

The City of Liverpool College reserves the right to incorporate minor changes to this document for the new academic year.



## HE Programme Handbook 2019-20

### BTEC RQF Programmes

<b>School:</b>	Hospitality Tourism and Sport
<b>Head of School:</b>	Gill Williams
<b>Name of Course:</b>	HNC Hospitality Management
<b>Course Code:</b>	VL998
<b>Programme Leader:</b>	Christine Boylan
<b>Personal Tutor:</b>	Christine Boylan
<b>Email:</b>	<a href="mailto:christine.boylan@liv-coll.ac.uk">christine.boylan@liv-coll.ac.uk</a>

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## **i. HE Student Handbook**

Please make sure you access the HE Student Handbook which will provide you with lots of information about being a HE student at The City of Liverpool College. This information is available on the College VLE. All general College policies and information are accessible via following link <https://www.liv-coll.ac.uk/course-finder/higher-education/he-policies-and-procedures/> and contain information on the following:

- Membership cards and personal safety
- Code of Conduct
- Enrichment programme
- Student Services
- Learning Resource Centres
- Learning Support
- Achievement Coaches
- HE Finance and welfare advice
- HE Careers guidance
- Counselling, Health and Wellbeing service
- Student representatives & Student Union

## **HE Policies and Procedures:**

- Higher Education Mitigation (Assessment) Procedure
- Higher Education Student Application for Mitigation
- Higher Education Student Academic Appeals Procedure
- Higher Education Accreditation of Prior Achievement Policy
- Higher Education Assessment policy
- Higher Education Academic Impropriety Procedure
- Higher Education Policy on Marking, Feedback and Moderation
- Higher Education Teaching and Learning with Enhancement and Assessment Strategy
- Higher Education Tutorial Policy
- Work Based Learning Policy – HE Programmes

## **HE Documents and Guidelines for students:**

- HE Induction check list
- HE management structure
- UK quality code for Higher Education – link to QAA and overview
- HE review – information for students
- NSS survey information for HE students
- HE Bursaries
- HE Student Charter

## **College Policies and Procedures:**

- Attendance and Punctuality procedures
- IT Acceptable Use Policy
- Equality Policy and Harassment Procedures
- Health and Safety Policy
- Smoke Free Workplaces Policy
- Appeals Policy and Procedures

## ii. Welcome to College

*Joining the City of Liverpool College means you are a member of one of the largest FE colleges in the sector, and the first choice for quality education and training in the city region.*

*Our greatest asset is our people. The success of our college is dependent on every student and member of staff sharing the principles behind our mission and values.*

*We are committed to improving the quality of provision and services for all our learners and take pride in the ongoing professional development of all staff, ensuring you develop the knowledge and skills needed for your future career.*

*The City of Liverpool College is located over five sites, the hub of which is our magnificent £35 million landmark development, the Learning Exchange. The vision behind this campus combines state of the art learning and recreation space with customer services excellence, making your experience second to none.*

*Thank you for making The City of Liverpool College your college of choice. Be assured that you have joined an environment where you will be respected, and the contribution you make will be recognised and valued as an asset to the organisation.*

Best wishes for your future.

A handwritten signature in black ink, appearing to read 'E. Bowker', with a stylized flourish at the end.

Elaine Bowker  
Principal and Chief Executive

iii. Academic Calendar 2019-2020 (TBC)

