

### 3.5 Assessment and Assessor Expectations

<b>Prepared by</b>	Nicola Molony	<b>Reviewed by</b>	Erhan Yurdakul Ercan Erkus	<b>Approved by</b>	Canan E. Celik
<b>Review No</b>	5	<b>Next Review Date</b>	November 2024	<b>Approved on</b>	18/08/2023

**Procedure issued** : April 2014  
**Procedure owner** : Principal/CEO

- ❖ This procedure is shared with our students and assessors /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](mailto: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 the relevant programme specifications and student 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 Courses and Higher National Programmes (Level 4 and level 5).

The Academy regards the guidance in revised *UK Quality Code – 2018* 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 in terms of English Language courses which English level class 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 and 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 the relevant programme specifications and student handbooks.

### **4 Summative Assessments**

In Higher Education programmes, 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 Assessment Committee. 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 Language 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 and criteria.

Summative assessment can be recorded as a grade. Details about precise assessment requirements within the individual module can be found in programme specification and student handbooks. Any grades provided through assessment feedback are conditional upon confirmation by the relevant Assessment Committee.

### **5 Disabilities**

Schemes and courses with their objectives and learning outcomes shall be designed in line with the Dal Procedures DAL Procedure 2.13 Access and Participation Statement and DAL Procedure 9.1 Access Procedures to set no unnecessary barriers to access to higher education for the people with disabilities. In consultation with the Academic Head and Director of Studies, the Academy shall make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students. See also Procedure 1.5 Equal Opportunities.

### **6 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)



For English Language Department, 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 the case of alternative assessment methods, 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.

## **7 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 verifier of students' work.

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

## **8 Feedback**

Students will normally be provided with written *Assessment Feedback (internal assessment)* within fifteen working days 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 Assessment Committee.

## **9 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, Assessment Committee and /or Academic and Advisory Committee may vary the methods as appropriate.



### **9.1 Regulations for Aggregations and Weightings**

In the case of alternative assessment, 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, in resubmission (second attempt) a mark/grade of zero or fail will be recorded for that item.

### **9.2 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. 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.

### **9.3 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.

## **10 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 2500-3000 but this is subject to awarding body assessment specifications.

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 act in line with DAL Procedure 2.10 Special Circumstances Affecting Study and the related procedures.

It shall be the responsibility of students who believe they have grounds for requesting reviews of assessment decisions of the Assessment Committee to act in line with DAL Procedure 2.4 Appeals.

## **11 Retrieval of Failure**

In the case of being referred or non-submission at their first attempt, a student shall normally be entitled to resubmit their assignment. Resubmission in a unit shall mean reassessment in the item(s)



which have been failed. Resubmission shall normally be based on the same principles, learning outcomes and requirements as the first opportunity for assessment, but students are awarded with a cap where they can receive only a pass grade utmost.

The Assessment Committee 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.

Resubmission shall take place during the re-sit period following the semester or session in which the module was taken. If successful, in a resubmission, a cap is applied and the student shall be awarded only PASS grade.

When a student has failed both the first submission and resubmission for a unit, 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 Academic Head, coursework may be submitted up to two weeks later than the original submission date.

## **12 Progressions**

A student shall be permitted to progress to an 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.

Learners must study 8 units at Level 4 and achieve a pass in a minimum of 105 credits (7 units) to be awarded a BTEC Level 4 HNC and another eight units or equivalent at Level 5 and achieve a pass in a minimum of 105 credits (7 units) to be awarded a BTEC Level 5 HND.

To achieve a PASS grade, 4 times 15 credits (60 points) are awarded, therefore, a student requires 420 – 599 points (minimum 7 passes).

To achieve a MERIT grade, 6 times 15 credits (90 points) are awarded, therefore a student requires 600-839 points (minimum 4 merits and four passes)

To achieve a DISTICTION grade, 8 times 15 credits (120 points) are awarded, therefore a student requires 840 + (minimum 4 distinctions and 4 merits).

## **13 Awards**



Awards shall be conferred by the Assessment Committee and/or Assessment Board 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.

Learners must complete 120 credits on their programme of learning to be awarded a Pearson BTEC Level 4 HNC and 240 credits to be awarded a Pearson BTEC Level 5 HND.

## 14 Related Documents

### 14.1 Policies

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

### 14.2 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

### 14.3 External References

- **Office for Students (OfS) Requirements and Guidance** at [Advice and guidance - Office for Students](#)
- **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](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 standard** Higher 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>