

3.5 Assessment and Assessor Expectations

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- ❖ This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1 Introduction

Assessment is the means by which the Academy assures itself that students are meeting learning outcomes as outlined in programme handbooks. The nature and method of student assessment employed within the Academy varies across programmes and modules. This is to ensure that the most appropriate approach for each area of study is used.

This procedure describes the Academy's student assessment arrangements in relation to its English language, undergraduate level and postgraduate level programmes.

The Academy regards the guidance in *UK Quality Code* as of critical importance in the area of assessment.

2 English Language Assessments

The Academy uses its own tests for assessing level of English and whether an applicant meets the entry requirements for a programme of study or what English class level the applicant should join. The Placement test assesses use of English, vocabulary, reading comprehension, writing, speaking and is designed to test for all levels of each English language skills from Elementary to Advanced level. The Use of English and reading sections are marked with multiple choice items whereas writing, speaking are assessed against analytical criteria. Writing is assessed for Task Response, Coherence & Cohesion, Lexical Resource, Grammatical Range & Accuracy ; and Speaking for

Fluency & Coherence, Pronunciation, Lexical Resource, Grammatical Range & Accuracy. The assessors are long-standing members of the English language team and regularly cross-reference assessment decisions for the management of inter-rater reliability. All assessment decisions are recorded on an assessment sheet which attempts to map results to the CEFR levels.

3 Formative Assessments

Formative assessment provides students with information about their developing skills, knowledge or abilities. It is an important feature of the assessment profile as it provides students with the opportunity to reflect critically upon their academic performance as compared to the learning outcomes specified for the programme. Formative assessment significantly contributes to the personal development process and facilitates students' self-reflection and evaluation in the context of experiential learning. Some of the programmes of study offer formative assessment opportunities and these are identified in programme handbooks.

4 Summative Assessments

Summative assessment is normally applied at the end of a module and is formally recorded on the student transcript subsequent to formal confirmation by the relevant Academic and Advisory Board. In Higher Education programmes for each unit, this type of assessment may be based upon continuous coursework (project work, assignments, presentations etc.) or final examinations (time-constrained) or final project work or some combination of these. In English Department courses, we issue a test and give out a certificate according to their results.) In each case, summative assessment is used to represent a student's overall level of attainment for a specific module of study by assessing performance against stated learning outcomes.

Summative assessment can be recorded as both a percentage mark and a grade. Details about precise assessment requirements, within individual modules can be found in programme handbooks. Any marks/grades or grades provided through assessment feedback are conditional upon confirmation by the relevant Academic and Advisory Board.

5 Disabilities

Schemes and courses with their objectives and learning outcomes shall be designed in line with the Academy's intention to set no unnecessary barriers to access to higher education for people with disabilities. In consultation with the Head of Academics and Language Support, the Academy shall make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students. See also Procedure 1.5 *Equal opportunities*.

6 Higher National Qualifications: Work-Based Learning Assessment

All CRM programmes partly include formatively and summatively assessed via work based learning. Employers or Workplace Mentors contribute to both formative and summative assessment of student performance in relation to work experience. Employers contribute to the summative assessment of student work through Workplace Mentor reports that focus on vocationally specific attainments and key skills.

7 Summative Module Assessments

Assessments are conducted at the end of each semester, academic year, level or stage. These are the major summative assessment exercises conducted by the Academy. They are used to determine whether a student will be allowed to progress between levels of study and to receive awards. (Decisions about continuation within levels are made with reference to the awarding organization's regulations)

End-of-level assessments, where appropriate, also form the basis for the recommendation of an award. The end-of-level assessment considers the overall performance of the student within a particular level of a programme of study in order to award credit.

In preparing semester and end-of-level assessments, the weighted marks/grades from all module assessments are collated to produce a single aggregated stage, semester or end-of-level mark, respectively, which quantifies achievement. These assessments make provision for moderation, including external moderation, where appropriate.

8 Assessment Process

The purpose of internal assessment is:

- to perform a moderating role
- to ensure consistency
- to examine special cases
- to give confidence to students that marking will be objective and impartial

The programme coordinator of the course shall have management responsibility for all assessment matters relating to a particular module. In the case of all courses, for each item of assessed work in the module, there shall be a minimum of one internal examiner of students' work.

The internal examiner shall normally resolve disagreements on marks/grades by discussion and reach a consensus, but not an average. Where consensus is not reached, another appropriate internal examiner's view shall be sought by the programme coordinator and a majority position reached. All marks/grades are provisional pending the approval of the Academic and Advisory Board.

The Examination Officer must ensure that marks/grades are submitted to the Head of Academics three working days before the Academic and Advisory Board meeting is scheduled to take place.

9 Feedback

Students will normally be provided with written *Assessment Feedback (internal assessment)* within four weeks of the date of submission of summatively assessed work, including examinations (if the examination is internal). This will aim to provide constructive and timely formative advice and guidance in relation to the extent to which specified learning outcomes have been achieved and ways in which performance could have been improved. All marks/grades for summative assessments indicated through this feedback are conditional on approval by the relevant Academic and Advisory Board.

10 Assessment Scheme for Higher National Awards

Students shall be assessed in accordance with the awarding organisation's regulations.

Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

The module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work. Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under procedures established on behalf of Academy, Academic and Advisory Board or, exceptionally, Chairs of Academic and Advisory Board may vary the methods as appropriate.

