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| **Quality Nominee** | | **Rumiana Bahova Nuseibeh** | | **Forward Revision Date** | **11/11/2025** |
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**This Document was last revised: 11th November 2024**

**Assessment Policy**

# Principles of internal assessment

This section gives an overview of the key features of internal assessment and how HTU manages it effectively.

All of the assessment team will need to refer to this document. It is important to meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

## Assessment through assignments

For internally assessed courses the format of assessment is an assignment taken after the content of the course, or part of the course if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and formative assessment by tutors.

An assignment is issued to students as an **assignment brief** with an issue date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying course-based criteria

Assessment decisions for HTU are based on the specific criteria given in each course and set at each grade level. The criteria for each course have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual courses are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a course are hierarchical and holistic. For example, if a Merit criterion requires the student to show ‘analysis’ and the related Pass criterion requires the student to ‘explain’, then to satisfy the Merit criterion a student will need to cover both ‘explain’ and ‘analyse’. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student’s evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a course then the assessment team will give a grade for the course. 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 aims, 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), 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.

## The Assessment Team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in HTU, each with different interrelated responsibilities, and these roles are listed below.

* **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the External Examiner. The Programme Leader registers with Pearson annually and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
* **Internal Verifiers** (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.
* **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardization activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with standards requirements.
* Your **External Examiner** (EE) will sample student work across assessors. Your EE will also want to see evidence of internal verification of assignments and access decisions.
* The **External Examiner** will meet with some students

## Effective organisation

Internal assessment needs to be well organised so student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important to manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

## Student preparation

To ensure the effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the centre’s arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

* How assignments are used for assessment
* How assignments relate to the teaching programme
* How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out the approach to operating assessment, such as how students must submit work, the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.The Guide for Assessment, Feedback and Grading is available at <https://www.htu.edu.jo/Pearson/>

# Setting effective assignments

## Setting the number and structure of assignments

In setting the assignments you need to work with the structure of assignments shown in the relevant section of a course. This shows the learning aims and outcomes and the criteria that you must follow.

In designing the assignment briefs you should bear in mind the following points:

* The number of assignments for a course must not exceed the number of learning outcomes shown in the unit descriptor. However, you may choose to combine assignments, e.g. to create a single assignment for the whole unit.
* You may also choose to combine all or parts of different courses into single assignments, provided that all courses and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
* A learning outcome must always be assessed as a whole and must not be split into two or more elements.
* The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a course in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning aims, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the **specified range** ( essential content) of teaching content for the learning outcomes. **The specified course content must be taught/delivered**. The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical operation, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

## Providing an assignment brief

A good assignment brief is one that, through providing challenging and **authentic sector/work-related tasks, ( activities )** motivates students to provide appropriate evidence of what they have learnt.

An assignment brief should have:

* **a vocational scenario** : ( life related scenario linked to employability ) this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment;
* clear instructions to the student about what they are required to do, normally set out through a series of tasks;
* an audience or purpose for which the evidence is being provided;
* an explanation of how the assignment relates to the course(s) being assessed.

## Forms of evidence

HTU have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning aim being assessed. For many courses, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of **employability or transferable skills.**

Instructor may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

Use Professional language

**These are some of the main types of assessment:**

* written reports
* time constrained assessments
* creation of design documents
* projects
* production of an artefact
* solutions to engineering problems through discourse and/or calculation
* academic posters, displays, leaflets
* PowerPoint (or similar) presentations
* recordings of interviews/role plays
* working logbooks, reflective journals
* Presentations with assessor questioning.
* Witness statement

The form(s) of evidence selected must:

* allow the student to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels;
* allow the student to produce evidence that is their own independent work;
* allow a verifier to independently reassess the student to check the assessor’s decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

You need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

# Making valid assessment decisions

## Authenticity of student work

An assessor must assess only student work that is authentic, i.e. students’ own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

* Evidence submitted for that assignment is the students own
* The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the HTU policies for malpractice.

## Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring ‘evaluation’. Assessors should use the following information and support in reaching assessment decisions:

* the explanation of key terms in Appendix of this document
* examples of moderated assessed work
* the Programme Leader and assessment team’s collective experience supported by the standardisation materials we provide.

## Dealing with late completion of assignments

Students must have a clear understanding of the centre’s policy on completing assignments by the deadlines that you give them **( Assignment brief template)** Students may be given **authorised extensions** for legitimate reasons, such as illness, at the time of submission, in line with your centre policies . ( Mitigating Circumstances ) For assessment to be fair, it is important that students are all assessed in the same way and that **some students are not advantaged by having additional time or the opportunity to learn from others**. HTU may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; **with any penalty or cap applied after the assessment.** Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped mark; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the **uncapped and capped marks** should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

**Attendance**

The allowed absence at HTU is **25**%. A student will be graded as **Unclassified (U),** if he exceeds the permitted official time or will be **recommended for “forced discontinue”** of the course.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded and reported to students. The information given to the student:

* must show the formal decision and how it has been reached, indicating how or where criteria have been met;
* may show why attainment against criteria has not been demonstrated;
* must not provide feedback on how to improve evidence but how to improve in the future.