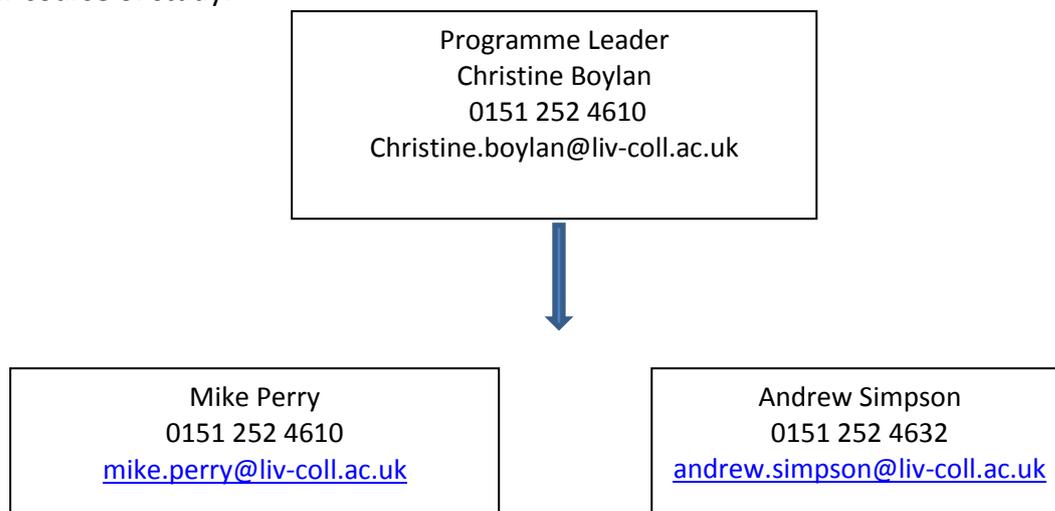
### Staff College Calendar 2018-2019

<b>AUTUMN TERM</b>	<b>03.09.18 - 21.12.18</b>	<b>15 Teaching Weeks</b>
Academic Staff Return	16.08.18	
Enrolment Training Days	17.08.18 and 20.08.18	2 Days
Admissions and Enrolment Period	20.08.18 - 31.08.18	9 Days
<i>College Closed</i>	<i>27.08.18 Summer Bank Holiday</i>	<i>1 Day</i>
<b>Classes Commence</b>	<b>03.09.18 - 19.10.18</b>	<b>7 Teaching Weeks</b>
Transfer Week	24.09.18 - 28.09.18	5 Days
Staff Development Day	19.10.18	1 Day
Half-Term	22.10.18 - 26.10.18	1 Week
<b>Classes Recommence</b>	<b>29.10.18 - 21.12.18</b>	<b>8 Teaching Weeks</b>
<i>College Closure</i>	<i>24.12.18 - 04.01.19</i>	<i>2 Weeks</i>
<b>SPRING TERM</b>	<b>07.01.19 - 05.04.19</b>	<b>12 Teaching Weeks</b>
<b>Classes Commence</b>	<b>07.01.19 - 15.02.19</b>	<b>6 Teaching Weeks</b>
Half-Term	18.02.19 - 22.02.19	1 Week
<b>Classes Recommence</b>	<b>25.02.19 - 05.04.19</b>	<b>6 Teaching Weeks</b>
Staff Development Day	03.04.19	1 Day
Spring Break	08.04.19 - 19.04.19	2 Weeks
<i>College closed</i>	<i>Friday 12.04.19</i>	<i>1 Day</i>
	<i>Monday 15.04.19</i>	<i>1 Day</i>
	<i>Good Friday 19.04.19</i>	<i>1 Day</i>
	<i>Easter Monday 22.04.19</i>	<i>1 Day</i>
<b>SUMMER TERM</b>	<b>23.04.19 - 28.06.19</b>	<b>9 Teaching Weeks</b>
<b>Classes Commence</b>	<b>23.04.19 - 24.05.19</b>	<b>5 Teaching Weeks</b>
<i>College Closed</i>	<i>06.05.19 May Day</i>	<i>1 Day</i>
Half-Term	27.05.19 - 31.05.19	1 Week
<i>College Closed</i>	<i>27.05.19 Spring Bank Holiday</i>	<i>1 Day</i>
<b>Classes Recommence</b>	<b>03.06.19 - 28.06.19</b>	<b>4 Teaching Weeks</b>
Staff Development Day	01.07.19	1 Day
Course Completion & Curriculum Development Week	02.07.19 - 05.07.19	4 Days
Academic Staff/Managers Return Date 2019/20	15.08.19	

**Total 36 teaching weeks**

## **1. Programme Team Structure**

These are the names, contact numbers and email addresses of the staff who will be teaching your course of study.



## **2. Attendance and Punctuality**

The college expects you to attend all of your lessons and achieve as near as possible 100% attendance. If you are eligible for a progress bursary, you will not receive your weekly payment if you do not achieve 100% attendance. If your attendance falls below an acceptable level you are at risk of not achieving your qualification and may be advised to withdraw from your course or your examinations.

All lessons will start on time so arriving a few minutes early for your lesson will help you prepare yourself for your learning. Punctuality is really important and makes a real difference to the delivery of your lessons. It is expected that you are always on time. If you know of a reason why you may be late for a particular lesson you must inform your tutor.

## **3. Preparation for Learning**

Your tutors will inform you what you will need to bring with you to your timetabled sessions to help you achieve on the course. These may be simple or more subject specific things such as a sketch pad, camera or football boots! Students are expected to remove outdoor clothing, coats and hats etc. in classrooms and workshops. Mobile phones must only be used if allowed as part of your lesson and as instructed by your tutor. If you prepare for your lessons you are preparing to succeed!

