Assessment Policy

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Produced by	Compliance Team	**Approved by**	Academic and Quality Board
External reference points	Office for Students Regulatory Framework for Higher Education B4.2 The provider must ensure that: a. students are **assessed effectively**; b. each **assessment** is **valid** and **reliable**; c. **academic regulations** are designed to ensure that **relevant awards** are **credible**; UK Quality Code [June 2024] Principle 11 - Teaching, learning and assessment Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.		

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1. Background and Purpose

This policy covers the LCK Academy guidelines for assessment procedures. It outlines the regulations and processes that students and faculty must follow to ensure assessments are conducted fairly and consistently across the Academy. This policy should be read in conjunction with the Pearson regulations for BTEC HND in Business and Hospitality Management and with the policies of any partner organisation whose assessment processes the Academy must also follow. When delivering assessments for partner organisations the Assessment regulations and processes of the partner organisation will take precedence to those detailed here.

The objective of this policy is to clarify how assessments are managed at the Academy for both students and faculty. It covers various topics, including setting assessment tasks, meeting deadlines, handling late submissions, marking, verifying or moderating assessments, and providing feedback and grades to students. It also explains how overall grades for degree and HND programmes are determined and what happens if a student fails to meet the pass criteria.

2. Aims and Objectives

The Academy aims to ensure that assessment processes carried out at the Academy meet all expectations of standards and quality and is committed through the following objectives to ensuring that assessments:

- Are fair, consistent, and easily understood by all students and faculty.
- Meet the expectations of the Office for Students and regulatory framework for higher education, particularly B4.2 which requires providers to ensure that students are assessed effectively using assessments that are valid and reliable and are in line with academic regulations that ensure relevant awards are credible.
- Comply with the standards and expectations of external bodies such as Pearson and the academy's university or college partners, when applicable.
- Address the academic and employability needs of students undergoing assessments.

LCK Academy is further committed to ensuring that:

- Assessments are based on the achievement of specific learning outcomes.
- Teaching content and approaches are directly connected to learning outcomes and assessment tools and methods.
- Academic standards are consistently assessed across all units.
- Assessments accommodate individual student needs where possible, including reasonable adjustments for disabilities or learning difficulties.
- Feedback is accurate, encouraging and constructive, and provided within three weeks of the submission deadline.
- Students receive all necessary information and support needed to submit their assignments for assessment independently.

3. Application

This policy covers assessments for the following Pearson BTEC HND programmes because these are currently the only courses the Academy is delivering:

LCK Academy courses[1]

- Pearson BTEC Higher National Diploma (HND) in Business Level 4/5
- Pearson BTEC Higher National Diploma (HND) in Hospitality Management Level 4/5

If the Academy delivers other courses, the following will apply:

- The Academy may follow the Assessment Policy of its partner organisation such as a university or college partner.
- The Academy may update this policy in order to incorporate additional regulations relevant to the new programme.
- The Academy will produce an additional assessment policy to cover the requirements of any new programme.

[1] These courses are delivered by LCK Academy in partnership with Strode College

Types of assessment include, but are not limited to:

- Written reports
- Oral presentations
- Power point slides
- Visual images
- Videos
- Webinars
- Posters
- Practical tasks
- Work-based observations
- Interviews and discussions

4. Definitions

An assessment is a task or activity that a student performs based on specific guidelines given in an Assignment Brief for a particular unit of study. The Assessor determines how well the student meets the learning outcomes of the unit when meeting the requirements of the Assignment Brief. Assessments can be either formative (not graded) or summative (graded), and they can include both coursework, oral presentations or observations of activities and examinations. At the time of writing, LCK Academy does not give students examinations and all assessments are based upon submission of coursework, oral presentations or observations of activities such as the performance of work-based tasks.

4.1. Formative Assessment

Formative assessments are assignments that students complete before their summative assessments. The purpose of formative assessments is to help students measure their progress and identify areas for improvement before they submit their final work for summative assessment.

