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## **GBS Pearson Assessment Regulations**

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#### Related GBS policies

- GBS Data Protection Policy
- GBS Equality and Diversity Policy
- GBS Freedom of Speech Policy
- GBS Anti-Harassment and Anti-Bullying Policy
- GBS Student Disciplinary Policy and Procedure
- GBS Academic Good Practice and Academic Misconduct Policy and Procedure
- GBS Extenuating Circumstances Policy
- GBS Student Charter
- GBS Student Code of Conduct

#### External Reference Points

1. Information Commissioner's Office, Accessed online at: <https://ico.org.uk/>
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
3. The Quality Assurance Agency for Higher Education (QAA) *UK Quality Code for Higher Education Advice and Guidance*, Accessed online at: [https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf?sfvrsn=ca29c181\\_4](https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf?sfvrsn=ca29c181_4)

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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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<sup>1</sup> These GBS Pearson Assessment Regulations apply only to students registered directly by GBS with Pearson programmes.

*(i) The academic standards of course meet the requirements of the relevant national qualifications framework.*

3.2.1 Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each course, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.

*(ii) The value of the qualification awarded to students at the point of qualification and over time is in line with sector-recognised standards.*

3.2.2 Assessment regimes include processes ensuring the qualifications awarded by a degree-awarding body are consistent with the standards recognised within the sector and continue to be so over time. This consistency is important for the value of a qualification and the trust stakeholders place in it.

3.3 The four Core Practice are stated as follows:

- (i) The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualification's frameworks.
- (ii) The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- (iii) Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- (iv) The provider uses external expertise, assessment and classification processes that are reliable, fair, and transparent.

3.4 The one Common Practice is stated as follows:

- (i) The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

3.5 The assessment regulations detailed below are designed to meet the Expectations, Core and Common Practices of the UK Quality Code and are intended to provide GBS with a

sound and fair approach to the assessment of students and meet both the requirements of the UK Quality Code and Pearson BTEC.

#### **4. BTEC Centre Guide to Assessment: Level 4 to 7**

4.1 The BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment offers centres general guidance concerning assessment regulations. With respect to students meeting deadlines for submitting assessments the following guidance is offered:

- a) Deadlines are an important part of BTECs. Students must be encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments. You are at liberty to refuse work that is late for assessment but must ensure that students are made aware of the consequences of failing to meet deadlines.
- b) Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. It is best practice to have a clear, published assessment procedure (e.g., in your code of practice or programme specification) for a learner to formally apply for an extension if they have genuine reasons for not meeting a deadline. If an extension is granted, the new deadline must be recorded and adhered to.

4.2 The assessment regulations provided below are intended to be consistent with this guidance from BTEC. With respect to the submissions of late work or referrals, the BTEC Centre Guidance for Assessment offers the following guidance:

##### **4.2.1 Late submission of assessed work**

- You can refuse to mark student work that has been submitted late if this is part of your Centre's code of practice. You may then ask the student to resubmit work, but for a different assignment brief. You are not required to include Merit and Distinction criteria in the resubmission brief.
- If you accept the students work that has been submitted late you must not downgrade work to a pass level unless the assessment and merit/distinction grade descriptors require evidence of:
  - meeting agreed timelines

- 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:

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

## **7. Formative and Summative Assessment**

7.1 Internal assessment is the process where assessors make judgements on evidence produced by students against required criteria and provide feedback.

### **7.1.1 Formative Assessment**

7.1.1.1 Formative assessment involves both the assessor and the student in a two-way conversation about progress. The process does not confirm achievement of grades but focuses on helping the student to reflect on their learning and improve their

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 guidance provided by Pearson. To be fair to all students, the Assessment Board needs to record good reasons where a decision to permit resubmission is granted.

9.3 Any submission of assessed work following non-submission without extenuating circumstances will require the student to address a new and different assignment brief for that unit. A maximum Pass grade can be achieved.