#### **4. Contact number in College where students can be reached in case of emergency**

Should your family need to contact you in case of an emergency please ask them to call the emergency number of the centre which you attend.

Centre	Phone Number	Centre	Phone Number
Arts Centre	707 0187	Learning Exchange	703 9263
Clarence Street	706 0831	Vauxhall	236 3302
Duke Street	709 5478		

#### **5. Health and Safety**

If you see anything in or around the college which is a hazard and may cause somebody harm please report it immediately to your course tutor.  
You have a right to be safe whilst in college, on a work placement or in your place of work.  
You also have a responsibility not to harm other people.

<https://my.liv-stu.co.uk/information/support/staying-safe/>

#### **6. Work Experience**

The Work Experience Team can offer students support, advice and guidance about work experience and work related activities whilst on their full-time course at The City of Liverpool College. The team have links with local employers and businesses and promotes the benefits of taking on a student for work experience within their organisation. The Work Experience Team work closely with all areas across the college and support any work related activities that students are involved in as part of their college course. By gaining valuable work experience students can experience the world of work, and enhance their personal and employability skills whilst building up their CV.

#### **7. Student Representatives**



Student Voice is very important to the college – it helps us to find out what you want so we can meet your needs. To help us do this, every class or group of students will choose someone to represent them. Your tutor will guide this bit.

This 'Student Rep' then helps students to give their opinions, raises problems on their behalf and lets them know what's happening as a result – as well as telling them about things going on in college they can get involved in.

Training on how to be a good Student Rep will be put on by the Student Engagement Team, supported by the Students' Union. Reps will also get a handbook to help them, full ongoing support, and a certificate at the end of the year. It's a very good thing to put on a CV, so if you like helping others, don't forget to put your name forward.

Reps will be invited to the Student Union's big annual meeting and to focus groups with managers to share their experiences of college. It is important to us that we know about anything which we can change in order to help you succeed. If you don't tell us we won't be able to help!

For more information on being a Student Rep just ask your tutor. To get involved with or contact the Students' Union, please visit <https://my.liv-stu.co.uk/information-for-students/>

All HE students take part in providing feedback by responding to the National Student Survey (NSS) questions that are on offer via the college online survey system.

## **8. Tutorials**

Tutorials are an important component of your course. Your personal tutor will have an overview of your progress in college and will support you throughout your course. Your personal tutor will meet with you every week for one hour to deliver the tutorial curriculum and will also carry out individual meetings with you, throughout the year, to set targets, monitor progress and provide you with support, advice and guidance. Talk to your tutor at any time if you have any difficulties. Many important aspects of college life, such as help with study skills and making applications to employers or universities, are dealt with in the tutorial. Your personal tutor will be also responsible for writing references for you. The personal tutor is your main point of contact.

## **9. Where to go for additional help**

All students need support whilst they are learning. This may include tutorials as part of the course, general and course-directed support.

**Achievement Coaches** can provide one to one support, a listening ear, help you with study skills and help to improve your grades. Your personal tutor or course tutor can put you in touch with an achievement coach.

## **10. 'My College' is our Virtual Learning Environment**

My College is the classroom when you are at home! All students have access to My College (VLE) where you will find information about your course. Your tutors will demonstrate this during your induction. Making use of the VLE will encourage independent learning and support you with your programme.

## **11. General reading list (i.e. not module specific), including electronic resources**

At the Learning Resource Centres (LRCs) you will discover a fantastic range of resources to help you succeed with your studies. Please find all information on opening times, how to access and search the catalogue as well as electronic resources via the 'Learning Resources' tab on My College or visit their website <https://lrc.liv-stu.co.uk/>

## **12. Additional Learning Support** - Helping you reach your potential

All students need help at some point during their stay in the College. The Additional Learning Support Team is there to remove any barriers to your learning. The support includes but not limited to:

- Dyslexia
- Dyspraxia
- ADHD
- Visual Impairments
- Hearing Impairments
- Autistic Spectrum Conditions
- Specific Learning Difficulties

We may also be able to offer you some support with your English and Maths if these are affecting your learning in the classroom.

