.11.3. Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- 5.11.4. For examinations, reassessment shall involve completion of a new task.
- 5.11.5. A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- 5.11.6. 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.

5.12. Procedure for Resubmission of an Assessment

If the Lead Internal Verifier does authorise a resubmission, it must be

- 5.12.1. Given a deadline for resubmission within 15 working days* of the learner receiving the result of the assessment.
- 5.12.2. Undertaken by the learner with no further guidance.

5.13. Repeat/Retake Units

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

- 5.13.1. Lead Internal Verifier may authorise one retake opportunity to meet the required Pass criteria in exceptional circumstance where they believe it is necessary.
- 5.13.2. The student must study the unit again with full attendance and payment of the unit fee.
- 5.13.3. The overall unit grade for a successfully completed repeat unit is capped at a **Pass** for that unit. Units can only be repeated once.
- 5.13.4. The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original pass criteria which were not achieved in the original assignment.
- 5.13.5. The assessor must agree and record clear deadlines before the learner starts a retake.
- 5.13.6. The learner and the assessor must sign declaration of authentication as they both did for previous submissions.

5.14. Meeting Deadlines

- 5.14.1. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.
- 5.14.2. Assessors are at liberty to refuse to accept work that is late for assessment.

5.15. Assessment Decision and Conditions for Awards

- 5.15.1. Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole.

5.15.2. To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework. **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome. **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

5.15.3. Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

5.15.4. 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.

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

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

5.16. Compensation Provisions

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

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

5.17. Calculation of the overall qualification grade

5.17.1. 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.

- 5.17.2. All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).
- 5.17.3. The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.
- 5.17.4. 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.
- 5.17.5. Points per credit and Point boundaries

Grade	Points per credit	Point boundaries
Pass	4	420–599
Merit	6	600–839
Distinction	8	840 +

5.18. Appeals Against Assessment Decisions

Appeals against Assessment may relate to assessment decisions being incorrect or assessment not being conducted fairly.

- 5.18.1. Potential appeals must be directed to the Programme Manager by filling Formal “**Appeal Against Assessment Decisions**” From within 15 working days assessment decisions have been given to students.
- 5.18.2. These appeals will be taken into consideration at the Appeals meeting and the decisions of each appeal will inform to the students in writing (via email) within 3 days the decision has taken place.
- 5.18.3. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed. Further details of Pearson policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

5.19. Student Malpractices in Assessment

- 5.19.1. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification. Pearson does not tolerate actions (or attempted actions) of malpractice by students in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students where incidents (or attempted incidents) of malpractice have been proven.
- 5.19.2. ACBT would take steps to prevent malpractice and to investigate instances of suspected malpractice as per the guidelines given by Pearson policies. (<http://qualifications.pearson.com/>).
- 5.19.3. Pearson may conduct investigations if it is believed that a centre is failing to conduct internal assessment according to Pearson policies.
- 5.19.4. Heads of Centres are required to report incidents of any suspected student malpractice that occur **during Pearson external assessments** by completing JCQ Form M1 from the Joint Council for Qualifications website (<http://www.jcq.org.uk/>) and emailing it, along with any accompanying documents, (signed statements from the student, invigilator, copies of evidence, etc.), to the

Investigations Team.

5.20. Sanctions and Appeals

5.20.1. Wherever malpractice is proven, evidenced, penalties may be imposed such as:

- Disqualification from the qualification
- Being barred from registration for Pearson qualifications for a specified period of time.

5.20.2. Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). (<http://qualifications.pearson.com/>)