



Assessment Policy

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External reference points	<p>Office for Students Condition B4: The provider must ensure that:</p> <ul style="list-style-type: none"> (a) students are assessed effectively; (b) each assessment is valid and reliable; (c) academic regulations are designed to ensure that relevant awards are credible; (d) academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course; and (e) relevant awards granted to students are credible at the point of being granted and when compared to those granted previously. <p>UK Quality Code, June 2024 Principle 11: Teaching, Learning and Assessment</p>

Version Control			
Previous Version	New Version	Date	Update/Notes
V1.4 (21-06-24)	V2	15-04-25	<p>Added version control table and some formatting.</p> <p>Updated the external reference point to include OfS condition B4 and replaced UK Quality Code March 2018 with UK Quality Code June 2024 Principle 11.</p> <p>Updated protocol on giving group formative assessments for fairness.</p>
V2 (15-04-25)	V3	26/08/25	Rewrite many sections for clarity of meaning and to include ATHE as well Pearson HND.

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1. Introduction

Trent Education Centre (TEC) is committed to ensuring its higher education assessments are conducted according to fair, transparent and clearly explained regulations and procedures which are known and understood by all students and academic staff. It is essential that all assessments are conducted to accurate, consistent, valid and reliable standards in all programmes of study. This policy provides all the information that is needed for students and academic staff to participate in assessments. Students taking TEC's ATHE Diploma or Pearson BTEC Higher National Diploma courses should read this policy alongside the assessment policies for this awarding organisations.

2. Purpose and Scope

This policy provides full information on assessments for higher education courses at TEC. Currently TEC offers ATHE Extended Diploma in Business Management Level 4 and Pearson BTEC Higher National Diploma (HND) in Business Level 4/5 and this policy has been written to ensure compliance with the assessment policies and procedures for those qualifications delivered in any of the TEC Study Centres. If TEC runs any other qualification that requires alternative regulations in relation to assessments, this policy will be updated accordingly. Students and staff should refer to the ATHE and Pearson policies on assessments if they are in doubt about anything in this policy. TEC will ensure that it conducts all assessments in line awarding organisation requirements.

3. Aims and Objectives

TEC aims to conduct assessments that give students the opportunity to demonstrate valid learning and achievement relevant to their academic and employability needs at threshold levels and beyond threshold levels for high performing students. TEC aims to provide clear information to students and tutors/assessors on how such assessments are conducted for all the higher education programmes offered at TEC. TEC also aims to conduct assessments that are compliant with the assessment policies of relevant awarding organisations for each higher education programme. These aims are achieved by ensuring that:

- Assessments are reliable, valid, and consistent, can be trusted and that the same standards are applied to every student.
- Assessment criteria are based on the achievement of clearly defined learning outcomes.
- Assessments are equitable, with reasonable adjustments made for disabled students or those with learning difficulties to ensure fairness.
- Assessments are designed to meet both academic standards and the employability needs of students.
- Students are provided with all necessary information and support to complete their assessments effectively
- A holistic approach is used to evaluate students' overall performance and understanding
- Students are given clear and constructive feedback which is developmental and informs them about what they can do to improve
- Feedback is provided in a timely manner (within three weeks of submission)
- Assessments are sampled and internally verified/moderated in accordance with a robust internal verification policy.
- All assessment decisions are submitted to the TEC Assessment Board for ratification twice every year, including within six months of the receipt of External Examination reports.

4. Definitions

An assessment is a student's completion of a specific task or activity outlined in an assignment or exam, which is then graded by an assessor to determine the student's proficiency in a particular qualification. Assessments may be formative, which is not graded but developmental and designed to enable students to get some feedback on a sample of their work. Assessment may also be summative, which is the final work that must be submitted by the deadline and graded by assessors. These may be submitted as coursework or they could be invigilated examinations. See the TEC Examinations Policy for more information. Assessments may be submitted in a variety of formats, such as written or practical tasks, oral presentations or other formats such as digital submissions, posters or observed oral interactions.

4.1. Summative Assessments

A summative assessment serves as the final requirement a student must fulfil after study a particular unit or module. Assessments take the form of coursework submitted for a particular unit or module they have been studying. For some units or modules students may also be required to sit an invigilated examination. Summative assessments are generally carried out soon after teaching on a unit or module has completed. The deadline for submission is established at the start of the academic semester or term and detailed in the assignment brief, which outlines the expectations and necessary tasks the student needs to complete and submit by the deadline.

4.2. Formative Assessment

Formative assessment is a method used by tutors to monitor and assess students' understanding and progress whilst studying a unit or module. It typically involves ongoing feedback and allows tutors to make necessary adjustments to their instruction to better support student learning. Formative assessment can take many forms, such as quizzes, exit tickets, discussions, observations, and written assignments. It is designed to help teachers identify areas where students may be struggling and provide targeted support to help them improve. The feedback on formative assessments will not have any impact on the students' final results for the module or unit or study. It is provided only to help students understand what they might do to improve their performance for the summative assessment. Tutors aim to give students group feedback on formative assessments so that it is fair and no students receives extra feedback or submit to help them get higher grades than other students.