## Contact Information:

### Learning Support

Support for students with learning difficulties and /or disabilities

#### Learning Difficulties and /or Disabilities

- In class support
- Making sure you understand your work
- Support to develop confidence and self-esteem
- Note taking

Contact: 252 4114 and 4118

#### Care Support and Care Assistants

- Support during lunch/breaks
- Escort on /off transport
- Help at mealtimes
- Help if you have a medical condition

Contact: 0151 251 4114

#### Sensory Support and Learning Practitioner Support

- Note taking
- Specialist support
- BSL Communication
- VI and Deaf Awareness
- Adaptation of materials

#### Autism / Aspersers /ADHD Support Learning Support Practitioners

- In/Out of class support
- Making sure you understand your work
- Support for concentration, focus and anxiety

Contact 0151 252 4114

#### Dyslexia/SpLD Support Service Specialist Teachers

- One to one teaching
- Study skills group support sessions
- Training in specialist software
- Access arrangements for exams

Contact: 0151 252 3595



## **13. Counselling Health and Wellbeing Service**

### **13.1 Counselling Service:**

Any student at The City of Liverpool College can come and talk to one of our team of counsellors. The service we offer is free and confidential. We can help you to manage any difficulties that you may be experiencing or changes in your life, so that you can focus on your studies, and achieve your goals.

### **13.2 Mental Health Support**

For students who feel that their studies may be affected by any mental health problems i.e. depression, anxiety. We offer additional support to overcome any barriers to your studies so that you can successfully complete your course.

### **13.3 Health and Wellbeing**

For any issues that arise outside the classroom the Student Health and Wellbeing Officer is a first point of contact that keeps students updated of a range of health and wellbeing services available at the college and beyond. The healthier you are and the better you feel, the more you can focus on your studies and achieve you goals.

### **13.4 Career, Advice and Guidance**

Our qualified and experienced Careers Advisers offer professional, confidential advice and guidance interviews or drop in to all on course students.

We will help you to choose the right course, research and choose a career, apply to university and prepare to look for jobs.

This will help you to understand more about course and career choices, to be aware of a range of opportunities and acquire the skills to plan your next step.

## **14. How to make complaints**

The City of Liverpool College takes any complaint seriously. If you have a complaint you must first speak to your Course Team Leader or Personal tutor. Should you wish to take your complaint further then you must follow the complaints procedures. Information on the complaints procedure can be found on your student intranet.

## 15. Programme Specification

### Module and programme structure

Module Title	Level of Study	Credits	Semester offered	Type of Assessment	Word Count/ Duration	Programme Intended Learning outcomes
Unit 1: The Contemporary Hospitality Industry	4	15	1	Assignment Report and Individual Presentation		1,2,3 and 4
Unit 2: Managing the Customer Experience	4	15	1,2 and 3	Assignment Report Observation of a front of house event (Individual)		1,2 3 and 4
Unit 3: Professional Identity and Practice	4	15	1, 2 and 3	Skills assessment and analysis Professional development plan Observation (interview) Report (Critical reflection of own CPD and skills)		1,2 3 and 4
Unit 4: The Hospitality Business Toolkit	4	15	2	Case study investigation and analysis Assignment report		1,2 3 and 4
Unit 5: Leadership and Management for Service Industries	4	15	1 and 2	Pearson set assignment		1,2 3 and 4
Unit 6: Managing Food and Beverage Operations	4	15	1,2 and 3	Assignment Report Observation of a front of house event (Individual)		1,2 3 and 4
Unit 10: International Gastronomy	4	15	2 and 3	Assignment Report Observation Sensory evaluation		1,2 3 and 4
Unit 13: Work Experience	4	15	1, 2 and 3	Work Experience Portfolio Critical analysis of experience		1,2 3 and 4

## **16. BTEC RQF Guide to Quality and Assessment**

### **16.1 Assessment and grading**

Before commencing an assessment, the Assessor should take care to ensure each learner understands:

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines.

#### **Submission of evidence via TURN IT IN**

**All HE assignments are submitted electronically via VLE TURN IT IN.** Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor should then:

- formally record and confirm the achievement of specific assessment
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

### **16.2 Resubmission of evidence**

#### **Opportunities for resubmission of evidence**

Because every assignment contributes towards the final qualification grade, **learners are allowed one resubmission of evidence for each assignment.** Your Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

#### **When can a Lead Internal Verifier authorise a resubmission?**

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the Assessor judges that the learner will be able to provide improved evidence without further guidance
- the Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the learner.

#### **What if a learner does not meet all of these conditions?**

If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.

