



ASSESSMENT POLICY

Policy reference UKV-QA-15 | Version 3.0

UK Versity Online Limited | BAC Accredited College | UKPRN 10052768

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Version	3.0
Status	Consolidated
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Policy owner	Quality Manager
Author	Director of Education
Approved by	Principal (Ramanjeet Singh), on behalf of the Academic Board
Approval date	1 October 2026

Assessment Policy

UK Versity Online Limited | ATHE 889 | Pearson 07737 | OTHM DC1506132 | Ascentis 3286 | NCFE 8465520 | IFA Direct 283334

Document control

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Effective date	1 October 2026
Next review	September 2027 (annual), or earlier if required
Owner	Quality Manager
Author	Director of Education
Approval authority	Academic Board, chaired by the Principal (Ramanjeet Singh)
Approval date	1 October 2026
Applies to	All UK Versity learners, assessors, internal quality assurers and staff involved in assessment
Supersedes	Assessment Policy (QA-07, 2026); Centre Assessment Standards Scrutiny (CASS) Strategy (QA-170)
Summary	Sets out how UK Versity plans, sets, submits, marks, gives feedback on, confirms and records assessment across all awarding organisations.

Compliance mapping

BAC College Scheme 2023 standards	11.1-11.10; 12.x
UK Quality Code 2024 (voluntary)	Principle 11
OfS conditions (benchmark only; not OfS registered)	B4 (benchmark)
Awarding organisations	ATHE; Pearson; OTHM; Ascentis; NCFE; IFA Direct
Legislation and regulation	Equality Act 2010; UK GDPR and Data Protection Act 2018 (as amended by the Data (Use and Access) Act 2025); Ofqual General Conditions of Recognition

Version history

Version	Date	Change
1.0	November 2014	First issue as Assessment Policy (QA-07); CASS Strategy (QA-170) issued August 2015
2.0	April 2026	Assessment Policy (QA-07) revised: AI and academic integrity, feedback standards

Version	Date	Change
3.0	October 2026	Full rebuild: QA-07 and QA-170 consolidated; brief approval, 15 working day feedback return, feedback standards from ATHE (May 2026) and OTHM (September 2026) reviews, grading by AO, Assessment Board; BAC/QAA/OfS mapping, version control

1. Purpose

This policy makes sure that assessment at UK Versity is valid, authentic, current, sufficient, reliable and fair, and that it meets the requirements of each awarding organisation (AO) and the Ofqual General Conditions of Recognition that AOs apply to their centres. It sets out how assignments are approved, submitted, marked, fed back, confirmed and recorded, and how UK Versity supports Centre Assessment Standards Scrutiny (CASS) by its AOs.

2. Scope

This policy applies to all learners, assessors, tutors, internal quality assurers and administrative staff involved in assessment, and to all qualifications delivered by UK Versity with:

- ATHE (Awarding body for Training and Higher Education), centre 889;
- Pearson Education Ltd (Pearson BTEC, including BTEC Higher Nationals), centre 07737;
- OTHM Qualifications, centre DC1506132;
- Ascentis (including Access to HE Diplomas, validated under the QAA Access to HE scheme), centre 3286;
- NCFE (including qualifications under the NCFE CACHE brand, and NCFE Functional Skills), centre 8465520;
- Institute of Financial Accountants (IFA) qualifications delivered through IFA Direct, administered in partnership with ATHE, centre 283334.

For learners on Pearson BTEC Higher National programmes, the Pearson HN edition of this policy (v3.0, July 2026) applies and takes precedence where the two differ.

All qualifications are assessed by assignment, except NCFE Functional Skills, which uses external assessments conducted by the centre. Functional Skills external assessments are covered by UKV-QA-22 Examinations and Controlled Assessment Policy and the companion policy UKV-NCFE-FS-P-01 Plagiarism, Malpractice and Examination Conduct Policy v1.0 (18 September 2026).

3. Definitions

- **Assessor:** a qualified member of staff who marks learner work against the AO's assessment criteria.
- **Internal quality assurer (IQA):** a qualified member of staff who checks assignment briefs and samples assessment decisions (UKV-QA-16).
- **Formative assessment:** assessment for learning during a unit, used to check progress and guide improvement.
- **Summative assessment:** assessment of learning, which decides whether the learner has met the assessment criteria.
- **Referral:** a summative outcome where one or more assessment criteria have not been met.
- **Centre Assessment Standards Scrutiny (CASS):** the checks an AO carries out on centre-assessed work, mainly through external quality assurance (EQA), to confirm that the centre's assessment meets the required standard.