5. Assessment Regulations

5.1. Deadlines

Students are required to submit assignments and/or complete exams by specific deadlines, which are clearly outlined in the assignment briefs at the beginning of each task. These deadlines are also communicated during induction and available for all students on the TEC virtual learning environment (VLE) where there are links for students to submit their work by the deadline. All deadlines are fixed and students are expected to submit on time in order to avoid late submissions which can mean that their mark is capped at a pass. If a student has good reason for not being able to submit their work by the deadline they can claim mitigating circumstances as explained below. In some cases, deadlines may be adjusted if there are events that are out of our control affective a large enough number of people. However, these adjustments will always be to provide students with more time to submit and never less time, Students will be informed in advance of any changes to deadlines.

5.2. Late Submission

The College will provide a deadline for submitting Assignments for each unit or module. If a learner fails to submit by this deadline, their submission will be considered late if received by the resubmission date (see Resubmissions below). Late submissions will result in a grade being capped at a Pass unless the student can show valid reasons for submitting late.

5.3. Mitigating Circumstances

If students are unable to meet a deadline, they should contact their Programme Leader before the deadline to request mitigating circumstances. This communication can be done either in writing or through email. They must provide a valid explanation for why they are unable to submit their work on time. Valid reasons may include:

1. If a student is experiencing a physical or mental health issue, the College may require them to provide documentation from a doctor. Additionally, they may be referred to a Counsellor for assistance.
2. If the student has a bereavement in their family, TEC staff will permit students mitigating circumstances and will offer any support the student may need.
3. For students with disabilities or learning difficulties, the College will provide special accommodations and adjustments as needed.
4. If a student faced difficulties submitted their work due to technical problems TEC will permit mitigating circumstance and will work with them to find a solution.
5. If a crime has been committed that affects a student they may be granted mitigating circumstances and offered support by other staff.
6. If a student unexpectedly becomes responsible for caring for a relative, the College will offer assistance and flexibility to help manage their responsibilities.

The following gives an idea of various reasons given for missing deadlines which are not considered valid and will be ignored:

- The student has an excessive workload or conflicting responsibilities such as doing a paid job whilst studying
- The student does not understand the assignment requirements and missed available classes and support sessions
- The student was travelling for personal growth or career-related opportunities
- The student wanted additional time to improve the quality of their submission

5.4. Submission Feedback

Student should receive written feedback on their summative assessments no later than three weeks of after their submission. If students submit their work late using mitigating circumstances and extended deadlines, feedback deadlines will be subject to the availability of assessors. Group feedback will be given for formative assessments whenever possible to ensure fairness, while individual students will receive personalised and detailed feedback for summative assessments.

5.5. Internal Verification

Internal verification or moderation involves giving feedback to assessors regarding the feedback they have provided to students. For internal verification purposes, TEC conducts sampling of assessments after submissions have been assessed. An Internal Verifier (IV) or Internal Moderator is assigned to each Assessor to examine a selection of their assessment decisions and confirm their accuracy.

Every unit/module assessed must undergo internal verification. Sampling is based upon the square root of the number of assessments for each unit/module. For example, if there are 36 assessments, the IV will sample six of them. If there are 50, they will sample seven. When a unit/module is assessed by multiple assessors, the number of submissions internally verified should be evenly distributed among them. Also, if there are known issues with a unit/module, a group of students or a tutor, the IV may choose to sample more than the usual amount. Finally, the IV will aim to sample assessments across the full range of grades given. For ATHE Diplomas and HND BTEC programmes, this would mean sampling work that has failed or referred, or attained a pass, merit and distinction.

If the Internal Verifier (IV) has a different opinion on an assessment decision to the assessor, which impacts the student's grade, the assessor can adjust the grade and feedback before sharing it with the student. In case of disagreement between the assessor and IV, the lead internal verifier will check the work and have the final say on the appropriate grade. When there have been changes to grades from the assessor to the IV, then the assessor will need to return to all the assessment decisions for the same unit and reassess them to make sure they follow the same agreed standard of assessment. See the TEC **Internal Verification Policy** for more information.

5.6. External Examination

TEC cooperates fully with the external examination/moderation and quality assurance processes of its awarding organisations. Awarding organisations usually hold external examinations or moderation visits once or twice per annum. This process enables TEC to find out if the standards of its assessment and internal verification/moderation are aligned to those of approved standards. It ensures that the content of student assessments meets the subject benchmark statements and if the processes applied at TEC are compliant with those of the relevant awarding organisation.