### Procedure for resubmission of evidence

If your Lead Internal Verifier does authorise a resubmission, it must be:

- recorded on the assessment record
- given a deadline for resubmission within 15 working days\* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

*\* 15 working days must be within term time, in the same academic year as the original submission. If learners are studying part time, this is the equivalent of 15 days of “study time” to ensure we are being fair to all learners.*

### **16.3 Authenticity and authentication**

- Assessors should only accept evidence for assessment that is authentic, i.e. that is the learner’s own work and that can be judged fully to see whether it meets the assessment criteria.
- Assessors should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research could reduce opportunities for copying or collaboration.
- Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it.
- It is important that all evidence can be validated through verification. When practical and performance evidence is used, it is important to consider how supporting evidence could be captured through the use of videos, recordings, photographs, handouts, task sheets etc.
- The authentication of learner evidence is the responsibility of the assessor. If through the assessment process it is found that some or all of the evidence is not authentic, Assessors need to take appropriate action, including invoking malpractice policies as required.
- If through the assessment process it is found that some or all of the evidence is not authentic, Assessors need to take appropriate action, including invoking malpractice policies as required.

### **16.4 HN Global**

HN Global is an online resource that supports students and helps providers to plan and deliver Pearson BTEC Higher Nationals by providing appropriate teaching and learning resources.

Pearson offers HN Global to all learners. This is a toolkit that supports the delivery, assessment and quality assurance of BTEC Higher Nationals. The HN Global website is available at [www.ighernationals.com/user/login](http://www.ighernationals.com/user/login) and provides a wealth of support to

ensure that students have the best possible supported experience during their course. With HN Global, students can search, share, comment, rank and sort a vast range of learning resources via an online digital library and tutors can create and annotate reading lists for students.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

## **16.5 Assessment Framework**

The College retains records of assessment for each student. Records include assessments taken, decisions reached and any adjustments or appeals.

### *Mitigating Circumstances and Assessments*

The College has a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of an assessment.

### *Malpractice*

‘Malpractice’ means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification.

Malpractice can occur as a result of the actions of students, staff or providers in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, staff or providers where incidents (or attempted incidents) of malpractice have been proven.

For further details regarding malpractice and advice on preventing malpractice by students, please see Pearson’s Centre Guidance: Dealing with Malpractice.

The Joint Council for Qualifications (JCQ) of which Pearson is a member also provides information on examination administration and issues of malpractice. Further information can be found here <http://www.jcq.org.uk/about-us>

### *Plagiarism*

Plagiarism is a form of academic misconduct. It is much more than simple copying from another student, or from books, or from the internet. For example, it includes paraphrasing, sub-contracting the work to someone else, and submitting the same piece of work for two different purposes.

Students need to understand what plagiarism is through induction and a handbook. Please make yourself aware of the College’s policy. This policy includes:

- a precise definition of plagiarism and other forms of academic misconduct
- a statement of why plagiarism, and all other forms of academic misconduct, are wrong
- the actions that will be taken by the provider to address the culture of plagiarism

- the techniques that will be used to monitor students' assessed work and detect plagiarism
- the procedures that will be employed to investigate allegations of plagiarism
- a tariff of penalties that will be applied to students found guilty of plagiarism
- details of the appeals system for students to use when appealing against decisions made.

### Student Appeals against Assessment Decisions

Please be aware of the College's policy for dealing with appeals from students. These appeals may relate to an assessment not being conducted fairly. The first step in such a policy is the consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan allows time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, this and its resolution will be documented. Students have a final right of appeal to Pearson, but only if the procedures in place have not been followed. Further details are given in the policy here: Enquiries and Appeals on Pearson Vocational Qualifications.

If students are not satisfied with the result of their appeal after following the provider's processes, they can request the Office of the Independent Adjudicator (OIA) to review their complaint. The OIA will not deal with complaints about academic judgement but will look at academic appeals.

Following the OIA process does not prevent students from pursuing a complaint or appeal with Pearson and they may choose whichever route(s) they feel is the most appropriate.

## **16.6 Assessment Strategies**

The purpose of assessment is to deliver valid, reliable, fair, and manageable assessment. The assessments should be varied so as to give students with differing learning styles opportunities to achieve to the best of their abilities.

All assessments should be clear so that students understand what they are required to do and what can be achieved.

Clear assessment briefs support this process and should:

- inform the student of the tasks set
- inform the student of the methods of assessment
- set clear deadlines for submission of work.