Formative assessments are designed to allow students to get some feedback on their work before they submit the summative assignment. Students should submit their formative assessments in a timely fashion to allow enough time to receive and incorporate feedback before the summative assessments. Typically, formative assessments are due halfway through a term or semester and feedback should be provided to the students no later than three weeks before students submit their summative assessment. Feedback on formative assessments is intended to guide students and does not count towards their final grade.
Feedback should also be general and not specific. It should be addressed to the whole cohort of students rather than to an individual where possible so as to avoid some students gaining unfair advantage from receiving more formative feedback than others.

4.2. Summative Assessment

A summative assessment is the final assessment a student must complete for a unit or module. Summative assessments occur at the end of unit or module, after the student has completed the relevant coursework. Students must submit their assignments by a specified deadline, which is provided at the start of the term or semester, along with the Assignment Brief detailing the requirements.

5. Assessment Regulations

5.1. Assessment Plan

The Programme Leader (Pearson Quality Nominee) creates an assessment plan before the start of a course. The assessment plan includes all the important deadlines including the internal verification of assignment briefs, handing out of assignment briefs, formative submissions, summative submissions, feedback to students, internal verification, resubmissions, feedback on resubmissions, internal verification of resubmissions, assessment board and external examination dates.

5.2. Deadlines

Students are required to submit assessments by or on specific deadlines. These deadlines are communicated to students at induction and when they receive their Assignment Briefs. Information about deadlines is also provided during induction and can be accessed through the Academy's Virtual Learning Environment (Moodle). In some cases, deadlines may be extended at the discretion of the Academy's Assessment Board (refer to the 'Assessment Board' section below), but they will never be moved to an earlier date, ensuring students always have sufficient time to prepare. If a deadline is extended, students will be notified ahead of time.

5.3. Late Submission

LCK Academy will establish the deadline for submitting assignments for each unit or module. If a student misses this deadline, their submission will be accepted as a late submission if it is received by the resubmission deadline (refer to the 'Resubmissions' section below). Students who submit late will not be able to attain higher grades of Merit and Distinction but will have their mark capped at a Pass unless they can provide evidence of mitigating circumstances (refer to the 'Mitigating Circumstances' section below). Students who submit late a second time for the same unit or module may be required to retake the unit before they can resubmit unless they have mitigating circumstances, and this **may incur additional costs**.

5.4. Mitigating Circumstances

If students anticipate missing a deadline, they must request an extension due to mitigating circumstances before the deadline. This request can be submitted in writing or via email to the Programme Leader. Students need to provide a valid explanation for the extension request. Valid reasons include but are not limited to:

- The student is dealing with a physical or mental health issue, which may require medical documentation. The Academy may suggest support from a counsellor.
- The student has experienced a bereavement in their immediate family.
- The student has a disability or learning difficulty that necessitates special consideration.
- The student faces technical problems that prevent online submission of their work.
- The student is a victim of a crime.
- The student unexpectedly needs to care for a family member.

Reasons that are typically not considered valid include:

- The student has too many work obligations.
- The student does not understand the assignment and has not attended scheduled support sessions provided by the Academy.
- The student wants to travel for personal or work-related reasons.
- The student simply wants more time to improve their work.

5.5. Feedback on Submissions

The Academy is committed to providing students with written feedback for all assessments, both formative and summative, within three weeks, as long as assessments are submitted by the deadline. If students submit work late or by an extended deadline, the Academy will still aim to give feedback by the same deadline; however, delays might occur if Tutors or Assessors are unavailable. On occasions where the Academy requires the decision of an Eternal Examiner and/or the Academy's Assessment Board (or partner organisation's Assessment Board) to ratify assessment decisions, the student grade and feedback will be provisional. Students should be aware that provisional grades and feedback can be amended if necessary by the External Examiner and/or Assessment Board which may be convened after provisional feedback has been given to the student.