6. Assessment Board

6.1. Overview

TEC will hold Assessment Board meetings in order to authorise student results for each awarding organisation. TEC will hold separate Assessment Board meetings for its Pearson BTEC HND programme and its ATHE programme.

The Assessment Board has delegated powers from the Academic Board to make decisions regarding student achievements, awards, progression, mitigating circumstances, academic misconduct and resubmissions. The Academic Board has overall oversight of the standards and quality of all academic programmes at the College. The Assessment Board makes recommendations for the following standing items on its agenda:

- The authorised grade for every unit or module of study achieved by each student
- Student requests for mitigating circumstances that may have prevented them from submitting adequate work by the published deadline
- Cases of academic misconduct including plagiarism or other forms of cheating
- Progression of students to the next level or year of study e.g. from HNC to HND
- Conferment of awards to students
- Referrals, deferrals or resubmissions
- Monitoring of standardisation meetings and internal verification processes and decisions to ensure that academic standards and quality are maintained

6.2. Timings and Frequency of Assessment Board Meetings

The TEC HND/ATHE L4 & 5 Assessment Plan Template below shows the timings and frequency of Assessment Boards each Semester for L4 & L5. The Assessment Board meets twice a year for the ATHE programme and twice a year for the Pearson BTEC HND programmes. This includes an **Intermediate Assessment Board** after the end of the first Semester in week 19 (excluding holidays) and an **End of Session Assessment Board** after the end of the second Semester in week 22. The End of Session Assessment Board is held after the External Examiner (EE) visit which is planned for week 20 in the second semester, two weeks before the Assessment Board, which allows time to receive the EE report.

The programme leader has delegated powers from the Assessment Board to provide feedback and provisional grades to students following internal verification of work submitted for units in the middle of the Semester (usually week 8). Typically, for a 16-week Semester, students will receive feedback and provisional grades in week 11 for units that have been submitted in week 8. These provisional grades are authorised (ratified) retrospectively by the Assessment Board in week 19, along with grades for the units that are submitted in week 16. The Programme Leader also has delegated powers from the Assessment Board to authorise feedback and grades for resubmissions that are provided after the Assessment Board (typically, week 21). There may also be Reassessment Board meetings called for students repeating a unit or for mitigating circumstances.

6.3. Terms of Reference

Like all other Boards and Committees at the College, the Assessment Board has Terms of Reference that include the following information:

- Purpose of the Assessment Board
- Whom it reports to
- Whom it receives reports from
- Membership
- Quorum
- Frequency

6.4. Results

Students receive provisional feedback and grades through feedback forms provided by their Tutor/Assessor after passing internal verification and gaining authorisation from the Programme Leader or the Assessment Board. Students are informed in-person and by email that all grades are provisional and require ratification by the External Examiner and the TEC End of Session Assessment Board after the second semester ends before they are final. All provisional grades may be subject to amendments. Student are informed in grading sheets if their grades are provisional or final. If they are provisional. Students are informed when the EE visit will take place and when the Assessment Committee will be able to provide final ratification of grades awarded.

6.5. Appeals and Complaints

Student will have an opportunity to lodge an appeal or complaint after receiving their final results. Refer to the Student Complaints and Appeals Policy and Academic the Appeals policies on the TEC website for more information on lodging a complaint and appeal.

TEC -HND/ATHE L4 Assessment Plan Template Year One, Semester One (HND/ATHE L4/L5)

Units	Assessment Submission Date	IV of Assessment Date	Provisional Feedback Date	Planned Resubmission Date*	Resubmission Feedback Date	Assessment Submission Date	IV of Assessment Date	Intermediate Assessment Board (Semester 1)	Feedback Date	Planned Resubmission Date*	Resubmission Feedback Date
1st	Week 8	Week 10	Week 11	Week 13	Week 15			Week 19			
2nd	Week 8	Week 10	Week 11	Week 13	Week 15						
3rd						Week 16	Week 18		Week 19	Week 21	Week 23*
4th						Week 16	Week 18		Week 19	Week 21	Week 23*

Year Two, Semester Two (HND/ATHE L4/L5)

Units	Assessment Submission Date	IV of Assessment Date	Provisional Feedback Date	Planned Resubmission Date*	Resubmission Feedback Date	Assessment Submission Date	IV of Assessment Date	Feedback Date	External Examine Visit	End of Session Assessment Board (Semester 2)	Planned Resubmission Date*	Resubmission Feedback Date
5th	Week 8	Week 10	Week 11	Week 13	Week 15				Week 20	Week 22		
6th	Week 8	Week 10	Week 11	Week 13	Week 15							
7th						Week 16	Week 18	Week 20			Week 22	Week 23*
8th						Week 16	Week 18	Week 20			Week 22	Week 23*

* Week numbers do not account for holidays

6.6. The process of marking and giving feedback

Submission of assignments

Summative submissions are submitted by the student by the deadline.