## **16.7 Assessment and Grading**

### Formative Assessment

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff. Formative assessment takes place prior to summative assessment. It involves the Assessor and student in discussions about progress and focuses on helping students to

reflect on their learning and improve performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

### Summative Assessment

Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the student's achievement. Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

### Grading Pearson BTEC Higher National Units

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all of the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

### Summary of Grades

In order to achieve a pass in a unit	<ul style="list-style-type: none"> <li>• all learning outcomes and associated assessment criteria have been met</li> </ul>
In order to achieve a merit in a unit	<ul style="list-style-type: none"> <li>• all learning outcomes and associated assessment criteria have been met</li> <li>• all merit grade descriptors are achieved</li> </ul>
In order to achieve a distinction in a unit	<ul style="list-style-type: none"> <li>• all learning outcomes and associated assessment criteria have been met</li> <li>• all merit and all distinction grade descriptors are achieved</li> </ul>

### Conditions for the Award

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.

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

### **COMPENSATION PROVISIONS HNC**

A student can still be awarded a HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

### **COMPENSATION PROVISIONS FOR THE HND**

A student can still be awarded a HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- The overall qualification grade is calculated in the same way for the HNC and for the HND
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

	Points per credit
Pass	4
Merit	6
Distinction	8

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

## **16.8 Meeting deadlines**

Students need to be aware of the importance of meeting assessment deadlines. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in accordance with the College's policies. This means that students are all assessed according to the same conditions and that some are not advantaged by having additional time or opportunity to learn from others.

It is good practice for assessment regulations to be:

- made available to students as well as the programme team and for key regulations to be included in the programme specification; and
- presented in an accessible and easy-to-understand format.

### Resubmissions

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.

### Repeat Units

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

- At the College's discretion and Assessment Board, decisions can be permitted to repeat a unit.
- The student must study the unit again with full attendance and (if required) 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.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

## **16.9 Assessment Boards**

The College is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units

- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic standards.

It is only when the unit results of students' achievement have been considered by an Assessment Board that certification can be awarded. Prior to this the External Examiner will have sampled work and the report will be received by the Assessment Board.

### Timing of Assessment Boards

The main boards are held annually.

## **17. City of Liverpool College Assessment Policy, Marking and Feedback**

### **17.1 Introduction**

This policy is designed in line with QAA Quality Code and with input from all College's Collaborative University partners and Pearson's relevant policies and guidelines.

### **17.2 Before the assessment**

1. Students will be issued with an assessment plan which will outline when assignments will be issued and also when they should be submitted. In addition the assessment plan will include dates of when assessments should be resubmitted or potentially retaken.
2. Students will be provided with sufficient teaching and learning opportunities to ensure that they have the knowledge and the skills to independently complete the assessment activity.
3. Students will be provided with lots of informal assessment activities to check their knowledge and understanding before they start on their assessment (such as mind maps, quizzes, presentations, and discussions).
4. Attendance at all sessions is CRUCIAL, as Students will be required to work independently once the assignment is issued, without access to further support and guidance.
5. Students may be provided with the opportunity to complete a mock assessment before they complete a formal assessment.

6. Tutors will decide when students are fully prepared to undertake the assessment activity independently. This may mean that they may be issued the assignment earlier or later than other learners on the course. Students will however be required to complete their assessment within the same time frame to ensure that no learner receives an unfair advantage. This date will be agreed and recorded with the subject tutor.

### **17.3 Preparing for Assessment**

7. Before students start their assessment the tutor will ensure that they fully understand;
  - a. The assessment criteria and the assessment requirements.
  - b. The nature of the evidence which they need to produce.
  - c. The importance of time management and meeting deadlines.
8. Students **MUST** ensure that they inform the tutor if they are unclear of any of the above before they start the assessment.

### **17.4 Once your assessment is issued**

9. Students must work independently to produce and prepare the evidence for assessment. They may be supervised by the tutor in an assessment workshop setting; however, they will not be able to access any further support or guidance.
10. The tutor will not be able to provide students with any specific feedback relating to their assessment before it is submitted for marking.
11. The tutor will not be able to confirm whether students have achieved the assessment criteria until their assessment is submitted for marking.

### **17.5 Assessment submission**

#### E-Submission

12. The City of Liverpool College assessment policy requires, *as a minimum expectation*, assessment evidence and all related **coursework items to be presented in the following format in order to meet e-submission criteria:**

- a digital file in any of the industry standard formats (MS Office, PDF)

Assessment must be submitted electronically via VLE electronic assessment submission option. Electronic submissions for summative assessment should be anonymised where possible in compliance with College's Marking of Anonymised Coursework. It is recognised that some forms of assessment (for example assessment of practical work or of presentation) anonymous marking and/or double marking will clearly be impractical.