## 10. Reassessment (Second Submission or Resubmission)

10.1 Pearson offers the following guidance for how a Centre should provide resubmission opportunities for assessed work that has failed (Unclassified) to achieve a Pass grade:

10.1.1 An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

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

10.2 In view of the guidance from Pearson, the following assessment regulations will apply:

- A student who has failed to achieve a Pass grade for assessed work will be permitted one opportunity for re-assessment
- Where the assessed work has been awarded an Unclassified grade and the work has been submitted to a published or agreed deadline and there is no evidence of academic misconduct (for example, plagiarism) the student will normally be granted one opportunity for reassessment by reworking the initial piece of assessed work.
- Where a reassessment is granted, the student will be given a deadline for making the reassessment submission. Late submission of the reassessment will be treated in accordance with the above.
- Where a student has been granted the opportunity to submit a piece of reassessed work and does not make a submission, the student will be treated according to Pearson guidelines.

## 11. Repeat Units

11.1 Pearson offers the following guidance for how a Centre should approach permitting a student to repeat a unit of study:

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

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

11.2 In view of the guidance given above the following regulations will apply with respect to students repeating a unit or units of study:

- (i) Where a student has failed to achieve a Pass grade for a piece of assessed work at both first assessment and reassessment, the Assessment Board may, at its discretion, permit the student to repeat the unit of study. The Assessment Board must record the reasons used to inform this decision.
- (ii) A student who is permitted to repeat a unit of study, may only repeat a unit of study once.
- (iii) In repeating a unit of study, the student must attend all teaching classes and show full attendance through GBS's attendance monitoring system and policy and pay the unit fee as determined by GBS.
- (iv) In repeating a unit of study, the student's grade for the assignment will be capped at a Pass grade.

## **12. Progression from Level 4 (Year 1) to Level 5 (Year 2)**

12.1 Pearson guidance for requirements for a student to progress from Level 4 (Year 1 of full-time study) to Level 5 (Year 2 of full-time study):

- Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.
- In addition, the Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England requires at least **225 hours of work experience/placement** in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed.

- The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England requires at least **450 hours of work experience/placement** in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed over the two-year period of the qualification.
- The Pearson BTEC Level 5 Higher National Diploma in Education and Training for England requires at least 360 of guided learning hours in Education settings. The Pearson requirement is that you spend at least 100 hours of teaching practice.

12.2 In view of this guidance, GBS requires a student to achieve at least 90 credits at Level 4 to progress to Level 5 and the relevant work placement hours for relevant programmes to be completed. For full-time students, this means that at the end of their first year of studies of Level 4 units in the GBS Pearson BTEC programme, 90 credits at Level 4 are required for progression to the second year of full-time study at Level 5.

12.3 It is the responsibility of the Assessment Board to make and record decisions concerning the progression of students from Level 4 (first year of full-time study) to Level 5 (second year of full-time study).

### **13. Extenuating Circumstances**

13.1 GBS students who are unable to meet published deadlines for handing in assessed work may use GBS Extenuating Circumstances Student Guide (teaching staff should refer to the Extenuating Circumstances Staff Guide) and procedure to request an extension to a deadline. The Extenuating Circumstances Student Guide and Staff Guide and form can be found on the website and on GBS VLE. This will be recorded within Student Records as 'EC' alongside the grade achieved.

13.2 It is the responsibility of the student to request an extension to a deadline using the Extenuating Circumstances procedure and form in advance of the date of the deadline.

13.3 A student may only be granted an extension to a deadline through using the Extenuating Circumstances Policy and Procedure, which is available on the website and GBS VLE.

13.4 If a student has not had their request approved for an extension to a deadline, using the Extenuating Circumstances form, then the assessment will be regarded as late and be called a 'Late Submission' (which is where work is handed in after the published deadline).

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).

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<sup>2</sup> Where students are registered with a GBS partner universities for their GBS Pearson BTEC Programmes they must use the partners Academic Misconduct Policy and procedure or equivalent.

## 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 organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

## 19. Alternative Format

19.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Welfare Management Team
- **Position:** Welfare Officer/Manager
- **Email:** [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk)