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HE Assessment Policy for Higher Nationals	
Lead: Steve Mulligan	Status:
Version: 2	Date of Version: December 18 th 2024
Approving Body: Executive Team Higher Education Quality and Standards	Supersedes: N/A
Approved on: January 6 th 2025	Next Review date: December 18 th 2025

Equality analysis tool ¹		
1.	Is the policy relevant to the public sector equality duty?	No
2.	Have any concerns previously been raised about this policy or practice?	No
3.	Is likely to result in discrimination against a protected group?	No
4.	Does this policy positively contribute to the participation of under-represented groups in the College's activities?	No
Version Control		
Version	Date	Change(s)
Access		
Location	Yes	
Service Centre	No	
Document Centre	Group Shared Drive	
Public Website	Heart of Yorkshire Education Group	
Communication		
Medium	Audience	

¹ If the answer to any of these questions is yes, please complete the Screening Template provided and include as an Appendix to your policy.



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HE Quality and Standards Committee	All staff who are responsible for the delivery of Higher Education. All Higher Education students.
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Appendix One: Screening Tool

Public sector equality duty

Name of the policy HE Assessment Policy for Higher Nationals
Author(s): Steve Mulligan

Author(s) of Equality Analysis:
Name: Steve Mulligan
Job title: Head of Higher Education
Date:
18 th December 2024
Signature: 

1. What are the main aims, purpose, and outcomes of the policy?

The purpose of this HN Assessment Policy is to ensure that staff and learners on Higher National programmes are fully aware of the criteria and standards against which learner progress and success will be judged.



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2. Will these aims affect our duty to:

	Yes / No	How?
Advance equality of opportunity?	No	
Eliminate discrimination?	No	
Eliminate harassment?	No	
Foster good relations between people from different groups?	No	
Tackle prejudice and promote understanding between people from different groups?	No	

3. What aspects of the policy, including how it is delivered, or accessed, could contribute to inequality?

None

4. Will the policy have an impact (positive or negative) upon the experience of people, including those who share a protected characteristic?

4.1 Please complete the following table:



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Protected characteristic	Meet needs of people with this characteristic	Encourage participation (if under-represented)	Remove or minimise disadvantages	Possible negative impact
Race	✓	✓	✓	No
Gender	✓	✓	✓	No
Disability	✓	✓	✓	No
Religion / belief	✓	✓	✓	No
Sexual orientation	✓	✓	✓	No
Gender reassignment	✓	✓	✓	No
Pregnancy /maternity	✓	✓	✓	No
Age	✓	✓	✓	No
Marriage / civil partnership*	✓	✓	✓	No

Evidence:

4.2 In addition, please consider whether this policy may indirectly discriminate against young adult carers (16-24). Although not a legally protected group, this group often suffers disadvantage due to their caring responsibilities and we have a moral duty to protect them.

Evidence: N/A

4.3 What different needs, experiences or attitudes are particular communities or groups likely to have in relation to this policy?

None

Declaration

The policy does not have a significant impact upon equality issues and therefore does not require any further action.

Author(s) of Equality Analysis:
Name: Steve Mulligan
Job title: Head of Higher Education
Date:
18 th December 2024



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Signature:



Date:

December 2024

Name: Steve Mulligan Head of Higher Education

HE Assessment Policy for Higher Nationals



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1 Scope

This policy applies to all Pearson BTEC Higher National programmes, and it applies only where the Awarding Body devolves policy on these matters to the Heart of Yorkshire Group (the Group) or is otherwise silent; in all other circumstances the policy of the Awarding Body will apply.

2 Purpose:

2.1 The purpose of this HN Assessment Policy is to ensure that staff and learners on Higher National programmes are fully aware of the criteria and standards against which learner progress and success will be judged.

2.2 The HN Assessment Policy requires that all learners be made aware of:

- the timing of assessments, in order to prepare work schedules to meet deadlines;
- the criteria against which they will be assessed, in order to ensure that they are adequately prepared;
- the standards to be applied to measure success;
- the method(s) by which they will be assessed, to see that these are fair;
- the outcome of assessment and the reasons for that outcome, in order to judge their own performance and make informed improvements in the future.

