



TYPE: Policy and Procedure

SUBJECT: Assessment Policy and Procedure

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APPROVED BY:

The Board of Directors

#### **A. POLICY & SCOPE**

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:

- 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 undertaken.
- Methods of assessment and assessment criteria that are published in advance of the start of courses.
- Assessment is consistent, fair, valid and reliable.
- Rubrics for assessment accompany assessment tasks.
- Students have the right to appeal assessment decisions.
- No fees are charged for revision of assessment.

The policy and procedure for assessment at Learning Works ensure that all the above criteria are effectively adhered to.

## **B. DEFINITIONS**

### **1. Assessment**

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.

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 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 Assurer (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,

- includes rubrics.

3. Formative assessment is vetted through classroom observation and through the tutors' 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 Assurer (IQA) samples the corrected work of the teaching staff member to check that:

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

**D. MARKING PROCEDURE**

Students are required to achieve a 50% pass mark in all modules. The following marking criteria are followed:

Fail -	0% - 49% (Fail)
Pass -	50% - 64% (Pass)
Pass with Merit -	65% - 84% (Pass)
Pass with Distinction-	85% - 100% (Pass)

Students are offered the possibility of re-submitting work if a Fail is obtained. If a student does not pass on the first submission, the student is allowed another chance to resubmit work however, in such cases only a maximum of 50 marks can be achieved. In such cases, the students concerned will be contacted by the administration and offered the necessary guidance and support.

Submission of work needs to be within the deadlines indicated. Grading of work may be affected when submitted after the deadline. Late submissions may put in jeopardy course progression and certification.

Lack of submission of work assigned, particularly after due attention has been drawn, will result in course termination and/or lack of certification unless prior approval is obtained due to mitigating circumstances as set out in LWP09.

Assessment criteria are those listed in the approved application form.

**Portfolio of Evidence / Practice Portfolio**

Some of the courses require students to present a Portfolio of Evidence/Practice Portfolio which is a formative type of assessment.

The Portfolio of Evidence confirms the knowledge, understanding and skills learnt in each unit. It may be in electronic or paper format.

Learning Works' lecturers will provide guidance on how to compile the portfolio of evidence and how to show practical achievement and understanding of the knowledge to successfully complete the unit.

Evidence in the portfolio may take the following forms:

- Written questions
- Oral questions
- Assignments
- Case studies
- Observed work
- Evidence of prior learning or attainment

The Practice Portfolio may also include a written assessment as evidence of knowledge, understanding and skills learnt.

All evidence should be documented in the portfolio. This is an ongoing process and should not be left to the end of the course.

Where applicable, lecturers will integrate learning outcomes into practical observations through for example, in class discussion and/or oral questioning. When a criterion has been orally questioned and achieved, the lecturer will record this evidence in written form or by other appropriate means. In such cases, there is no need for participants to produce additional evidence as this criterion has already been achieved.

#### **E. 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.

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