



Assessment & Internal Verification Policy

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1. Assessment

All students studying accredited programmes on the Engineers Academy study platform are entitled to clear and transparent information as to how they are assessed.

All assessment activity within Engineers Academy is ultimately overseen and reviewed by the Assessment Board. For more details on the operation of the Assessment Board, please see the **Engineers Academy Assessment Board Policy**.

- 1.1. Initial assessment for applicants wishing to study on **Higher National** programmes will be based on authenticated evidence of prior achievement and/or successful completion of Engineers Academy **bridging courses**, designed to allow students to demonstrate knowledge and skills at Level 3. Additionally, applicants may undergo a telephone interview with a course assessor, who will make a final judgement as to the applicant's suitability for the programme.
- 1.2. All on-programme assessment is compliant with the expectations and standards defined by the awarding body, where for HNC and HND Programmes, this awarding body is Pearson EDEXCEL. As such:
 - 1.2.1. Authored assessments are checked by a second person, designated as an 'Internal Verifier', to ensure the accuracy and suitability of the assessment material. Engineers Academy promotes a constructive internal verification approach, where active discussion between assessment authors and internal verifiers is encouraged in the development of assessment material.
 - 1.2.2. The internal verification process is recorded using signed and dated documentation held by Engineers Academy for the purposes of both internal and external review. Corresponding authoring and verification dates are also presented on the front cover sheet of all assessment briefs.
 - 1.2.3. The internal verification process is carried out annually, both for the verification of newly authored assessments and the review of existing assessment material.
- 1.3. All assessments are designed to facilitate a clear understanding as to the expectations of the evidence required from the student, to achieve the requirements of their qualification.
- 1.4. Course materials and assessments are designed such that all students are given an equal opportunity to achieve as part of their programme of study.
- 1.5. The course is designed in a flexible manner to facilitate an appropriate degree of challenge, but nevertheless acknowledges that students partake in online learning programmes due to a variety of work and / or family commitments that prevent traditional study.

- 1.6. All students are made aware of the assessment process and the expectations of student behaviour, with regard to assessment. This forms part of their initial programme induction and is reinforced in the programme handbook. For Higher National students:
 - 1.6.1. Students are aware that the online platform is structured in such a way that all course materials and 'practice questions' are completed with a minimum passing grade before opportunity for formal assessment is unlocked. This is to ensure that all students have demonstrated their readiness for assessment.
 - 1.6.2. Students are made aware that those undertaking formal assessment will have only one opportunity for submission, in line with Pearson awarding body expectations. Resubmissions, if required, are handled in a manner that is in line with the awarding body expectations.
 - 1.6.3. Students are made aware that they have a time window (usually 3 weeks) in which to complete a formal assessment once it is first opened. This is done to accommodate fairness on a flexible, online learning programme.
- 1.7. All students are made aware of information and guidance with regard to appeals relating to assessment decisions, detailed in the programme handbook and the Engineers Academy Academic Conduct Policy, and are aware of how to engage with these processes.
- 1.8. Students with a disability or learning difficulty are not to be placed at a disadvantage by the mode of assessment, and the Assessment Board will address such issues on a case-by-case basis, as detailed in 7.2.
- 1.9. If a Student is unlikely to meet an assessment submission deadline due to factors outside of their control, they should first contact their assessor. Section 7 covers extensions, special consideration and reasonable adjustment.

2. Feedback

All students studying accredited programmes on the Engineers Academy study platform experience a range of opportunities for feedback.

- 2.1 Throughout the programme, students make use of interactive practice questions, which provide instantaneous, automatic feedback for each question. Students are permitted to repeat practice questions and apply the feedback that they have received.
- 2.2 For formal assessment, students receive both formative feedback and summative assessment in line with the awarding body (Pearson) expectations, such that no student is given undue advantage. Namely:
 - 2.2.1 All students receive formative feedback on their assessment work, from their assessor, prior to submission. This feedback cannot confirm the achievement of criteria, or an overall grade. Nor can it unduly assist the learner in the achievement of said criteria. Formative feedback should:
 - 2.2.1.1 Be personalised to the individual student.
 - 2.2.1.2 Provide a general summary of what the student has done well in their assessment.
 - 2.2.1.3 Include a bulleted list of suggestions or opportunities for development, which must be constructive and provide clear guidance and actions for improvement.
 - 2.2.1.4 Conclude with a closing statement regarding final submission of the assessment.
 - 2.2.2 Students submitting assessments via the online study platform will only receive summative feedback and a grade upon the assessor's completion of the assessment process, and completion of the internal verification process, where an assessment has been sampled for internal verification.