4. Principles of assessment

All assessment at UK Versity must be:

- **Valid:** it measures the learning outcomes and assessment criteria it claims to measure.
- **Authentic:** the work is the learner's own.
- **Current:** the evidence reflects the learner's present knowledge and skills.
- **Sufficient:** there is enough evidence to meet every assessment criterion.
- **Reliable:** different assessors reach the same decision on the same evidence.
- **Fair:** every learner has an equal opportunity to show what they can do, with reasonable adjustments where needed and no unfair advantage.

Assessment decisions are made only against the published criteria and grade descriptors of the AO. A unit cannot be partly achieved: every criterion for the grade must be met. In group tasks, each learner must show individually that they meet each criterion. Learners are assessed in English unless the AO has authorised another language in advance.

5. Types of assessment

1. **Initial and diagnostic assessment** at application and enrolment, to place the learner on the right programme and identify support needs (UKV-QA-05, UKV-QA-11).
2. **Formative assessment** throughout each unit. Tutors use questions, activities and feedback on plans or outlines to identify gaps and guide progress. Formative feedback helps the learner improve but must not give answers, rewrite work or map evidence to criteria for the learner.
3. **Summative assessment** at the end of each unit, marked against the AO's criteria.

6. Assignment briefs and pre-issue approval

1. UK Versity uses the AO's own assignments where the AO provides them, or centre-devised briefs where the AO allows them (and, for ATHE, where they have been agreed with ATHE).
2. No brief is issued to learners until an IQA has verified it as fit for purpose and signed it off (UKV-QA-16 section 6). The IQA checks that it maps to the learning outcomes and criteria, is at the correct level, uses the AO's command verbs, gives a clear task, word count and deadline, and states the referencing style.
3. Approved briefs are published on Moodle in the relevant unit, with the version and approval date recorded.
4. A brief is re-verified when the AO changes the specification or when IQA or EQA identifies a problem.

7. Submission and deadlines

1. Learners submit through the Moodle submission point for the unit or, where the course states, by email to learnerwork@ukversity.co.uk.
2. Learners must complete induction before they can submit.
3. Every submission must include the learner's name and learner ID on every page and a signed authenticity declaration. Work without a declaration is returned unmarked.
4. Deadlines are published on Moodle at the start of each unit. Learners who cannot meet a deadline must ask for an extension before the deadline under UKV-QA-18.

5. Work submitted late without an approved extension is recorded as late and marked in the next marking cycle. No grade penalty is applied for lateness unless the AO's rules require it.
6. Only one formal submission is accepted for each assignment. Further attempts are resubmissions under UKV-QA-17.

8. Authenticity and academic integrity

1. All submissions are checked with GPTZero and plagiarism detection software before marking.
2. A combined AI and plagiarism score above 20% is a centre-set screening trigger. It prompts the assessor to review the work more closely. It is never on its own the basis for a malpractice finding.
3. Judgement on authenticity is holistic: the assessor considers the learner's previous work and writing voice, drafts and version history, referencing, and, where needed, an authenticity interview (viva) on Zoom with camera on and ID checked.
4. Learners must acknowledge any permitted use of AI tools. Unacknowledged AI-generated content is treated as plagiarism.
5. Assessors confirm authenticity on the marking sheet and attach the plagiarism and AI report to the learner's assessment record.
6. Suspected malpractice is referred under UKV-QA-19 Academic Integrity, Plagiarism and Use of AI Policy and UKV-QA-20 Malpractice and Maladministration Policy and Procedure.

For Pearson BTEC Higher National programmes no percentage trigger is used; the HN edition applies.

9. Marking and feedback standards

9.1 Timescale

Assessors return summative feedback and a provisional outcome on Moodle within **15 working days** of submission. Where this cannot be met, the Tutor Coordinator tells the learner the new date.

9.2 Feedback standards

Every summative marking sheet must:

1. confirm each assessment criterion individually as met or not met, with a short justification that refers to the learner's evidence;
2. give overall feedback in two separate sections: **strengths** of the work, and **areas for improvement**;
3. be developmental and personalised: explain what the learner needs to do to meet any unmet criterion or to reach a higher grade, with attention to the command verbs, without rewriting the work;
4. comment on the quality of referencing and the range of sources, encouraging a wider range of academic sources and advising against non-academic sources such as essay bank sites (for example UKEssays);
5. record the authenticity check and the plagiarism and AI report result;
6. be signed and dated by the assessor.