5.6. Internal Verification

Internal verification involves checking of standards and providing feedback to assessors regarding the accuracy, fairness and quality of grades and feedback they give to students. After all submissions are assessed, the Internal Verifier conducts sampling for internal verification. Each assessor is assigned an Internal Verifier (IV) to review a proportion of their assessment decisions to ensure they are correct. The proportion of assessments selected for internal verification should correspond to the square root of the total number of units or modules evaluated. If there is a high risk that the assignment decisions may be incorrect, a greater proportion of assessed work with be sampled and in some cases they could be 100% of all work submitted. This may occur if there is a new assessor, a new unit is being assessed at the Academy, or if there is some disagreement or uncertainty expressed by assessors or students. If a unit or module has multiple assessors, the internal verification should cover a relatively equal number of submissions for each assessor.

If the Internal Verifier disagrees with an assessment decision, especially if it impacts on a student's grade, the assessor can adjust the grade and feedback before providing it to the student. If the Assessor and Internal Verifier cannot agree, the matter is escalated to the Academy's Pearson BTEC HND Quality Nominee for a final ruling. If an assessment decision is changed, the assessor must review all the assessments made for the module to ensure

consistent and accurate grading. For further information, please refer to the Internal Verification Policy.

5.7. External Examiner

For HND programmes, a Pearson External Examiner conducts a visit once or twice per annum to ensure that the assessment decisions and internal verification processes are accurate and align with established Pearson expectations and standards. If the Academy is delivering a different course for a partner organisation, then the partner will normally appoint their own external moderator.

6. Assessment Board

The results of student summative assessments must be authorised by the Academy's Assessment Board unless they are authorised by one of the Assessment Boards of the Academy's partner organisations.

The Academy's Academic and Quality Board delegates powers to the LCK Assessment Board to authorise grades and make recommendations for student results, continuation and completion of awards, mitigating circumstances, academic malpractice, resubmissions and retakes. Oversight of the standards and quality of all Academic programmes at the Academy rests with the Academic and Quality Board whilst the Assessment Board makes recommendations to the Academic and Quality Board regarding the following for all students at the Academy:

- Their authorised grade achieved by each student for each unit of study
- Decisions concerning requests for mitigating circumstances by students who are not able to submit adequate work by the deadline
- Academic malpractice cases such as plagiarism or other types of cheating
- Continuation of students to the next level or year of study e.g. from HNC to HND
- Resubmissions, Resits, Referrals, or deferrals
- Completion and certification of students for the final award
- Monitoring and reviewing quality systems in place including internal verification processes, standardisation meetings, and the overall standards and quality of assessment decisions and feedback to students.

6.1. Assessment Board Meetings

The LCK Academic Assessment Board meets two times every academic year.

The Assessment Plan Template in the Appendices provides all the assessment milestones including two Assessment Board Meetings per annum for each programme as follows:

Intermediate Assessment Board
This is held at the end of the first semester (Typically teaching week16 plus holidays). This Assessment Board is held in order to authorise grades for four HNC or HND units.

End of Session Assessment Board
This is held at the end of the second semester (Typically teaching week 32 plus holidays). This Assessment Board meeting is held after the External Examiner's Report has been received and is required to ratify student results.

At the end of an intermediate academic year (e.g. the first year of HND), the End or Session Assessment Board will apply relevant awarding organisation regulations and approve the continuation of students from one academic year to the next. For HND programmes this means continuation from HNC Level 4 to HND level 5.

At the end of the final academic year of a programme (e.g. the second year of HND), the End or Session Assessment Board will apply relevant awarding organisation regulations and approve the completion of students and the conferment of the relevant grade and award for each student.

