



College Procedure

Assessment Regulations for Students studying for Pearson Higher National Awards at South Essex College (2025-26)

25th July 2025



Senior Leadership Responsibility	Deputy Chief Executive - Curriculum and Quality- Adam Fahey
Policy Author	Executive Director Quality, Teaching and Learning) – Matthew Twitchett
Roles Responsible for Reviewing	Executive Director Quality, Teaching and Learning.
Issue date of current version	25-26 V1
Date to be reviewed	August 2026
Type of Policy	Public

Significant changes following review of procedure - 25th July 2025

Page Number or Heading Name	Details of significant change	Changes made by
Page 7 & 8- Section 7	New section added to include online assessment procedures	Matthew Twitchett /Sharon Dunphy

POLICY AVAILABILITY NOTICE

This policy is available in alternative formats upon request to accommodate different needs including word. To request an alternative format, please contact HE support at HEsupport@southessex.ac.uk

Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	25-7-25
Name of person responsible for completing the EIA	Matthew Twitchett
Role of person responsible for completing the EIA	Executive Director of Quality, Teaching and Learning
Who is affected by the policy / decision / change	Students and Staff employed
What's the reason for the new policy / change in policy, practice, process etc.	This is a yearly review and update required by awarding organisations

You will need to consider whether it's possible that the proposed new policy / change in policy / procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage	Who is at a disadvantage, and again has this changed?
Who will benefit	Who will not benefit (or who did and now doesn't due to the changes proposed in policy)
Who can access the policy	Who cannot, or now cannot.

Protected Characteristic	What degree of impact does the change have (score 1-5 with one being lowest impact and 5 being the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	1	None identified		
Disability	1	Some students may need support in understanding the policy . This will be provided by the student support teams in the College.	Students with an identified disability can seek support from a Carer/Parent or Guardian and the College.	As and when required
Gender (Sex)	1	None identified	None identified	
Gender Reassignment	1	None identified	None identified	
Marriage or Civil Partnership	1	None identified	None identified	
Pregnancy / Maternity	1	None identified	None identified	
Race	1	None identified	None identified	
Religion or Religious Belief	1	None identified	None identified	.
Sexual Orientation	1	None identified	None identified	
Any other element that needs to be considered.	1	None identified	None identified	

Note:

1. The terms stated under protected characteristics are the terminology used in the Equality Act 2010.
2. As part of the policy approval process Executive Board will consider the EIA assessment and any potential barriers which we may not be able to overcome and whether the action proposed will mitigate sufficiently within legislation or whether we decide to not implement the new policy if the risk are significant. If the policy is approved the EIA is also approved.

South Essex College Group

1. Policy Statement

1.1 The College is committed to ensuring that standards of assessment are explicit, valid and reliable. That assessment is conducted with rigour, probity and fairness, meets the requirements of the awarding organisation and promotes quality and equality.

2. Scope

2.1 These regulations apply to all Pearson BTEC Higher Nationals offered by South Essex College Group. The regulations are based on BTEC Centre Guide to Quality Assurance and Assessment. These regulations must be read alongside the latest iteration of the BTEC Centre Guide to Quality Assurance and Assessment and the college's own Assessment, verification and moderation policy.

2.2 These regulations are reviewed annually and will come into effect at the beginning of an academic year or soon after publication of the latest iteration of the Pearson guides relating to assessment.

3. Responsibilities

3.1 The College will ensure that students have access to the Pearson BTEC Higher National Regulations and ancillary assessment policies and procedures. These include:

- Academic offences;
- Extenuating circumstances;
- Complaints;
- Appeals;
- Intermission;
- Special Examination (Assessment) Arrangements.

3.2 Programme Leader: This is the person designated by the College to take overall responsibility for the effective delivery and assessment of a relevant BTEC Higher National

programme. The Programme Leader may also act as an assessor and/or internal verifier, with some quality assurance related restrictions. Programme Leaders will, among other things, be expected to prepare for their students guidance on assessment requirements and an assessment schedule. These will be included in the student programme handbook including assessment schedule.

3.3 Personal Tutor: This is the person who has responsibility for acting as the Personal Tutor for individual students and small groups of students.