13. The VLE Assessment submission will continue to be the recommended tool for electronic submission.
14. It is a minimum expectation that all HE programme areas will use Turnitin with anonymised submission functionality that is available and should be applied where possible.
15. Academic staff are encouraged to use electronic methods of feedback and marking, where possible.
16. Where coursework meeting the criteria is submitted electronically, the expectation is that duplicate paper-based copies will not also be submitted.

#### Non e-submission

17. **Coursework items that do not meet the e-submission criteria**, such as creative art and design handmade work, some technical coursework that contains technical drawings or hand written formulae will be submitted directly to relevant programme leader/ module tutor.
18. Students should complete and submit electronically Assessment Submission Form including assessment declaration for the same piece of work via VLE electronic assessment submission tool as soon as they hand the assessment evidence to the tutor.
19. It is expected that when an Assessment Submission Form, including student declaration, is submitted electronically via VLE electronic assessment tool, relevant module tutor will confirm receiving the assessment evidence on line; in addition a paper based receipt, signed by the tutor may be used where immediate access to VLE is restricted (in some arts studios and labs).
20. Feedback and provisional grading of the assessment evidence should be done electronically via VLE.

#### **17.6 Late work**

##### **PEARSON Higher Nationals - RQF**

##### **Meeting Deadlines**

- Students need to be aware of the importance of meeting assessment deadlines.
- Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in accordance with the College's policies.
- This means that students are all assessed according to the same conditions and that some are not advantaged by having additional time or opportunity to learn from others.

## 17.7 Resubmission of work and repeated units

### PEARSON Higher Nationals – RQF

<http://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/Business/2016/Administration/uk-guide-to-quality-and-assessment.pdf>

#### Resubmissions

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.

#### Repeat Units

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

- The Assessment Board, can permit student to repeat a unit.
- The student must study the unit again with full attendance and (if required) 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.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

## 17.8 Marking

21. All marks that are presented to an assessment board/examiners must be on an agreed scale (pass, merit or distinction OR a numerical mark of 0 -100, using whole numbers only). Normal practice is, where the final mark is not a whole number, for the mark to be rounded to the nearest whole number, with 0.5 of a mark rounded up.
22. Criteria for the award of these marks will be defined during the programme/module development processes and in line with the awarding body's regulations. Assessment criteria will be defined either at programme, module or element level and must be published in the programme/module handbook.
23. The marking of any assessment must be on academic merit alone. Mitigating circumstances affecting the assessment should be dealt with according to the

college policy on Mitigation designed in line with the collaborative partner University's Policy on Mitigating Circumstances.

24. All assessments submitted late should be marked according to the policy outlined in the College Policy on Late Submission of Coursework and where applicable (non BTEC programmes) in line with the relevant University partners' policies on late submission.
25. If an assessment offence is discovered during marking, the matter should be dealt with according to the College Policy on Academic Misconduct.

### **17.9 Formative assessment and feedback**

26. Formative assessment involves both the Assessor and the student in a conversation about their progress and takes place prior to summative assessment. 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. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete. Students are provided with formative feedback during the process of assessment and are empowered to act to improve their performance.

### **17.10 Summative assessment – final formal**

27. Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement.

### **17.11 Marking spelling, punctuation and grammar**

28. It is an expectation for an Assessor to "mark" spelling and grammar, i.e. correct mistakes on students' work and expect the students to either correct them (at the formative feedback stage) or note them (at the summative feedback stage).

### **17.12 Assessment feedback**

29. It is the City of Liverpool College policy that all submitted assessment work is marked within 15 working days from submission and that the formal written and verbal feedback is provided within the 15 working days from submission.
30. Work that is submitted late will be marked according to the set criteria:

#### **Pearson Higher Nationals - RQF**

Assessment grades will not be influenced by late submission of work relating to assessments on undergraduate BTEC HNC and HND programmes, unless the assessment and grading criteria 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.