2.3 The HN Assessment Policy is underpinned by the following principles:

- that all assessment will be carried out in fair and equitable ways, without prejudice or favour;
- that any deviation from this policy in favour of one learner must be fair to all other learners;
- that it is the responsibility of the learner to ensure understanding of the assessment criteria and standards before presenting work for assessment;
- that the learner has the right of appeal against any outcome of assessment or against the process as long as any appeal falls within the College's **Academic Appeals Procedure**. It is the duty of Course Leaders to ensure that learners are aware of this, to give appropriate guidance to the learner and co-operate in the appeals process.

3 Responsibility

It is the responsibility of the Course Leader and their team to ensure that this policy is applied accurately, and that all appropriate information is made available to **Examination Boards**. Review and evaluation of the policy will be the responsibility of the Higher Education Quality and Standards Committee on an annual basis. Course Tutors must also refer to the awarding body guidelines for mandatory assessment requirements.



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4 Policy and Procedure

- 4.1 As Pearson HN qualifications may be graded above a straightforward “Pass”, the criteria for achieving higher levels must be clearly communicated to learners in writing at the start of the programme (e.g. in a **Programme Handbook**).
- 4.2 All Course Leaders/Course Tutors **must** set and publish formative and summative deadlines for the submission and return of internally assessed and externally moderated work as part of the **assessment planning process**. Deadlines for formative and summative submission **must** be included in learner assessment calendars and on assignment briefs, which should be available in hard copy and on the appropriate digital platform for the site of delivery. These should be available for September (Semester 1) and January (Semester 2). All deadlines **must** be set according to the needs of the course/programme of learning and the individual learner’s needs. Deadlines **must not** exceed the duration of the course/programme funding/tuition fee period.
- 4.3 Assessments **must** be balanced across a course or programme to provide a manageable workload for both learners and staff. This can be achieved through team planning of the entire course at the beginning of each academic year.
- 4.4 To ensure a manageable workload, it is expected that all units will be delivered short and fat (within one semester) unless valid reasons for delivering a unit long and thin (over one academic year) have been discussed and agreed by the Course Leader.
- 4.5 Any penalties for late submission or over length coursework **must** be clearly explained to learners at the start of a programme and should be applied according to procedure in every case. Any penalties, appeals or requests for ‘Additional Consideration’ will be brought to the Examination Board for deliberation.
- 4.6 All learners will be made aware of the **‘Additional Consideration’ Procedure** for HN programmes.
- 4.7 This HN Assessment Policy is available on the College intranet for staff and the appropriate digital platform for the site of delivery. It is also available on the Higher Education pages of the Groups website.

5 Assessment Tasks

- 5.1 Assessment tasks for Pearson Higher Nationals should reflect not only what the learner knows, but also what they can do, in employment. Assessments for all HN programmes should:
 - Focus on the holistic development of practical, interpersonal and higher-level thinking skills
 - Provide a scenario relevant to the associated sector of industry



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- Give clear task guidance using vocabulary that matches the requirements of the learning/grading outcomes
- Require learners to apply their knowledge to a variety of assignments and activities (e.g. work-based projects, case studies, performance observation, etc.) as outlined in the Course Specification document
- Allow for a variety of forms of assessment evidence, provided they are suited to the learning outcomes being assessed
- Ensure that Merit and Distinction grading criteria are contextualised within the assignment tasks and do not constitute additional work
- Include a requirement for accurate referencing/citation

5.2 Before issuing assessment instructions to learners, **assignment briefs must** be internally verified within the department, using the **IV of Assignment Brief Template**, to ensure that they are in line with specification requirements, appropriate, relevant and clear. Any amendments suggested by the Internal Verifier, and agreed at department level, **must** be acted upon and signed off by the Internal Verifier before unit delivery begins.