Assessors are encouraged to annotate the learner's work as well as completing the marking sheet. Generic comments or comments that refer only to task numbers, without reference to criteria, are not acceptable. These standards reflect the ATHE monitoring and development review (May 2026), which required a consistently robust, detailed, constructive and developmental approach to feedback and consistent learner name and learner ID on all pages, and the OTHM external quality assurance report (September 2026), which

recorded as good practice that all criteria are confirmed and strengths and areas for improvement are always given.

9.3 Provisional outcomes

All outcomes are provisional until confirmed by internal quality assurance and, where the work is sampled, by the AO's external quality assurer. Learners are told this when feedback is issued. If an outcome changes after IQA or EQA, the learner is given a written explanation.

10. Grading by awarding organisation

AO	Grading
OTHM	Pass or Refer. Units are not graded Merit or Distinction.
ATHE and IFA Direct	Pass, Merit, Distinction where the qualification specification is graded; some ATHE qualifications are Pass only. IFA qualifications follow the grading in the IFA specification.
Pearson	Pearson BTEC Higher Nationals: Pass, Merit, Distinction, under the HN edition of this policy.
NCFE (including NCFE CACHE)	As set out in the qualification specification (graded or Pass/Fail). NCFE Functional Skills is Pass/Fail from external assessment.
Ascentis	As set out in the qualification specification. Access to HE Diploma units are graded in line with the QAA Access to HE Grading Scheme (2024) and confirmed through Ascentis moderation and award processes.

Assessors must check the grading rules in the current specification before marking.

11. Assessment records

For every learner and unit, UK Versity keeps:

- the approved assignment brief;
- the submitted work with authenticity declaration;
- the plagiarism and AI report;
- the marking sheet with criterion-level decisions and feedback;
- any referral, resubmission and final decision (UKV-QA-17);
- any reasonable adjustment, special consideration or extension applied (UKV-QA-18);
- IQA records where sampled (UKV-QA-16);
- the confirmed result and date.

Records are held securely in Moodle and Zoho WorkDrive and tracked on the assessment tracker (issue date, submission date, outcome, resubmission, IQA sampling). Assessment records are kept for at least 3 years after certification, or longer where an AO requires. Evidence supporting reasonable adjustments and special considerations for ATHE learners is kept for 4 years after results are issued.

12. Assessment Board

1. The Assessment Board confirms results before they are claimed from an AO. It meets at least quarterly and before each certification claim.
2. Members: the Principal (Chair), the Quality Manager, the Registrar and at least one IQA. The Tutor Coordinator attends as required.

3. The Board reviews and confirms unit outcomes, resubmission decisions, reasonable adjustments and special considerations, mitigating circumstances outcomes, and malpractice outcomes that affect results.
4. Minutes are signed and dated by the Chair. Only confirmed results are sent to the Registrar for certification under UKV-QA-07.

For Pearson BTEC Higher National programmes, the Pearson HN Assessment Board Policy and Terms of Reference applies.

13. Centre Assessment Standards Scrutiny

UK Versity supports its AOs' CASS activity by:

1. operating a risk-based IQA system and quarterly standardisation (UKV-QA-16);
2. completing IQA before any EQA sample request is submitted;
3. preparing complete EQA samples and records before the visit date, with access granted in advance;
4. giving EQAs access to learner work, assessment records, IQA records, standardisation minutes, conflict of interest declarations and certification claims;
5. accepting that AOs may carry out monitoring at any time, for example after a rise in registrations or claims, new assessors or concerns about assessment practice;
6. entering every EQA action and recommendation on the EQA action tracker, completing actions within the agreed timescales and reporting progress to the Academic Board.

14. Links to other assessment policies

- Resubmission after referral: UKV-QA-17.
- Reasonable adjustments, special consideration, extensions and mitigating circumstances: UKV-QA-18.
- Academic integrity and AI: UKV-QA-19. Malpractice: UKV-QA-20.
- Conflicts of interest: staff must declare any actual or potential conflict and must not assess a relative, close friend or colleague they line manage (UKV-QA-21).
- Recognition of prior learning: UKV-QA-06.
- Appeals against assessment decisions: UKV-QA-23. Stage 1 is a review by the assessor, requested within 10 working days of the result. Appeals are free, and no learner is disadvantaged for appealing.

15. Roles and responsibilities

Role	Responsibility
Principal and Director of Education (Head of Centre)	Accountable to AOs for assessment; approves this policy; chairs the Assessment Board; allocates resources.
Quality Manager and Lead IQA	Owns this policy; leads IQA and standardisation; monitors feedback quality and turnaround; coordinates EQA and CASS activity; maintains the EQA action tracker.
Tutor Coordinator	Allocates marking; monitors the 15 working day return; follows up late feedback and learner queries about feedback.
Course Coordinator	Publishes approved briefs and deadlines on Moodle.