6.2. Delegated Powers

The Assessment Board can delegate powers to the Programme Leader to authorise feedback and provisional grades for units that have been completed in the middle of the Semester (Week 8). This feedback can only be provided after internal verification of submitted work is completed (See the Internal Verification Policy). Students must be informed when they receive provisional feedback that their grades are subject to ratification by the External Examiner and the LCK Academy Assessment Board. The Programme Leader also has powers delegated by the Assessment Board to authorise feedback and grades for resubmitted work if it comes after the Assessment Board meeting. There may be a need to convene a Reassessment Board for students who had to repeat a unit, or submit late due to mitigating circumstances

6.3. Terms of Reference

Like all other Academy Boards and Committees, the Assessment Board includes the following information:

- Assessment Board Purpose
- Whom the Assessment Board Reports to
- Whom the Assessment Board Receives Reports from
- Standing Items
- Membership
- Quorum
- Frequency

7. Results

The Tutor/Assessor is authorised by the Programme Leader or Assessment Board to provide provisional feedback and grades to students in feedback forms after completing the internal verification process. Students are reminded in the feedback forms that all grades are provisional and must be ratified by the External Examiner and the End of Session Assessment Board. If grades are provisional, the Academy informs students when the External Examiner will visit and when the Assessment Board will be held to ratify their final results and make recommendations to the awarding organisation for their continuation to the next year of study or completion and conferment of the award.

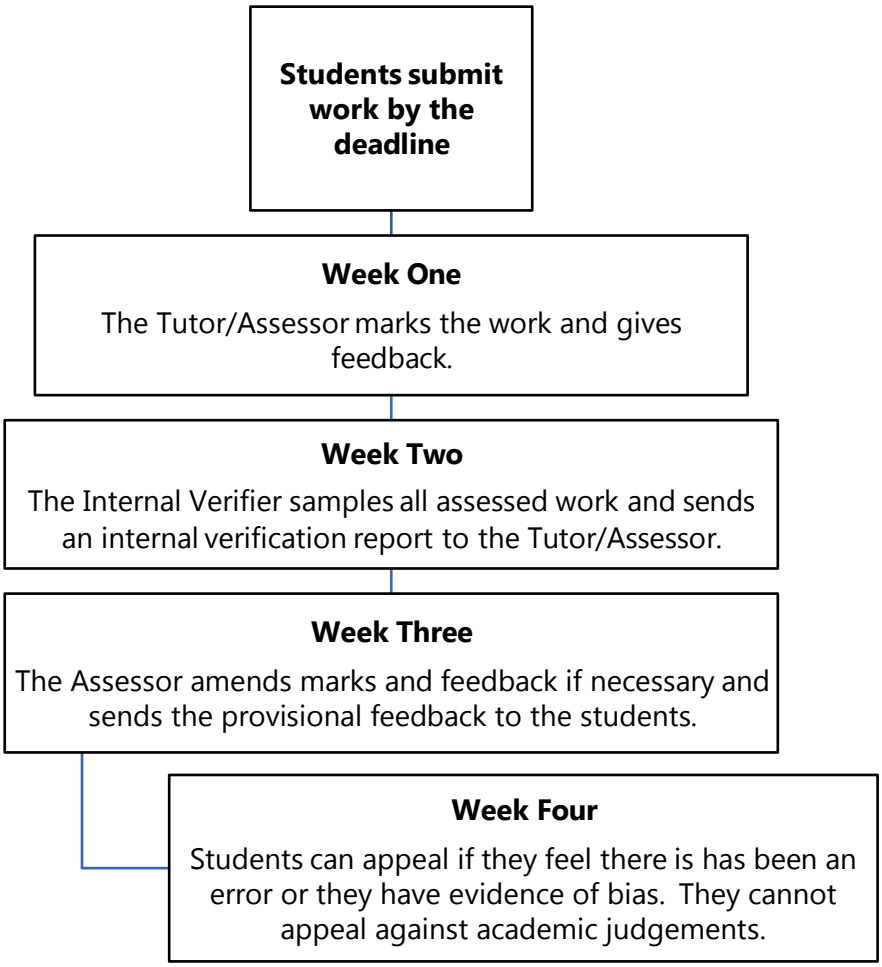
8. Appeals and Complaints

Students have an opportunity to appeal if they believe that there has been a procedural or administrative error or they have evidence of bias that they believe has affected their results. Student may also make a general complaint at any time. If students are not satisfied with the Academy's response to their complaint, they will also have the right to appeal or complain directly to the relevant awarding organisation. Refer to the Academic Appeals and Complaints Polices on the LCK Academy website for more information on how to appeal or complain.