5.3 For HN programmes at least 3 assignment briefs **must** be sent to the External Examiner for approval each year.

6 Regulations and Procedures for Assessment Submission

6.1 For all HN programmes, learners are entitled to one formative and one summative submission opportunity for each element of unit assessment:

- A first submission will be marked and given detailed **written formative feedback** designed to guide learners towards optimum achievement. It is likely that submissions for formative assessment will be staged, according to the number of assignments/tasks contained within the unit assessment overall. This does not preclude tutors from offering ongoing, formative feedback to learners but there is no further requirement for substantial written evidence.
- After the final submission date, all assignments/tasks comprising the unit assessment overall will be marked and given written, summative feedback/feedforward designed to inform and explain to the learner the indicative grade for the unit and provide further guidance on how to improve on performance in future assessments.
- Where tutors indicate summative submission dates **per task/assignment**, it must be made clear to learners that there will be no further opportunity to amend or improve this work at a later date.

6.2 The following procedure for submitting coursework for **final summative assessment** applies to all HN programmes:

Learners **must** submit work in one of the following ways to ensure that the submission date has been recorded:



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- In the majority of cases, submit work electronically via Turnitin or through the appropriate digital platform for the relevant sight.
- Where Turnitin or other digital platform is viable (for practical work for example), a pre-arranged process must be in place and communicated to the learner beforehand. It is the learner's responsibility to obtain a signed receipt for all work handed in

Learners **must not** hand in coursework for final summative assessment to a Course Tutor or other teaching staff member. This includes work at task/assignment level where individual dates for final summative assessment have been agreed.

6.3 Course Leaders **must** ensure that learners are fully informed about the use of sources of information and referencing and the penalties for plagiarism. Where Turnitin is used, departments **must** ensure that learners receive:

- appropriate guidance and support regarding good academic practice
- instructions for the use of Turnitin UK
- guidance on the interpretation of originality reports

6.4 Learners **must** sign a Plagiarism Declaration on submission of coursework (which is attached to the HN Assignment Front Sheet Template). When submitting work electronically learners must accept the student submission statement.

6.5 Learners **must** include a reference list/bibliography with the unit assessment using Harvard referencing protocols

(See **Procedure for dealing with breaches of assessment regulations: academic dishonesty and plagiarism**)

7 Late Submission

7.1 Any work handed in after the published deadline for formative or summative assessment, without additional consideration or an extension to deadline, will be classified as a 'late submission'.

7.2 For late submissions the following policy **must** be applied:

- If the work (including written work, presentations, practical's etc.) is submitted after the agreed formative deadline, the work will not be marked. Penalties may be applied at the summative stage.
- If the first (formative) submission is late, the learner will still have the opportunity to meet the (summative) deadline for final submission.



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- Where the learner submits work for final (summative) submission after the agreed deadline, or it is not submitted at all, the assessment will be marked a fail. In this instance a learner may be permitted one reassessment opportunity on the original assessment, subject to approval by the Examination Board. Any reassessment of a unit following such late submission, or failure to submit, will be capped at a Pass grade.

7.3 In exceptional circumstances Examination Boards may modify decisions that have been implemented, even when they have been made in accordance with standard procedures, if they seem excessively harsh. For example, a learner who repeatedly submits late assessments for previously unknown reasons may need some specific form of assistance or supportive intervention; in such instances it may only be at the Examination Board that the consistency of lateness across modules is identified.

7.4 Persistent late summative submission may be classified as a disciplinary offence and could result in disciplinary action.

8 Over/Under Length Assessment

8.1 In most cases HN assessments will not be subject to any maximum word count. Exceptions to this rule could include timed presentations that have a set number of slides or instances where standard industry practice is being followed.

8.2 Penalties **must not** be applied to over/under length work (coursework, practical's, presentations) unless specified in the assignment brief and included in the assessment and grading criteria, for example:

- Meeting agreed timelines
- Presenting and communicating appropriate findings
- The ability to plan/organise time effectively
- The ability to work to industrial/commercial practices that include implicit timelines

This specific evidence requirement will usually be contained within the contextualised grading descriptors and will be clearly stated in the assignment brief.

9 Extensions to Deadline/Additional Consideration

9.1 Any requests for extension to deadline/Additional Consideration by the learner **must** be submitted on an **approved form** to the HE Administrator. This is available on the student intranet, website or from the Programme Leader/Course Tutor.

Extensions to deadline/Additional Consideration will be considered at College level by the



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Additional Consideration Panel comprising the Programme Leader, Module/Course Tutor and Area Head. The Additional Consideration Panel **must** meet in advance of the Examination Board and should make recommendations to the Examination Board which makes the final decision in all cases. The meetings of the Panel should be minuted and a copy available for reference at the Examination Board.