## Resubmission opportunity

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 **(Resubmission )** of the unit will be permitted
* Reassessment for coursework, 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 course (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.
* Documentation related to resubmission need to be available to the **Assessment Board**. ( All documentation is archived digitally)

## Repeat Units

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 course.
* The student must study the course again with full attendance and payment of the unit fee.
* The overall course grade for a successfully completed repeat course is **capped at a Pass** for that unit.
* Units can only be repeated once.

## Assessment Boards

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. The main boards are normally held at the end of the session. There may also be separate boards to deal with referrals.

# Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Programme Leader must have an assessment plan, produced as a spreadsheet. When producing a plan the assessment team will wish to consider:

● the time required for training and standardisation of the assessment team;

● the time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place;

● the completion dates for different assignments;

● who is acting as Internal Verifier (IV) for each assignment and the date by which the assignment needs to be verified;

● setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of students;

● how to manage the assessment and verification of students’ work so that they can be given formal decisions promptly;

● how resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

● verification of assignment briefs

● student authentication declarations

● assessor decisions on assignments, with feedback given to students

● verification of assessment decisions.

Key records are archived in the Digital Filing System ( DFS)

# Calculation of the final qualification grade

## **Conditions for the Award**

**Conditions for the Award of the HND**

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

● completed courses equivalent to 120 credits at level 5;

● achieved at least a pass in 105 credits at level 5;

● completed courses equivalent to 120 credits at level 4;

● achieved at least a pass in 105 credits at level 4.

**Conditions for the award of the HNC**

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

● completed courses equivalent to 120 credits at level 4;

● achieved at least a pass in 105 credits at level 4.

## Compensation Provisions

**Compensation Provisions for the HND**

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 and similarly if they have attempted but not achieved a Pass in one of the 15 credit units at level 5. However they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

**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.

**Discontinue a UNIT (HNC or HND)**

A student may wish to **discontinue a UNIT one week before the deadline for assignment submission.**. A template for discontinuing must be filled out and approved by the assessor and the LIV. The same UNIT may be opted for during the next semester of academic year, and the student may target all assessment criteria P,M and D. The process is automated and accessible on the Student portal.

## Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student’s performance in all units. 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 course achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All courses in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable). The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Courses that have been attempted but not achieved, and subsequently granted compensation, will appear as **‘Unclassified’; i.e. a ‘U’ grade, on the student’s Notification of Performance, that is issued with the student certificate.**

**COVID – 19**

During the period of COVID-19, HTU has been following Pearson/BTEC guidelines with regard to assessments ( BTEC HN L 4 & 5) as well as remote sampling by EE

**Points per credit**

Pass: 4

Merit: 6

Distinction: 8

**Point boundaries**

|  |  |
| --- | --- |
| **Grade** | **Point boundaries** |
| **Pass** | 420−599 |
| **Merit** | 600−839 |
| **Distinction** | 840 + |

**Added after revision 01/11/2021**

**Student Declaration (Repeating Pearson Units)**

**Student Name: Student ID #:**

**School: Major :**

I the undersigned declare hereby that I understand and agree with the following provisions related to **BTEC HN resubmission , repeating and certification of BTEC HN regulations:**

1. I am registered with Edexcel (EOL) as a **Full Award learner.**
2. **BTEC HNC (level 4) and HND (level 5**) are an integral part of HTU’s study plans and conditions for further progression towards a B.Sc. Degree at HTU.
3. I need to complete successfully both levels, **HNC (8 Units) & HND** **(8 Units)** ( as per BTEC HN provisions).
4. I cannot have more than **one “U” per level** on my Pearson Notification of Performance. This will **prevent** me from Pearson Certification and further progression with HTU.
5. If I fail on a first submission, I will have the opportunity for resubmission **only one time,** with a grade capped at **“P”**
6. If I fail to achieve the Pass again after resubmission, I can **Repeat the Unit.**

I will study again the Unit with full attendance and payment. A Unit can be repeated **only one time, with** a grade capped at **“P”**.

1. If I fail to achieve the “P” after **repeating a UNIT**:
   1. (if mandatory), I will study the course as HTU course, however, I will receive an **“U” reflected on BTEC HN Notification of Performance** as per Pearson compensation provision. I am aware if I fail to pass two mandatory Pearson courses from same qualification level will lead to my expulsion from the **PROGRAMME.**
   2. If (optional), it could be replaced with another optional unit from the same level if available, following the rules of combination.
2. **Mandatory Units cannot be replaced**.

Student Signature : Date: