

LEARNING WORKS' LWP21: ASSESSMENT POLICY

TYPE: Policy and Procedure
SUBJECT: Assessment Policy REFERENCE: LWP21
DATE: 1st October, 2020
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APPROVED BY: Board of Directors
<p>A. POLICY & SCOPE</p> <p>Learning Works promotes assessment methods that are both formative and summative in nature. Assessment is an integral part of the learning process and internal quality assurance processes at Learning Works takes into account the following parameters:</p> <ul style="list-style-type: none">• Teaching staff are familiar and competent in the design, delivery and correction of assessments;• A gradual shift from assessment of learning to one that includes assessment for learning;• Formative assessment that will be carried out during lecturing and practical sessions;• Formative feedback that is provided to all students on all assessments undertake;• Methods of assessment and assessment criteria that are published in advance of the start of courses;• Assessment is consistent, fair, valid and reliable;• Students have the right to appeal assessment decisions;• No fees are charged for revision of assessment. <p>The policy and procedure for assessment at Learning Works ensure that all the above criteria are effectively adhered to.</p> <p>B. DEFINITIONS</p> <p>1. Assessment</p> <p>Learning Works will be working towards a gradual shift from assessment of learning to one that includes assessment for learning. This implies that assessment will be both formative and summative.</p> <p>Formative assessment will be used to monitor student learning and provide ongoing feedback that can be tutor-led, peer or self-assessment. A formative assessment refers to the wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning</p>

needs, and academic progress during a lesson, unit, or course so that adjustments can be made to lessons, instructional techniques, and academic support.

The goal of summative assessment is to evaluate students' learning at the end of a module by an assignment, test or examination or any other benchmark.

Learning Works is taking the definition of summative assessment to mean the application of a variety of tools to evaluate, measure and document the academic readiness, skill acquisition and competency development of students.

2. Assessment Schedule

Learning Works is defining the summative assessment schedule as a plan which defines the start dates, end dates and/or duration of an assessment planned for a programme of study.

3. Learning Outcomes

Learning outcomes are statements indicating what an individual is capable of doing by the end of a learning process.

4. Internal Verification

Internal verification is the process that Learning Works applies to assessment designs and assessment decisions.

C. PRINCIPLES & PROCEDURES

Assessments at Learning Works are governed by principles driven by the learning outcomes approach in order to ensure fairness, validity and reliability of the assessment tools/methods applied. Two procedures govern the internal quality assurance mechanisms:

Procedure 1: Ensuring that the assessment design is fit for purpose.

1. Teaching staff develops assessment in line with assessment policy and procedure.
2. Summative assessment is vetted by the Internal Quality Assurance team (IQA). The IQA checks that the assessment:
 - covers the intended learning outcomes,
 - has a fair marking schedule,
 - has a variety of tasks present,
 - is valid, reliable and fair.
3. Formative assessment is assessed through classroom observation and through the lecturers' record of work.
4. Recommendations for change and/or improvement are provided to the respective teaching staff members given that the above conditions are respected.
5. The approved assessment task is then issued to students.

Procedure 2: Ensuring that summative assessment decisions are fit for purpose.

1. On completion of student assessments, the respective teaching staff member corrects the assessment and provides documented and constructive feedback to students.

2. The Internal Quality Assurance team (IQA) samples the corrected work of the teaching staff member to check that:

- o Feedback has been provided to students;
- o Assessment decisions are fair and consistent;
- o The Final mark/grade is correct.

D. APPEALS

Students have the right to appeal the assessment mark/grade obtained by requesting a revision of assessment. The procedure to be followed is that indicated in LWP 14.

Charlo Bonnici
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