

Assessment

Owner	Head of Centre		
Version	1.0		
Changes	Updates for clarity and accuracy		
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Purpose	RCL Mumbai recognizes the importance of a fair assessment process. Thus, this policy applies to all the assessors and Internal Verifiers involved in making assessment decisions for all vocational qualifications. The aim of this policy is to ensure equal and fair assessment for all learners.		

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1.0 Purpose

RCL Mumbai recognises the importance of fair assessment processes. Thus, this policy applies to all the assessors and Internal Verifiers involved in making assessment decisions for all vocational qualifications. The aim of this policy is to ensure equal and fair assessment for all learners.

2.0 Aim

This policy is to ensure that:

- Learners are given realistic targets and informed of their progress.
- To record and track the achievement accurately.
- To ensure that assessment leads to accurate and valid certification claims

3.0 Policy statement

The assessor/faculty needs to provide learners with assignment briefs that are fit for purpose and in line with the learning outcomes of the programme of study they are following, to enable them to produce appropriate evidence for their assessment.

At the start of the academic year, the assessor needs to create an accurate assessment plan for each qualification and share it with the concerned faculty and the Internal Verifier.

The faculty then needs to provide clear, published dates for handouts of assignments and deadlines for formative and summative assessments.

The assessor needs to develop suitable assessment procedures that will minimise the opportunity for malpractice.

The assessor/faculty should ensure that all assignments have been uploaded by students on the plagiarism checking software before the final submission. The Plagiarism should be less than 20%.

4.0 Guidelines

1. Purpose and Scope

1.1 Purpose

- This Assessment Policy sets out the principles, processes, and responsibilities governing the assessment of learners undertaking Pearson BTEC Higher National qualifications (RQF).
- The policy ensures that assessment practices:
 - Meet Pearson's national standards and regulatory requirements
 - Are fair, valid, reliable, consistent, and transparent
 - Support learner achievement while maintaining academic integrity
 - Are suitable for External Quality Assurance (EQA), audit, and centre approval purposes

1.2 Scope

- This policy applies to:
 - All Pearson BTEC Higher National programmes delivered by the Centre
 - All internally assessed units
 - All learners, assessors, internal verifiers, programme leaders, and quality staff
 - All modes of delivery (face-to-face, blended, or online)

2. Regulatory and Quality Framework

- Assessment within the Centre is conducted in accordance with:
 - Pearson BTEC Higher National assessment regulations
 - Pearson General Regulations for BTEC Qualifications
 - Pearson guidance on assessment, internal verification, standardisation, and certification
 - Requirements of Pearson External Quality Assurance (EQA)
- The Centre ensures that all assessment decisions are aligned to national standards and are capable of withstanding external scrutiny.

3. Principles of Assessment

Assessment at the Centre is guided by the following core principles:

- Validity – assessment measures the intended learning outcomes
- Reliability – assessment decisions are consistent across assessors and cohorts
- Fairness – no learner is advantaged or disadvantaged
- Sufficiency – evidence fully meets assessment criteria
- Authenticity – evidence is the learner's own work
- Currency – evidence reflects current competence

Assessment is criterion-referenced, not norm-referenced, and judgments are based solely on the published unit assessment criteria.

4. Roles and Responsibilities

4.1 Head of Centre

- Holds overall accountability for assessment quality and compliance
- Ensures adequate resources and qualified staff are in place

4.2 Quality Nominee / Head of Quality

- Oversees assessment and internal verification systems
- Acts as the main point of contact with Pearson
- Ensures readiness for EQA and audit activity

4.3 Programme Leader

- Oversees assessment planning and scheduling
- Ensures consistency across units and assessors
- Monitors learner progress and assessment outcomes

4.4 Assessor

- Designs and delivers assessments in line with approved assignment briefs
- Assesses learner evidence against unit criteria
- Provides clear, timely, and criterion-referenced feedback
- Ensures learner work is authentic

4.5 Internal Verifier (IV)

- Confirms assessment decisions meet Pearson standards
- Samples assessment decisions and assignment briefs
- Provides constructive feedback to assessors
- Ensures consistency and standardisation

Assessors must not internally verify their own assessment decisions.

5. Assessment Design and Assignment Briefs

5.1 Assessment Design

Assessment is designed to:

- Align with unit learning outcomes and assessment criteria
- Be vocationally relevant to Business and Computing contexts
- Enable learners to demonstrate achievement at Pass, Merit, and Distinction levels

5.2 Assignment Briefs

All assignment briefs:

- Are internally verified before being issued to learners

- Clearly state:
 - Learning outcomes and assessment criteria
 - Assessment tasks and submission requirements
 - Evidence expectations
 - Deadlines and submission methods
- Are written in clear, accessible language
- Allow access to the full range of grades

No assignment brief may be issued without IV approval.

6. Grading: Pass, Merit, and Distinction

6.1 Assessment Against Criteria

Learner work is assessed against:

- Pass (P) criteria – demonstrating achievement of essential learning outcomes
- Merit (M) criteria – demonstrating effective application, analysis, and understanding
- Distinction (D) criteria – demonstrating comprehensive understanding, evaluation, and synthesis

Grades are awarded only where all required criteria at that level are met.

6.2 Rules of Combination

- A learner must meet all Pass criteria to achieve a Pass
- Merit and Distinction grades are awarded only where:
 - All lower-level criteria (Pass and/or Merit) are achieved, and
 - Relevant higher-level criteria are fully evidenced

Partial achievement does not result in a higher grade.

6.3 Evidence Requirements

Evidence must be:

- Sufficient and relevant to each criterion
- Clearly mapped to learning outcomes

Authenticated and appropriately referenced

7. Assessment Process

1. Approved assignment brief issued to learners
2. Learner submits assessment evidence by the published deadline
3. Assessor marks evidence against the criteria and provides feedback
4. Internal Verification sampling takes place
5. Final grades are confirmed only after IV approval
6. Grades are recorded in line with Pearson requirements

8. Internal Verification and Standardisation

The Centre operates a structured Internal Verification (IV) system to:

- Confirm accuracy and consistency of assessment decisions
- Maintain national standards
- Support assessor development

IV includes:

- Verification of assignment briefs (pre-delivery)
- Sampling of assessment decisions (post-assessment)
- Coverage of all assessors, units, and grade ranges
- Risk-based sampling where appropriate

Regular standardisation meetings are held to ensure shared understanding of standards across Business and Computing programmes.

9. Feedback and Learner Support

10.1 First Submission

All learners are entitled to a first assessment opportunity.

10.2 Resubmission

- Resubmission may be permitted where:
 - The learner has met initial submission requirements
 - The assessor judges that improvement is achievable
- Resubmission is:
 - Time-limited
 - Normally capped at **Pass** (in line with Pearson regulations)

10.3 Retakes

Where permitted:

- Retakes are treated as a new assessment opportunity
- Grade caps and conditions apply in accordance with Pearson rules

11. Academic Integrity and Malpractice

The Centre is committed to maintaining academic integrity.

Assessment malpractice includes, but is not limited to:

- Plagiarism
- Collusion
- Contract cheating
- Fabrication or falsification of evidence
- Unauthorised use of AI tools

All suspected malpractice is investigated under the Centre's Academic Misconduct Policy, with outcomes recorded and reported to Pearson where required.

5.0 Monitoring

The ServiceQuality Review Team who will monitor the implementation of this policy include:

Staff Members Involved

Assessor

Internal Verifier

6.0 Review

This policy would be reviewed annually by the management.

It may also be reviewed in the case of any substantial change, whichever is earlier.

For advice and support, contact the Head of Programme