Only in these circumstances the penalty as stated below will apply to assessment on undergraduate BTEC HNC and HND programmes:

- **PENALTY MARK:**
  - **A reduced grade penalty mark:** this is reduced “real” mark by 10% for each day it is late and up to 6 working days resulting in a maximum penalty of 60% (on the scale 1-100); relevant reduction for the HNC/HND assessment grade will reflect this 10% reduction of the mark for each late day.
  - **Minimum grade penalty mark is PASS** or mark of 40; it will be issued assuming it is of at least a pass standard
  - If the work is submitted late by 7 or more working days submission will be refused and will be awarded a mark of 0.
- **THE REAL mark** that would have been awarded if the work had not been late.

Both marks are given to the student on a cover sheet. If the work is not of a pass standard a single mark is given.

### 17.13 Illness

If you are ill, you are advised to contact your personal tutor and the module leader by e-mail to explain your absence from the module sessions. This is regarded as common practice.

### 17.14 A leave of absence

If you feel that you are entitled to study leave, e.g. for personal reasons, this needs to be authorised IN ADVANCE by your PROGRAMME LEADER.

If you experience personal difficulties then you may be able to extend a coursework submission deadline, defer an assessment or claim mitigating/extenuating circumstances.

### 17.15 Assessment and Coursework deadline extensions

Where illness or other verifiable cause will prevent you from completing an assessment/coursework you should contact your year tutor at the earliest opportunity – BEFORE the coursework deadline.

The programme leader may, on receipt of appropriate evidence (which you must provide), extend a coursework deadline up to a maximum of five working days (Saturday and Sunday not included).

### **17.16 Request for Deferred Consideration**

Exceptionally, if a scheduled event will prevent you from attempting a module assessment event, you may request that consideration of your performance is deferred until the subsequent assessment opportunity. Examples of circumstances where this procedure applies could include events such as: jury service, medical treatment, military service etc. To make this request you must complete the mitigating circumstances application form and request for Deferred Consideration of Module Assessment.

### **17.17 If you are prevented from attending your scheduled assessment event /exam**

You should submit a mitigating/extenuating circumstances form when timely, severe, acute and unexpected circumstances have prevented you from attending an assessment event, or have impacted severely on your ability (performance) in the assessment, and where the possibility of alternative actions is inapplicable or inappropriate.

## **18. Appeals against Assessment Decisions**

### **18.1 Grounds for Appeal**

An appeal based upon a questioning of the academic judgement of an Examiner/Assessor is invalid.

An appeal is only valid if it is based upon one or more of the following:

- a. The assessment/examination procedures have not been conducted in accordance with approved regulations, or there has been some material administrative error or irregularity.
- b. The Assessor/Assessment Board has given insufficient weight to extenuating circumstances which have adversely affected the student's/candidate's performance.
- c. On special grounds if the Assessor/Assessment Board has been unaware of extenuating circumstances which might have adversely affected the student's /candidate's performance. Such grounds would normally be endorsed by Student Services.
- d. Discrimination is by default unfair.

### **18.2 Formal Appeals Procedure**

If, after meeting with the chair of Assessment Board/Nominee or Head of School, the student wishes to make a formal request for appeal, this must be done within ten working

days of the meeting, in writing, stating the grounds of the appeal together with the supporting documentation. This may be done in consultation with his/her personal tutor, if not involved, or a member of Student Union.

Appeals submitted outside the specified time limits will not normally be considered.

The School Appeals Board will consider valid written documentation and evidence normally within 15 working days.

Normally, within 15 days of the receipt of the formal appeal, a School Appeals Board will be convened. However, in complex cases this will be arranged as soon as practicalities permit. The composition of the Appeals Board will be:

- a. Head of School or Nominated Deputy (Chair) if the Head of School is the Chair of the Assessment Board;
- b. Independent programme manager who is not directly associated with the original assessment;
- c. One programme manager from another School (additional members may be called upon if it is not possible to use independent programme managers from the School);
- d. Administrator and minute taker

The chair of the Assessment Board, the student and his/her nominated representative will be invited to be available to add clarification to the documentation.

The appropriate documentation will be presented to the Appeals Board. The Appeals Board has the power to request Programme Managers, Tutors, and/or Assessors to be available to provide further information.

The School Appeals Board may take the following decision:

- a. To uphold the decision of the Assessment Board or Assessor;
- b. To amend the decision of the Assessment Board or Assessor.

The decision of the School Appeals Board will be communicated in writing, via a formal report, to the student and the Assessment Board normally within seven working days.

If appellant is not happy with the outcome of the appeal, they can contact OIA to make a complaint.

**Complaints – OIA (Office of the Independent Adjudicator)**

All info via <http://www.oiahe.org.uk/>