9.2 Applications for Additional Consideration **must** be submitted to the Additional Consideration Panel no later than 10 working days after the assessment deadline. Applications submitted more than 10 days after the event will be considered by the Additional Consideration Panel to determine whether there are good grounds for the delayed submission of the application form.

10 Standardisation of Learner's Work

10.1 Course Leaders must normally arrange for the standardisation of every unit being delivered at least once per semester, after formative assessment but before internal verification. This will help to maintain a high standard of assessment across the course. Evidence that standardisation has taken place will be checked as part of the quality audit process.

10.2 Course leaders must ensure that any assessors new to teaching or new to HN assessment have access to, and engage with, assessment support prior to undertaking any marking. This should include standardisation of assessment either with the course team or with assistance from the HE Team.

10.3 Where no standardisation has taken place, or the IV process indicates issues, all work for that unit will be required to be second marked.

11 Marking and Internal Verification of Learners' Work

11.1 For all HN programmes, the assessment and grading criteria should be fair and transparent. Formative written feedback should include guidance for learners on strengths and areas for improvement relevant to the specific criteria. In most cases, the feedback will be summarised in relation to the specific assessment criteria for Pass, Merit and Distinction as appropriate.

11.2 Learner progress following formative assessment **must** be recorded on the appropriate tracking documents through Turnitin. This will enable learners to keep track of their progress on individual units as well as at whole course level. Progress Reviews and action planning to improve performance will also be recorded on Pro-Solution or any other appropriate recording area at various points throughout the academic year.

11.3 Summative assessment decisions should in every instance be recorded using the standard College HN Assessment Feedback Template. Feedforward should always be provided to learners and include guidance on strengths and areas for improvement in succeeding assessments. Learners should be made aware that grades awarded on the feedback sheet are provisional until ratified by the Examination Board and subject to change.



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- 11.4 Summative assessments at Levels 4 and 5 should be internally verified according to an **Annual IV Schedule** that covers all units, all assessors, all students and all assignments should include a representative sample spanning the full range of grades awarded. Any units assessed as Fail **must** also be added to the scheduled IV sample. It is accepted that some slight variation to the annual schedule may be necessary to ensure that the full range of grades are sampled.
- 11.5 Summative assessment which is performance-related (e.g. presentations, demonstration of practical skill etc.) **must** either be a) digitally recorded and internally verified as outlined above, or b) simultaneously assessed by more than one assessor/internal verifier. Arrangements will need to be made in consultation with CDMs/PLs and other colleagues to fulfil these requirements well in advance. Templates for **Witness Statements** and **Observation Records** are also available for evidencing performance-related assessments.
- 11.6 Any agreement or differences in marks awarded by the Assessor should be recorded by the Internal Verifier on the **HN IV of Assessment Decisions Template**, together with reasons for the adjustment of marks. If the Assessor and Internal Verifier do not reach agreement on a given mark, then a third person (Programme Leader Curriculum Manager) can be asked to discuss and help determine a mark.
- 11.7 Course Leaders **must** ensure that accurate records of marking and moderation are kept using the appropriate College templates (**Internal IV Schedule**^v and IV of Assessment Decisions Form).
- 11.8 Course Leaders are responsible for ensuring that all Assessors apply the Group/Pearson assessment regulations.

12 Feedback/feedforward on Assessment

- 12.1 Learners **must** receive written formative feedback on all assessed work within 14-21 working days of the submission date. Summative assessments must also be marked within 14-21 days and internally verified in accordance with the Annual IV Schedule. In all cases learners will be given a projected assignment return date allowing them the opportunity to act on feedback to improve performance before summative submission and/or to improve performance in future assignments.

It must be stressed to learners that any summative feedback on grades/marks will only be indicative and subject to internal verification, final external moderation, adjustments or Examination Board decisions.

Although there is only a requirement for each assignment to have one example of written formative feedback, there is an expectation that this will be supplemented by ongoing oral feedback prior to both formative and summative submission deadline dates.