9. Staff Development In Assessment and Feedback Practices

All academic teaching faculty will receive training on providing valid and reliable grades and constructive developmental feedback for formative and summative assessments as part of the onboarding process at the Academy. The Academy will hold regular standardisation meetings to discuss grading criteria with assessors and internal verifiers and to agree upon a standardised approach to grading and assessments at least one week before the students' deadline to submit their assignment for the unit. The Academy will ensure that all faculty participate in Pearson online training of assignment brief writing, assessments and internal verification for HND programmes.

10. Marking and Feedback Process



10.1. Method of Submission

The Unit/Module Leader or Programme Leader creates a Turnitin formative and summative submission link with deadline on Moodle for each unit. Students are required to use the links to submit their coursework including slides for oral presentations on the Academy's VLE (Moodle). Students will be able to upload multiple times on the same submission link until the deadline. Students and Assessors may be required to record oral presentations for assessment and internal verification purposes. These will be stored by the Programme Leader in a secure, shared folder that only the assessor, internal verifier programme leader, Head of Quality and Academic Dean can access.

10.2. Resubmissions

If a student does not pass their summative assessment, they can resubmit it by the resubmission deadline. This is typically two weeks after receiving their feedback. This gives students a chance to review the feedback and adjust their work to meet the requirements. Those students who did not submit by the initial deadline can still submit by the resubmission deadline, but it will be considered a late submission. Students who resubmit or submit late without a valid reason will only be eligible for a Pass grade and cannot achieve a higher grade.

10.3. Retakes

Students who fail their resubmission twice may have to retake the unit and submit work for a new Assignment Brief. Retakes will be capped at a Pass, and students must attend classes, which will be rescheduled. This may lead to extra tuition fees, and students might need to extend their course completion date.

10.4. Failure to Pass

Students who repeatedly fail to submit work or pass their assignments on time may not advance to the next level. For instance, an HNC student who does not submit or pass an adequate number of assignments on schedule will not be able to continue to level 5. While they can still submit work and earn individual unit certificates, they will not be eligible for the full award. The LCK Assessment Board has delegated powers from the LCK Academy Academic Board to authorise results and recommend students for continuation from one level to the next or successful completion of the award.

10.5. Grades

For Pearson BTEC HND courses (Level 4-5) all grades are based on the following:

- **PASS**
- **MERIT**
- **DISTINCTION**

Students who do not Pass are classified as **REFERRED**. If they resubmit or retake, they can only achieve a PASS for the particular unit.

University partners follow the usual classifications for undergraduate degrees (Level 4 – 6):

- **First Class (1)**
- **Upper Second Class (2.1)**
- **Lower Second Class (2.2)**
- **Third Class (3)**

10.6. Compensatory Credit

Students may be granted compensatory credit for certain programmes. Specifically, students enrolled in the Pearson BTEC Higher National Diplomas (HND) are allowed to receive compensatory credit for one 15-credit unit in their first year, which is when they complete the Level 4 Higher National Certificate (HNC), and another 15-credit unit in their second year, when they complete the Level 5 HND. This means that a student can fail one 15-credit unit in the HNC and still pass the HNC in the first year, and they can fail one 15-credit unit in the in the second year and still pass the HND. However, students will not pass the HNC or HND if they fail more than one unit at each level. For details on how to achieve an overall Merit or Distinction, please refer to the Pearson BTEC Assessment Guidelines.