3.4 Internal Verifier ("IV"): This is the person who will:

- Conduct quality checks on assessment processes and practices to ensure that they meet national standards and that all students have been judged fairly and consistently;
- Provide an expert second opinion;
- Keep up to date with the latest quality assurance documents published by Pearson.

3.5 It is good practice for all assessors to be involved in internally verifying each other. An internal verifier cannot internally verify their own assignments or assessment decisions. There can be an internal verifier considered as the Lead IV, but this does not need to be registered with Pearson.

3.6 Assessor: This is a person responsible for the assessment of students and acts under the guidance of the Programme Leader, who will direct an Assessor to appropriate training, support and standardisation. An assessor will normally devise assignment briefs, deliver the programme of study and assess the evidence produced by students against the assessment criteria in the programme specification.

3.7 Students: Student responsibility includes:

- To understand and comply with the assessment; regulations for the BTEC Higher National courses, ancillary policies and procedures;
- Submit work for assessment as required on assessment deadline dates;
- Submit any relevant information on extenuating circumstances which they believe

may have affected their performance in accordance with the extenuating circumstances policy.

4. Intermission

4.1 Intermission (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 the Programme Leader, so that the correct procedures are followed. Refer to the Intermission guidance and form on our website below:

[HE Policies, Procedures and Downloads | South Essex College](#)

Assessment Types

5.1 Formative

5.1 Formative assessment is an integral part of the BTEC assessment process, involving 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.

5.2 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.

5.3 Students should be provided with formative feedback during the process of assessment and be empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

5.4 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.

5.5 Tutors will keep all records available for auditing purposes, as Pearson may choose to review records of formative assessment as part of our ongoing quality assurance.

6. Summative Assessment

6.1 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. Tutors must ensure that students are aware that summative assessment is subject to confirmation by the Assessment Board, and thus is provisional and can be overridden by the Assessment Board.

6.2 Assessors should annotate on the student work where the evidence supports their grading decisions against the unit grading criteria. It is not expected that students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Programme Leader. Students will need to be familiar with the assessment criteria so that they can understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

7. Assessment and Feedback Policy – Online Delivery only

7.1 All assessment types may be adapted for online delivery to ensure continuity of learning and equitable assessment opportunities. In cases where assessments are delivered online:

- Digital submission tools (e.g., Moodle, Turnitin, Pearl Platform) will be used to collect and manage assignments, and submission deadlines will be clearly communicated.

- The integrity of assessment must be preserved. This may include the use of plagiarism detection software, time-limited online exams, proctoring tools, or authenticated video submissions (e.g., presentations or practical demonstrations).
- Feedback will be provided through digital platforms (e.g., Moodle, email, Turnitin) within the standard institutional timeframe, ensuring clarity and developmental value.
- Contingency plans must be in place in the event of technical issues, digital access barriers, or exceptional circumstances. These may include deadline extensions, alternative submission methods, or rescheduled assessments.
- Students will be provided with clear guidance and support on how to access and complete online assessments, including accessibility or reasonable adjustments where required.
- Staff are responsible for ensuring that online assessments are inclusive, align with intended learning outcomes, and maintain academic standards equivalent to face-to-face assessments.

8. Achievement and Award of Credit

8.1 Each successfully completed unit will be graded as a pass, merit or distinction.

8.2 A Pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and Distinction grades are awarded for higher level achievement.

8.3 Grades will be confirmed by the Assessment Board (Exam) Board at mid-year and end of year when students have unit completion.

9. Resubmissions

9.1 The table below shows a summary of the rules for resubmissions

For full guidance, please refer to the BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2025-26.

RQF
One resubmission is allowed if a student does not achieve a pass on first submission (same assignment)
The reassessment opportunity will be capped at Pass for that unit.
A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

10. Repeat Units

10.1 The table below shows a summary of the rules repeats of assessments

For full guidance, please refer to the BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2025-26.

RQF
A unit can be repeated if the centre and the Assessment Board decide it is an appropriate course of action
The unit must be studied again.
The unit must be capped at a Pass grade.
The unit can only be repeated once.

11. Late Submission

11.1 The development of employability skills is an important part of the course. It is important that students are not advantaged by having additional time to complete assignments.

11.2 Where an assessment is submitted after the published deadline and where extenuating circumstances form has not been submitted, this will be treated as a non-submission. Please refer to extenuating circumstances policy and guidelines for more detail on how to apply for this.

11.3 Students will be offered a single reassessment at the next available opportunity. Merit and distinction criteria will not be included in the reassessment brief. Where an extenuating circumstance has been accepted by the College the grade is not capped unless the task is already referred.

12. Failure of a Unit

12.1 A student who does not achieve the requirements to pass a unit has failed that unit.

12.2 The circumstances in which a unit can be failed are:

- Following first attempt and referral, the student has not made any valid attempt in one or more assessment tasks i.e. non-submission;
- Following referral, the student does not achieve the minimum overall pass criteria in a unit;
- Where failure in a unit is the sanction set by an academic offence.

12.3 If a student fails a unit one retake will be permitted. Retakes will be capped at a pass. Where a unit is failed due to an academic offence, a student may be given a sanction that means the student is not permitted to retake the unit.

13. Progression

13.1 Where a student passes all units for a given academic year, the student will normally progress to the next stage or level.

13.2 Where a student has not passed all the units but has had extenuating circumstance accepted at either the first assessment or a reassessment point (deferral), then they will be allowed to progress with a further opportunity at reassessment, at the discretion of the Assessment Board.

13.3 Where a student has failed a unit/s then normally they will be provided with the opportunity to re-take the unit/s as if for the first time, and not be allowed to progress until these units have been passed.

14. Assessment Board

14.1 Assessment boards can take place twice a year (as required), mid-term and the end of the academic year being the main board.

14.2 Terms of reference for Assessment Boards. They are authorised to:

- Agree unit grades;
- Agree progression of students onto the next stage of the programme;
- Agree the awards to be made to students;
- Agree any accepted extenuating circumstances;
- Note any academic offences;
- Identify referrals and deferrals;
- Consider comments of the External Examiner;
- Confirm the nominated team representative who will enter student marks on to Pearson (Edexcel) online.

14.3 The membership of the Assessment Board shall be as follows:

- The Chair
- Head of Quality and Compliance (Or designated Manager)
- Programme Leader;
- Unit Leaders/Internal Verifiers for the unit(s) being considered;
- External Examiner.

14.4 The quorum for a meeting of an Assessment Board shall be four members. Where an External Examiner is unable to attend, the meeting may go ahead in their absence, provided that their comments are sought prior to the meeting and reported to the meeting.

14.5 Departments may hold a pre-board to ensure that all the required information is

available to the Assessment (Exam) Board. Dates for Assessment Boards shall be scheduled at the end of the academic year as published on the HE Assessment Year Planner.

14.6 Order of Discussion

The Chair should clearly identify the courses of action open to the Assessment Board. The 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/grid;
- The overall unit assessment outcomes for the student will be agreed.

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;
- Any amendment to the grades will be agreed and recorded on the grading sheet/grid;
- The overall unit results for the student will be agreed;
- The decisions of the Assessment Board will be formally recorded in the minutes.

14.7 Tutors should take care not to disclose the confidential proceedings of the Assessment Board and should guide individual students on what they now have to do. Programme Leaders will inform students of the Assessment Board outcomes.

14.8 Disclosure of Results - Only designated staff are authorised to disclose results in accordance with College practice.

15. Extenuating Circumstances

15.1 A student may submit a request for consideration of extenuating circumstances in respect of their summative assessment. Refer to the Extenuating Policy and Form on our

[website](#).

16. Academic offences

16.1 Refer to the Academic Offences Policy [HE Policies, Procedures and Downloads | South Essex College](#)

17. Right of Appeal

17.1 There is a single appeal process for students who wish to appeal against an outcome arising from:

Decisions relating to academic offences;
Decisions of Assessment Boards

Refer to the Appeal Policy and form on website:

[HE Policies, Procedures and Downloads | South Essex College](#)

18. Internal Verification

18.1 For guidance on internal verification, please refer to relevant section of the BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2025-26 and the Colleges policy on Assessment, verification and moderation.

Policies can be access from link below

[HE Policies, Procedures and Downloads | South Essex College](#)

The College has central documentation for assessment feedback and internal verification which should be used for all assessments and internal verification activity.

Procedure End