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- 12.2 Evidence of where assessment criteria have been met within a piece of work **must** be clearly indicated to aid effective internal verification.
- 12.3 One example of written formative feedback **must** be provided for each submitted assessment. Written feedback can be provided with the HN Assessor's Feedback form or Grade mark in Turnitin.
- 12.4 In certain exceptional circumstances there may not be an opportunity to provide formative written feedback due to the nature of the assessment task (e.g. a one-off assessment such as examinations, presentations). In designing assignment briefs, course tutors should limit the number of activities that preclude the opportunity for written feedback as this may put the learner at a disadvantage in comparison to other learners.
- 12.5 Written summative feedback **must** be produced using the appropriate (see point 11.3) HN Assessor's Feedback form which should include:
 - Qualification name, module/unit title, level, assignment title and number, wordcount where necessary, date of submission and date of marking; reference to learning outcomes/criteria including those for Pass, Merit and Distinction; overall mark and how it has been arrived at and if relevant, details of any penalties for late submission or over/under length coursework
 - Detailed feedback by the Assessor and, where relevant, Internal Verifier. Any differences in marks must be clearly explained.
 - Reference to strengths and areas for development. Feedback/feedforward should clearly show how the learner can improve future assignments with specific reference to skills requiring development (such as academic writing skills) including sources of help available.

13 Examination Boards

- 13.1 Examination Boards are responsible for:
 - Monitoring academic standards
 - Making recommendations on the grades achieved by learners on individual units and confirming the marks to be awarded
 - Making recommendations on the progression of learners onto the next stage of the programme
 - Making recommendations about resubmission decisions, resits and intercalation
 - Considering mitigating circumstances/extension to deadlines (on receipt of information from the Additional Considerations Panel)
 - Considering appeals (on receipt of information from the Appeals Panel)

(See full Examination Board Guidance)



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13.2 For all programmes, Programme Leaders and staff should ensure that learners are aware that grading decisions are provisional until confirmed by the Examination Board.

14 Reassessments/Resubmissions

14.1 The following policy will apply for RQF Higher Nationals developed and approved after September 2016 on the Regulated Qualification Framework (RQF)HN programmes:

Individual Units

- **Reassessment** - A reassessment opportunity may be granted if a learner fails to submit work (including coursework, presentation or practical) or has failed to achieve a Pass for a unit. They may be allowed one reassessment opportunity per unit, based on reworking the original task, and subject to Examination Board approval. For examinations, reassessment shall involve completion of a new task. A learner who undertakes a reassessment will have their grade capped at a Pass for that unit. A learner will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
- Learners may be permitted reassessment of up to 60 credits at Higher National Certificate and Higher National Diploma Level, subject to the approval of the Examination Board. Where programmes include units with credit totals other than 15 credits (e.g. 5, 20 etc), the Examination Board may apply some discretion in permitting resits (e.g. if the credit total equals 65, as a result of a 20-credit unit). This is relevant for all HN programmes.
- Resubmissions can be authorised by the Course Leader or the Assessment Board and should only be authorised if all of the following submission conditions are met:
 - The student has met the initial deadlines set in the assignment, has met an agreed deadline extension, or has submitted work late that has been accepted*
 - The assessor judges that the student has fully attempted to achieve all targeted learning outcomes in their original submission
 - The assessor judges that the student will be able to provide improved evidence without further guidance
 - The assessor has authenticated the evidence submitted for assessment.

If a student has not met the conditions listed above, the Course Leader or Assessment Board must not authorise a resubmission. In these instances, the student will be required to repeat the unit.

If you accept student work that has been submitted late, a resubmission can only be authorised if the work has not met the Pass criteria and can only provide an opportunity for the student to achieve the Pass criteria. A new assignment brief must be issued to students for whom a resubmission has been authorised. Any evidence produced by the student in their original submission that did meet the criteria remains valid and may be used for the resubmission assignment brief. Any assignment briefs used for resubmissions must be internally verified before being issued to students.



Procedure for resubmission

If the Course Leader or Assessment Board does authorise a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation. The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. Students must resubmit work within 15 working days of being notified that a resubmission has been authorised. The resubmission must be undertaken by the student with no further guidance. Only one opportunity for reassessment of each assessment criterion and Merit and Distinction descriptor will be permitted. The original evidence submitted for the assessment can remain valid and be extended or may need to be replaced partially or in full. Arrangements for resubmitting the assessment should be conducted in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others. You may opt to conduct a resubmission of the assignment under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.

Conditions for repeating a unit

If a student has met all of the submission conditions, but still not achieved the targeted Pass criteria following resubmission, the Assessment Board may authorise a repeat unit opportunity to meet the required Pass criteria. Alternatively, the Assessment Board, having reviewed and discussed a student's assessment profile, can offer one final resubmission of Pass criteria if it is agreed that it is necessary, appropriate and fair to do so.

- If the Assessment Board does not authorise a final resubmission opportunity, the student would be required to repeat the unit.
- If the Assessment Board does authorise a final resubmission opportunity, a new assignment must be issued to the student. If, after this final resubmission opportunity, the student has still not met the Pass criteria in the unit, they would be required to repeat the unit.

The Assessment Board must only authorise a repeat unit in circumstances where they believe it is necessary, appropriate and fair to do so.

When repeating a unit:

- The student must study the unit again
- The overall grade for a successfully completed repeat unit is capped at a Pass for that unit

Any evidence previously produced by the student for the unit being repeated that did meet the Pass criteria remains valid and may be used for assignments within the repeat unit. Students who are repeating a unit only need to generate evidence for any Pass criteria that they did not achieve in their previous submissions.



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Whole Unit/Repeat Year - RQF Higher Nationals developed and approved after September 2016 on the Regulated Qualification Framework (RQF).

- Resit - Where a learner undertakes a reassessment but still fails to achieve a Pass for the unit, they may be permitted to resit the unit, subject to Examination Board approval. In order to resit, the learner must undertake a repeat of the teaching and learning for that unit and embark on a different assessment task, ensuring any fees for this extended learning programme are paid. The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit. Units can only be repeated once.
- A denial of a resit opportunity due to disciplinary reasons can be applied by Examination Boards (for example, where students have received disciplinary warnings, where they have not met attendance requirements or where they have failed to submit assessments).

Where a student has been unable to complete assessment requirements or performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Examination Board may permit the student to undertake some or all of HE assessment, for some or all of the units comprising the stage, at a later date and as though for the first time. Such a student who has met the minimum requirements for progression to the next stage of the programme, may be permitted to proceed to the next stage and simultaneously undertake the deferred assessment, as though for the first time

- 14.2 Reassessments and resits must not be actioned by Course Leaders or teaching staff until they have been approved by the Examination Board. The Examination Board will specify which elements of assessment the learner is required to resubmit and the date by which the work has to be submitted. Marks already obtained for elements of assessment which the learner is not required to resubmit will be carried forward unless the Examination Board specifies otherwise.
- 14.3 Course Leaders must maintain oversight of reassessments and resits that have been approved by the Examination Board and ensure that learners have sufficient, detailed feedback to inform their resubmissions. Deadlines for reassessments and resits must be set and clearly communicated to learners. Course Tutors must inform learners of the rules regarding resubmissions and ensure that learners are familiar with the HE Academic Appeals Policy.

15 Progression

- 15.1 When a student has completed HNC Level 4, the Examination Board will decide whether the learner may progress to HND Level 5.



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For RQF Higher Nationals developed and approved after September 2016 on the Regulated Qualification Framework (RQF) to achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at Level 4
- achieved at least a pass in 105 credits at Level 4.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed but have completed and passed the remaining units.

15.2 Where a learner has met the agreed minimum requirement for progression from HNC, but still has some assessments outstanding (for example, because of Additional Consideration or failure to submit by the deadline), the student would normally be expected to complete those reassessments before the start of the next academic year. Where this is not possible, a learner may be allowed to progress onto HND Level 5, provided that the outstanding work is resubmitted by the deadline specified by the Examination Board.

16 Return/Archiving of Assessed Work

16.1 The QAA requires that institutions 'maintain an archive of sample marked scripts in all *subject areas*. Coursework should be returned to the learner once a grade is assigned and ratified by the Examination Board.

16.2 You must keep student evidence and assessment records safely and securely to ensure that they are available for verification. Up to date, securely stored assessment records also help to minimise the risk of assessment malpractice, or potential issues if an assessor leaves during a HN programme.