The Tutor/Assessor provides feedback and assigns a grade to the student within a two-week timeframe, following the assessment criteria outlined in the Assignment Brief and Programme Specification.

Within three weeks

All submissions are marked by an assessor and sample by the internal verifier to ensure reliability, fairness, consistency, and validity of all assessment decisions. Students receive their feedback and grade and can only appeal against them if they believe there was a procedural error, failure to make reasonable adjustments, or bias. Refer to the Appeals Policy and Procedures for further information.

6.7. Resubmissions

Students who fail on their first submission are given a two-week deadline to read their feedback, resubmit and pass the assignment a second time. The student's marks will be capped at a Pass when they resubmit after failing to pass the first time. Late submissions are also accepted up until the resubmission deadline, but students will only be able to achieve a Pass grade for resubmissions or late submissions without a valid reason.

6.8. Retakes

Students failing their resubmission will be required to retake the unit and complete a new assignment or exam at a different deadline. Retakes will be limited to a Pass grade. Additional class attendance and scheduling may be necessary for retaking the unit, potentially resulting in extra tuition costs and extended course completion timelines. It is advisable for students to pass on their initial attempts to avoid these additional steps.

6.9. Failure to Pass

Students who consistently do not meet deadlines or pass the required units may not be able to advance to the next academic level. This means that a ATHE Level 4 student or HND Level 4 student, for instance, will not be able to achieve the full Level 4 award and continue to the next level. However, they will be able to continue studying and attain unit certificates. Students who are able to submit work for 8 units at Level 4 and pass six of them by the end of year one, will be able to continue to year two. However, they will need to pass at least one more level 4 unit in addition to the HND level 5 units in order to pass the full HND level 5 award in the second year. All assessment decisions and decisions about continuation to the next level will be made by the TEC assessment board.

6.10. Grades for Pearson BTEC HND

In ATHE Diplomas and Pearson BTEC HND students may receive four possible results:

REFERRED – Not passed
PASSED
MERIT
DISTINCTION

Students who are referred will have an opportunity to resubmit on the resubmission deadline. If they fail then, they may also have a final opportunity to retake or resit the unit or module as pass.

6.11. Compensatory Credit

Students pursuing Pearson BTEC HNDs may receive compensatory credit for certain programmes. After completing the HNC Level 4, they are eligible for compensatory credit for one 15-credit unit in their first year, and after completing the HND Level 5, they may receive another in their second year. This means students can still pass their HNC in the first year and their HND in the second year even if they fail one 15-credit unit at each respective level. However, passing the HNC or HND is not possible if more than one 15-credit unit is failed at either level. For guidance on achieving an overall Merit or Distinction, students should consult the Pearson BTEC Assessment Guidelines.

6.12. Calculating Overall Grade for HND

The following table illustrates how to calculate the overall grade for Pearson HNDs.

Grade	Points per Credit	Point Boundaries
Pass	4	420 - 599
Merit	6	600 - 839
Distinction	8	840 +

Credits earned in this points-based system are multiplied by a specific factor depending on the level of achievement. A unit passed results in credits being multiplied by 4. If a Merit is achieved, the credits are multiplied by 6, and for a Distinction, they are multiplied by 8. Each Pass, Merit, or Distinction for a unit contributes to the total credit count through this weighted calculation.

The first year of study involves completing 8 HNC L4 units, each valued at 15 credits, while the second year includes 7 HND L5 units, also valued at 15 credits each, except for the Research Project which is worth 30 credits.

For example, passing a 15-credit unit would result in earning 60 points (4 x 15), achieving a Merit would result in 90 points (6 x 15), and achieving a Distinction would result in 120 points (8 x 15). At the end of the first year, the total points earned from all HNC units are added together to determine a final grade based on the total points accumulated.

Passing the HNC allows students to continue to the HND programme in year two. Students may continue to the second year of the HND if they submit 8 Level 4 units but only pass 6, but they must pass one more in the second year in addition to at least six Level 5 units to pass the HND. If they fail the 7th level 5 unit, they can receive compensatory credit as long as the unit they failed is worth 15 credits rather than 30 credits.

6.13. Publishing Grades

It is crucial for students to recognise that all the grades they receive from TEC assessors and internal verifiers could still be changed by the Awarding Organisation based on decisions made by the External Examiner and TEC Assessment Board. Therefore, the grades given by the College to students should be considered as preliminary unless and until they have been approved by the External Examiner and Assessment Board. This means that all grades given to students may be subject to change following the External Examination or Moderation from the Awarding Organisation and end of session TEC Assessment Board. This board will typically meet around six weeks after the second semester or third term has ended and soon after the final visit from the External Examiner or Moderator.