- 2.2.3 This summative assessment confirms the grade achieved and offers clear justification for these assessment decisions. Summative assessment should:
 - 2.2.3.1 Be personalised to the individual student.
 - 2.2.3.2 Provide feedback that is linked to the wording of each criterion within the learning outcome and assessment.
 - 2.2.3.3 Summarise the grade awarded, along with any associated rationale.
 - 2.2.3.4 Offer additional constructive or developmental feedback, as deemed relevant.
- 2.2.4 Students are made aware that they are entitled to receive formative feedback within one week of a request, and are entitled to receive summative assessment and grading within 3 working weeks of the submission (or resubmission) of an assessment, unless agreed otherwise.
- 2.2.5 In the case that an assessment does not meet the minimum pass grade:
 - 2.2.5.1 The assessor will seek authorisation to request a resubmission of that assessment from the student, prior to communicating any such request to the student.
 - 2.2.5.2 This authorisation is granted at a programme leader level, where authority to approve such resubmissions is delegated by the Assessment Board.
- 2.2.6 A resubmission of the assessment may be authorised, providing:
 - 2.2.6.1 The student has submitted their assessment before the submission deadline.
 - 2.2.6.2 The student has made a reasonable attempt at all parts of the assessment.
 - 2.2.6.3 The student has not achieved a pass grade on the assessment, by not satisfactorily meeting all pass criteria.
 - 2.2.6.4 There are no other reasons known by the assessor and/or Assessment Board delegate, which would prevent the student from being granted a resubmission opportunity, or make such an opportunity inappropriate.
- 2.2.7 Following the decision of the Assessment Board delegate, feedback is issued by the assessor, which informs the student that the assessment submission has not met the minimum pass criteria, providing details of what evidence is missing or lacking in supporting the required pass grade.
- 2.2.8 If authorisation for a resubmission is approved, instructions with regard to the resubmission of that assessment are communicated in the above feedback. If authorisation for a resubmission is not approved, the student is informed in this feedback that a resubmission has not been authorised, and the reasons for this are given.
- 2.2.9 Feedback on any assessments for which a resubmission is approved should include a statement detailing when the resubmission was authorised and by whom.

3. Verification of Assessment Decisions

All units delivered as part of Engineers Academy programmes are subject to the following verification policy:

- 3.1. Internal verification takes place to quality-assure the assessment decisions made on the platform, and requires an internal verifier to verify decisions that have been made for a given assessment.
- 3.2. Assessments that are subject to internal verification are selected on a sample basis, whereby:
 - 3.2.1. The first submission of each assessment (across all relevant programmes) is included in the sample. Internal Verification must be completed before feedback and an assessment grade are communicated to the student, and before any resubmission opportunities are approved.

- 3.2.2. Every assessor has been exposed to the verification process.
- 3.2.3. Every assessment in every unit is – at some point in the sampling process – exposed to the verification process.
- 3.2.4. The assessments sampled exhibit a wide grade profile, including assessments that have not achieved a pass grade, where applicable.
- 3.3. Additionally, the internal verification process may also be undertaken in response to a student appeal to the original assessment decision.
- 3.4. Those assessments that are selected will be subject to internal verification by an internal verifier, and the verification process appropriately documented.
- 3.5. Based on the internal verification, a decision may be reached between the internal verifier and the original assessor to:
 - a. Accept the original assessment decision
 - b. Modify the assessment decision
 - c. Refer the decision to the assessment board.
- 3.6. This internal verification process is completed within two weeks of the initial assessor's grading, prior to the final grade being communicated to the student. Those instances of internal verification that are triggered by a student appeal will be completed within one week of the receipt of that appeal, with the student informed of the result of said process.
- 3.7. Students are made aware that assessment grades are not confirmed prior to the internal verification process.
- 3.8. Engineers Academy, when engaged in a collaborative arrangement with another provider, will also adhere to the quality processes of this provider, if these processes are not already addressed by the previous points.
- 3.9. Following the above, the overarching approach to assessment and internal verification is reviewed by the Assessment Board, which reviews student grades awarded. See the Assessment Board Policy for details.

4. Reporting

Engineers Academy engages in a range of automated reporting processes for the monitoring of student progress.

- 4.1. Students acknowledge upon enrolment that they (and their assessors) will receive a weekly email, which documents the percentage progress that they have made in that week of study and on the unit / programme as a whole.
- 4.2. Students acknowledge upon enrolment that if they study on the Engineers Academy at the behest of an external sponsor (e.g. employer or training provider), said sponsor will also receive a weekly report which details the percentage progress of all students under their sponsorship.
- 4.3. Students acknowledge upon enrolment that assessors will attempt to make contact with those students who have shown minimal or no progress for three consecutive weeks (triggered by assessors' weekly reports), in order to address any problems and to ensure that all students are making appropriate progress in their studies.

