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## **GBS Pearson Assessment Regulations**

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## Global Banking School Pearson Assessment Regulations

### 1. Policy Statement

- 1.1. Global Banking School (GBS) is committed to ensuring that standards of assessment are explicit, valid, and reliable and that assessment is conducted with rigour, integrity, and fairness, meeting the requirements and expectations of the awarding organisations concerned. Assessments should also promote quality and equality.
- 1.2. The purpose of this policy is to provide further detail of assessment regulations to support those provided in GBS Programme Specifications for the GBS Pearson BTEC Programmes.

### 2. Scope

- 2.1 These regulations apply to all Pearson qualifications offered by GBS.<sup>1</sup> These regulations are based on the Pearson BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment.

### 3. QAA UK Quality Code for Higher Education

- 3.1 The QAA UK Quality Code for Higher Education sets out two Expectations for standards together with four Core Practices and one Common Practice specially related to Assessment (UK Quality Code for higher education; Advice and Guidance: Assessment) (<https://www.qaa.ac.uk/quality-code/advice-and-guidance>). Expectations clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision. Core Practices must be demonstrated by all UK higher education providers as part of assuring their standards and quality. Common practices will be applied by providers in line with their missions, their regulatory context, and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England.

- 3.2 The two Expectations for Standards are stated as follows:

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- the ability to plan/organise time effectively
- the ability to work to industrial/commercial practices that include implicit timelines.

## **5. Assessment Regulations**

5.1 The assessment regulations detailed below represent guidance provided by Pearson and policies and procedures of GBS reflecting the devolved responsibilities granted as an approved Pearson Centre for the delivery of the GBS Pearson BTEC Programmes.

5.2 All students will be treated fairly and equitably with respect to all aspects of the assessment process. GBS will publish and inform students of deadlines by which they are to hand in their Unit assignments. These deadlines must be adhered to by students, and staff are asked to ensure that are fully aware of the published deadlines for the submission of assessed work.

## **6. Planning Assessment**

6.1 Teaching and assessment plans should be developed jointly by the Programme Team and agreed by the Dean. Key areas to consider are:

- 4 schemes of work.
- 4 timetabling, academic calendar.
- 4 unit sequencing or integration.
- 4 assignments and projects.
- 4 resource planning, such as when to deploy specialist staff.
- 4 planning assignment deadlines across the programme to ensure that students are not overwhelmed at key points.
- 4 unit feedback from students.
- 4

performance. 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 and reflect on the level of the work required and the elements needed to meet the criteria. This should be scheduled and implemented with sufficient time for students to revisit their draft assignment tasks and make changes or further improvements to their work.

### 7.1.2 **Summative Assessment**

7.1.2.1 Summative assessment is a final assessment decision about the assessment criteria of each unit; it is the definitive assessment and recording of the student's achievement must take place. Students should be informed that summative assessment grades are provisional and are subject to confirmation by the Assessment Board.

7.1.3 All GBS devised internal assessment materials must be internally verified before being issued to students.

## **8. Late Submission of Assessed work**

8.1 The assessed work submitted after the published deadline may be categorised as either:

- a) late without an extension being granted to the student using GBS Extenuating Circumstances policy and procedure, or
- b) late with no explanation or extension granted to the student.

8.2 In view of the guidance from Pearson, students who submit assessed work after the published deadline and without an extension being granted using GBS Extenuating Circumstances Procedure will be subject to the following regulations:

- (i) Assessed work submitted up to 5 days late, without prior approval of an extension, will receive a pass grade where all the learning outcomes are met and the Merit/Distinction grade descriptors require evidence of meeting deadlines, the ability to plan and organise work and/or the ability to work to industrial/commercial practices that include implicit deadlines. Where these are not specified in the Merit and Distinction grade criteria the work will not be marked or graded.
- (ii) Where the Merit and Distinction grade criteria do not specify evidence as described in (i) above the late submitted assessed work will not be marked or



graded. In such cases, the student may be asked to submit assessed work for a different assignment brief for that unit. Such a decision is at the discretion of the Assessment Board.

- (iii) Where assessed work is submitted more than one week late without an approved extension the work will not be marked or graded. In such cases, the student may be asked to submit assessed work for a different assignment brief for that unit. Such a decision is at the discretion of the Assessment Board.
- (iv) Where a student submits assessed work later than the published deadline and has an approved extension through use of the extenuating circumstances procedure, the work will be marked with no penalty. This only applies where the student submits the assessed work to the deadline granted through the extenuating circumstances procedure.
- (v) Where a student is granted an extension to the published deadline through using the extenuating circumstances procedure but submits work later than the revised deadline (i) or (ii) above will apply.

## **9. Non-Submission of Assessed Work**

9.1 Where a student does not submit assessed work to a published deadline or does not submit assessed work to an extended deadline, the student will be deemed to have failed the assessed work and the unit. This will be recorded as a non-submission (NS) in the student record system.

9.2 The decision over whether to permit the student a second submission is the responsibility of the Assessment Board. The decision should be taken in the context of the UK Quality Code and the associated Advice and Guidance: Assessment document together with the







Work cannot be handed in after the deadline – Turnitin is closed, and no further work can be submitted. Anything not submitted by then is automatically a ‘Non-Submission’ and is recorded as ‘N’.

#### **14. Academic Misconduct**

14.1 Members of staff who are teaching and assessing students work should use GBS Academic Good Practice and Academic Misconduct Policy<sup>2</sup> and procedure for dealing with any instances of suspected academic misconduct, including plagiarism.

14.2 Opportunities for resubmission of assessed work where academic misconduct has been demonstrated and noted by the Assessment Board will be capped at a pass grade.

#### **15. Student at Risk**

15.1 Where a student has their work referred and does not resubmit to the published deadline they will be treated as ‘at risk’ and referred to their Programme Leader. A student progress review may be required where more than one referred assignment has not been submitted to the stated deadline by the student.

#### **16. Assessment Board**

16.1 The Assessment Board records decisions on a broadsheet and through minutes of the meeting for each individual student and these decisions will be communicated to the student following the meeting of the Assessment Board.

16.2 A student may appeal against a decision taken by an Assessment Board using the Academic Appeals Policy and Procedure which is available on GBS website.

#### **17. Monitoring and Review**

17.1 This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. These regulations and any proposed amendments are approved by the GBS Academic Board. Any issues related to the monitoring and review of this policy, please contact [asqo@globalbanking.ac.uk](mailto:asqo@globalbanking.ac.uk).



## **18. Data Protection and Confidentiality**

18.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. GBS as a Data Controller shall implement appropriate technical and