10.7. Calculating Final Grades for HND

The table below shows how final grades are calculated for HND qualifications using a points-based system.

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

Each completed unit has a different point value depending on the grade received: 4 points for a Pass, 6 for a Merit, and 8 for a Distinction. In the first year, students' study 8 HNC Level 4 units, while in the second year, they study 7 HND Level 5 units. Most units carry 15 credits, except for Unit 19 Research Project in Year Two, which is worth 30 credits.

If a student passes a 15-credit unit, they receive 60 points (15 x 4). If they attain a Merit, they receive 90 points (15 x 6), and if they attain a Distinction, they gain 120 points (15 x 8). At the end of the first year, the points from all units are added together to determine the student's final grade.

To continue to the second year, students must submit 8 HNC units and pass at least 6 HNC units in their first year. However, students must pass one more HNC unit (the 7th) on resubmission or will not be able to pass the HND.

The points that students receive for the first year of study (HNC) do not count towards their second year.

The final grade for the HND depends solely on the total points accumulated in the second year, excluding the points needed to pass HNC in the first year.

To pass HND, students must pass 7 HNC units, plus 6 HND units, including Unit 19 Research Project, which is 30 credits. The final grade for HND will be based only on the points gained for HND units in the second year.

10.8. Publishing Grades

When students get feedback with grades that have been verified internally, it is important they know these grades might be amended later based on decisions from the External Examiner or Assessment Boards. Therefore, all grades given to students by the Academy are provisional until approved by the appropriate External Examiner and Assessment Board. Final approval typically happens at the end of the academic year, which can vary depending on when students begin their studies.

10.9. Assessment Plan Template for HND

LCKA-UoP HND YR1 Level 4 & YR2 Level 5 - Assessment Plan

Semester One

Unit	Task 1 LOs (CW1)	IV of Assignment Brief	Hand Out	Submission	Assessor's Feedback	IV of Assessment	Provisional Feedback	Approved* Resubmission	Resubmission Feedback	Assessment Board (Semester 1)	Approved* Resubmission	Resubmission Feedback	Assessor's Name	IV Name
First	LO1, LO2, LO3 & LO4	WK1	WK2	WK8	WK9	WK10	WK11	WK13	WK15	WK20				
Second	LO1, LO2, LO3 & LO4	WK1	WK2	WK8	WK9	WK10	WK11	WK13	WK15					
Third	LO1, LO2, LO3 & LO4	WK9	WK10	WK16	WK17	WK18	WK19				WK21	WK23		
Fourth	LO1, LO2, LO3 & LO4	WK9	WK10	WK16	WK17	WK18	WK19				WK21	WK23		

* Internal Verifier, Progamme Leader or Quality Nominee must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work.

Semester Two

Unit	Task 1 LOs (CW1)	IV of Assignment Brief	Hand Out	Submission	Assessor's Feedback	IV of Assessment	Provisional Feedback	Approved* Resubmission	Resubmission Feedback	External Examiner	Assessor's Feedback	Assessment Board (Semester 2)	Approved* Resubmission	Resubmission Feedback	Assessor's Name	IV Name
Fifth	LO1, LO2, LO3 & LO4	WK17	WK18	WK24	WK25	WK26	WK27	WK29	WK31	WK36		WK38				
Sixth	LO1, LO2, LO3 & LO4	WK17	WK18	WK24	WK25	WK6	WK27	WK29	WK31							
Seventh	LO1, LO2, LO3 & LO4	WK25	WK26	WK32	WK33	WK34					WK37		WK39	WK40		
Eighth	LO1, LO2, LO3 & LO4	WK25	WK26	WK32	WK33	WK34					WK37		WK39	WK40		

* Internal Verifier, Progamme Leader or Quality Nominee must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work.

The above template excludes weeks allocated for holidays which varies depending on the start date of the course.