5. Authenticity of Student Evidence

Engineers Academy seeks to ensure the authenticity of evidence submitted by all students for the purposes of formal assessment.

- 5.1. Students are informed upon enrolment, and in the programme handbook, of the assessment processes detailed in Part 1, as well as the penalties involving plagiarism.
- 5.2. In addition, the Engineers Academy platform is designed to minimise the opportunity for academic misconduct, whereby:
 - 5.2.1. The platform features a secure 'login' page, and all students each have a unique username and password.
 - 5.2.2. Assessments – particularly those that involve mathematical calculations – are randomised to the degree that all students will receive different permutations of assessment questions, preventing 'like-for-like' copying of another student's work. This is facilitated in such a way that one permutation does not present a student with an advantage as compared to another.
 - 5.2.3. Students are required to acknowledge and confirm a formal declaration as to the authenticity of their evidence for each and every assessment on their programme.

6. Progress Tracking

Assessors on Engineers Academy accurately track student progress, in order to make accurate and timely claims to the awarding body.

- 6.1. Students (and their sponsors, where applicable) on an Engineers Academy programme will receive a weekly report, which gives a headline percentage progress for that week's study, as detailed in Part 4.
- 6.2. Students can track their own ongoing progress on the Engineers Academy platform.
- 6.3. All students on the Engineers Academy platform will study programme units sequentially, and not concurrently, allowing for a more manageable measure of progress through the programme as a whole.
- 6.4. Assessors accurately record the achievement of all students, based on the assessment grades awarded to those students studying on accredited programmes, allowing for the monitoring of student progress.
 - 6.4.1. Tracking documentation is stored securely and is backed up regularly.
 - 6.4.2. The tracking documents the progress of all students on a given programme, and as such, is not made available to students.
- 6.5. Students acknowledge that Engineers Academy reserve the right to contact them, or their sponsors, in the event of insufficient progress being made by the student in line with the study schedule received upon enrolment and the relevant Fees Policy.

7. Special Consideration & Reasonable Adjustment

Engineers Academy aims to provide a flexible solution for distance learning, in a manner that maintains fairness of assessment for all students. Engineers Academy assessors will therefore aim to grant special consideration and reasonable adjustment wherever circumstances require such, and providing that such adjustment does not otherwise impinge on the fairness of assessment for the student affected or for the wider student body.

- 7.1 Assessors will aim to give special consideration where a student is otherwise prepared and is engaging in an assessment activity, but is disadvantaged by temporary circumstances beyond their control—such as illness, injury, or other unforeseen events occurring at or shortly before the time of assessment. Such consideration will usually take the form of a deadline extension, but could also include adjustments detailed in 7.2.
- 7.1.1 An assessor is permitted to grant an extension of an assessment deadline of up to two additional weeks, providing that such an extension does not take the student beyond the maximum time (typically 20 weeks) permitted to complete a given unit, per the Engineers Academy Fees Policy for Higher Education 2.1.2.
- 7.1.2 A student may be granted an extension of more than two weeks following discussion between the assessor and internal verifier for that unit, their agreement that such an extension is appropriate, and that such an extension does not take the student beyond the maximum time permitted to complete the unit, per previous.
- 7.1.3 Should the student request an extension that would take them beyond the maximum time permitted to complete a unit, per 7.1.1, this is referred to the members of the Assessment Board for review, and final decision.
- 7.2 Assessors will aim to facilitate reasonable adjustment to ensure students with disabilities, long-term health conditions, or specific learning needs can access and participate in assessments on an equal basis with their peers. To this extent, reasonable adjustments could include:
- 7.2.1 Alteration to the form in which assessment or preparatory material is presented to the student.
- 7.2.2 Permission for the student to prepare or present assessment evidence in an alternative form.
- 7.2.3 A change to the sequential order of units studied.
- 7.2.4 Permission for a 'break in learning' or temporary suspension of study.
- 7.2.5 Consideration of any other reasonable adjustments proposed by the student.
- 7.3 Any adjustments per 7.2 are reviewed by the members of the Assessment Board prior to their approval and implementation.
- 7.4 The Assessment Board reserves the right to request any evidence from the student that would be appropriate in authenticating the suitability of any special consideration or reasonable adjustment per 7.1.3 and 7.3.