Role	Responsibility
Assessors	Mark against the criteria; check authenticity; give feedback to the standards in section 9; keep accurate records; declare conflicts of interest.
Internal quality assurers	Verify briefs before issue; sample decisions and feedback; give developmental feedback to assessors.
Registrar	Claims certification only for results confirmed by the Assessment Board.
Learners	Submit their own work by the deadline with a signed declaration and their name and learner ID on every page; act on feedback.

16. Awarding organisation requirements

AO	Requirement / escalation route	Source document
ATHE	Use ATHE assignments or centre-devised assignments agreed with ATHE; feedback linked to LOs and ACs; authenticity documented; results released to learners within 10 working days of the EQA report; appeals to ATHE within 15 working days of the centre's final decision.	Delivering ATHE Qualifications Handbook (2022); ATHE Enquiries and Appeals policy
Pearson	HN edition of this policy applies, including Assessment Board and resubmission capped at Pass for HN. Preliminary appeal within 14 calendar days of the centre's final decision.	Pearson HN Assessment Policy v3.0 (July 2026); Pearson Reviews and Appeals Policy v3.1 (June 2026)
OTHM	Pass or Refer; written centre AI policy and learner authenticity declarations; a detector result is not proof on its own; learners may escalate within 30 working days of the centre's final outcome.	OTHM Managing Use of AI in Assessment v2.0 (September 2026); OTHM Complaints and Appeals Policy and Procedure v4.1 (July 2026)
NCFE	Functional Skills external assessments under NCFE regulations and UKV-NCFE-FS-P-01; centre appeals on the learner's behalf within 14 calendar days.	NCFE Appeals Policy ADEL-002 v2.6
Ascentis	Access to HE grading under the QAA Access to HE Grading Scheme; appeals to Ascentis within 20 working days of the unit grade being confirmed, after the centre process.	Access to HE Handbook for Centres 2025-26
IFA Direct	Administered in partnership with ATHE; the ATHE requirements above apply, together with the IFA qualification specification.	As for ATHE; IFA qualification specification

17. Related policies and legislation

- UKV-QA-06 Recognition of Prior Learning Policy
- UKV-QA-07 Registration and Certification Policy
- UKV-QA-13 Online and Distance Learning and Course Materials Policy

- UKV-QA-16 Internal Quality Assurance Policy and Procedure
- UKV-QA-17 Resubmission and Reassessment Policy
- UKV-QA-18 Reasonable Adjustments, Special Consideration and Mitigating Circumstances Policy
- UKV-QA-19 Academic Integrity, Plagiarism and Use of AI Policy
- UKV-QA-20 Malpractice and Maladministration Policy and Procedure
- UKV-QA-21 Conflict of Interest Policy
- UKV-QA-22 Examinations and Controlled Assessment Policy
- UKV-QA-23 Appeals Policy and Procedure
- UKV-QA-29 Data Protection and Records Retention Policy
- Pearson HN editions: Assessment Policy; Assessment Board Policy and Terms of Reference
- UKV-NCFE-FS-P-01 Plagiarism, Malpractice and Examination Conduct Policy v1.0 (18 September 2026)
- Ofqual General Conditions of Recognition
- JCQ AI Use in Assessments (current edition)
- Equality Act 2010
- UK GDPR and Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025
- UK Quality Code for Higher Education (2024), Principle 11 (voluntary alignment)

18. Monitoring and review

The Quality Manager monitors this policy using the assessment tracker (turnaround times, referral and resubmission rates, late submissions), IQA findings on feedback quality, screening trigger and malpractice data, appeals, learner feedback and EQA reports. A summary is reported to the Academic Board at least annually and used in the annual self-assessment report.

This policy is reviewed at least annually, and earlier if legislation, AO requirements, BAC standards, an EQA or inspection action, or a significant incident requires it. The Quality Manager records each version in the Policy Register (UKV-QA-REG v3.0). Assessment records are kept for at least 3 years after certification, or longer where an AO requires.

Approval and review

Stage	Name and role	Date
Prepared by	Director of Education	30 September 2026
Checked by (policy owner)	Quality Manager	30 September 2026
Approved by	Ramanjeet Singh, Principal and Director of Education, on behalf of the Academic Board	1 October 2026
Next review due	Quality Manager (Shazia Khan) to schedule through the Policy Register UKV-QA-REG	September 2027