10.1 Regulations for Aggregations and Weightings

The results from each item of assessed work shall be aggregated according to the weightings specified in the awarding organization's regulations, to produce an overall mark/grade for the module.

Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances, a mark/grade of zero will be recorded for that item.

10.2 Mandatory Modules and Components

Course regulatory schedules may specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed as a condition of progression or of award. These are called Mandatory modules. A compulsory work placement module or period of study or work experience abroad shall always be required to be passed. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. These are designated Mandatory components.

10.3 Module Outcomes

On the basis of performance in the approved assessment scheme each student shall be awarded marks/grades reported in accordance with the awarding organization's assessment regulation.

11 Student Responsibilities

It shall be the responsibility of students to familiarize themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories. Students are required to confirm that all work submitted for assessment is their own. For undergraduate level programmes, the recommended word limit of the assignments is about 2500 but this is subject to external awarding body assessment regulations.

It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work to familiarize themselves with the Mitigation or Intermission procedures for making a claim and the circumstances in which they are allowed to do so.

It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Academic and Advisory Board to submit a letter to Head of Academic within ten working days of results' being issued in accordance with the Academy's Assessment Appeals procedure (2.4) This must state the student's intention to appeal and to set out the putative grounds for that appeal.

12 Retrieval of Failure

A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark/grade has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed. Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning outcomes.

A student shall not have the right to be reassessed in elements which are no longer current in the course. All reassessment is carried out during academic year.

The Academic and Advisory Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

Reassessment shall take place during the re-sit period following the semester or session in which the module was taken. If successful, in a reassessment for an undergraduate level programme, the student shall be awarded the mark/grade achieved in place of the original mark/grade.

When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion. A student who retakes a module is required to re-enroll for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed. A student shall not be entitled to re-sit or retake a module for which a passing mark/grade has been awarded.

Under the provisions of the Regulations above, it remains open to a student who has been awarded credit for a failed module on the basis of overall performance to retake that module; the mark/grade gained by passing that module shall replace the mark/grade previously awarded.

If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim. If this claim is approved by the Head of Academics, coursework may be submitted up to two weeks later than the original submission date.

13 Progressions

In respect of all awards a student shall be awarded 120 credits at Diploma level on the basis of their overall performance and permitted to progress to Intermediate level when he or she has undertaken the assessment for modules equivalent to 120 Certificate level.

A student shall be permitted to progress upper level on the basis of their overall performance when he or she has: undertaken the assessment for modules equivalent to credits specified for the course.

14 Awards

Awards shall be conferred by Academic and Advisory Board or recommended to the awarding organization by virtue of SRF submissions at each level of a course, provided the student has achieved the learning outcomes of that level of the course.

Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them.

A Diploma of Higher Education shall be awarded to a student who has undertaken the assessment for modules equivalent to 120 credits at Diploma level.

14.1 Higher National Certificate and Diploma

Higher National Certificate (HNC) shall be awarded to a student who has been awarded 120 credits.

A Higher National Diploma (HND) shall be awarded to a student who has:

- been awarded 120 credits at Certificate level and undertaken the assessment for modules equivalent to 120 credits specified for the Intermediate level of the course and
- achieved pass marks/graded allocated at intermediate level.

14.2 Postgraduate Level Certificate

A Postgraduate level Certificate shall be awarded to a student who has passed 'modules equivalent to minimum 20 credits at postgraduate level within their approved programme of study.

14.3 Postgraduate Level Diploma

A Postgraduate level Diploma shall be awarded to a student who has passed modules equivalent to 120 credits at postgraduate level within their approved programme of study.

15 Termination of studies

The Academic and Advisory Board may terminate study at the Academy only on the grounds of academic failure.

Note: The Principal may suspend or exclude students for failure to pay fees or debts to the Academy. Students may be excluded for academic misconduct under Procedure 2.1 *Academic misconduct*; for non-attendance; inadequate application to study or breaching other student rules.

16 Related Documents

16.1 Policies

- 3 Teaching Learning and Assessment
- 4 Student Admissions
- 5 Student Support Engagement and Learning Resources
- 6 Human Resources and Staff Development

16.2 Procedures

- 1.9 Review and Revision of Policies and Procedures
- 1.5 Equal Opportunities
- 2.1 Academic Misconduct
- 3.3 Encouraging Independent Learning
- 4.4 Attendance Monitoring
- 5.3 Equality, Diversity and Special Needs
- 5.4 Student Engagement
- 6.4 Personal Development and Performance
- 6.5 Discipline at Work Version
- 6.6 Absenteeism and Lateness
- 6.7 Holiday and Leave Entitlement
- 6.9 Continuing Professional Development
- 6.10.1 HE Lesson Observation
- 6.10.2 Peer Review
- 6.11 Requests for Training
- 6.12 Evaluation of Training
- 7.1 Review and Sign off PI
- 7.4 HE Public Information
- 9.4a Health and Safety Policy under HASAWA

16.3 External References

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>

- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- Pearson Recognition of Prior Learning Policy at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Related QAA guidance: Understanding assessment: its role in safeguarding academic standarHigher Education include the QAA Quality Code at <https://www.qaa.ac.uk/quality-code>.
- Teaching Excellence and Student Outcomes Framework at <https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification>.