You will need to:

- store all assessment records securely and safely relating to both internally and externally set assessments
- maintain records of student achievements that are up to date, regularly reviewed and tracked accurately against national standards
- retain both internal and external assessment records for centre and awarding body scrutiny for a minimum of three years following certification
- have all current student evidence available for verification purposes.
- retain all student work electronically in a secure area for a minimum of 15 weeks after certification has taken place.



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16.3 A sample of assessed work from the range of grades should be archived and kept for five years for quality purposes. All examination scripts which contribute to the final module mark must be stored securely and confidentially for as long as the learner is completing their studies on the programme or in the case of dispute, until the dispute is resolved. In addition, where practicable, all exam scripts must be kept for three months following learner completion of studies.

Appendix

Request for Extension or Additional Consideration Form

Undergraduate Taught Students/HNC/D.



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This form **should** be used to make either a request for an extension (ten working days) or for additional consideration for all assessments including examinations. For **extensions**, the request **must be submitted no later than 48 hours after the assessment deadline, extensions cannot be used for fixed date assessments such as on-campus examinations.** For **additional consideration**, the request **must be submitted within ten working days of the assessment deadline.** Requests submitted after these deadlines may not be considered. Please indicate your choice by ticking one of the following:

Extension Request

(Ten working day extension)

Additional Consideration

(further attempt at the next available opportunity)

Before completing this form, please ensure that you have read this Code of Practice and that you have discussed your situation with your Course Leader before submitting any request.

1. Student's Details

Student Name

Student Name	
Student ID Number (e.g. 201912345)	
Course Title	
Year of Study	
Course Leader	

2. Modules/Units Affected

This section **MUST** be completed to consider your application. Which modules are affected and what action are you requesting as a result of these circumstances, (select only one requested action for each individual assessment)? If you are unsure of your Module details or assessment title, please contact your Course Leader for guidance.

Module/Unit Title	Module/Unit Code	Assessment Code, Type and Title of Assessment (e.g. assignment, exam, test, lab, presentation)	Assessment deadline	Requested action
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

3. Duration of Circumstances



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From		To		Ongoing, please tick	<input type="checkbox"/>
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4. Details of Circumstances

There are a range of support services available to you across the Group that will be helpful to support the completion of this request. Your Course Leader are usually well-placed to advise you on completing this form and any support that might help with your current circumstances.

Have you sought advice and guidance before completing this form? Yes/No (Please delete as applicable)

If yes, please provide the name of the member of staff Staff Name:

Please provide a thorough explanation of how your circumstances have had an impact on you and how they have prevented you from completing the assessment/s:

5. Evidence

Please specify what evidence you are providing in support of your request:

- None, I am self-certifying my absence and have explained the details of the circumstances in Section 4***
- I have a reasonable adjustment already in place with evidence already submitted
- Doctor's note/letter
- Record of hospital admission
- Letter from consultant/specialist
- Police incident report
- Letter from court
- Collective Trauma, traumatic incident
- Other, please specify



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Please describe the supporting documentation attached to your claim and how it relates to your situation, supporting documentation should cover the period of time stated in section 3 of this form:

If you are unable to provide supporting evidence, please state why below:

***You can use the self-certification process for a maximum of two requests in a particular trimester and a maximum of three requests in an academic year. If your period of illness is, or will be, longer than seven days, or if you have already used the self-certification process more than the maximum number of times, then you should speak to your Course Leader and submit evidence as appropriate with a request for additional consideration.**

6. Declaration

I certify that the information I have given on this form is correct to the best of my knowledge. I understand that the University will regard providing false information as a disciplinary offence. I agree to allow the Group/University to hold and use this data for the purposes it was submitted in accordance with the Data Protection Act (2018).

Name	Date

7. Checklist

Please check that you have fully completed Sections 1 – 6 prior to submitting your request. You should ensure the following is included:	Completed Yes/No
✓ Your full details	
✓ Full details of your Module Code/s and Title/s	
✓ Details and dates of each impacted assessment included in your request	
✓ Details of difficult circumstances	
✓ Supporting documentation (where available)	
✓ Declaration section completed	



Heart of Yorkshire
Education Group