



TYPE: Policy and Procedure
SUBJECT: Assessment Policy and Procedure REFERENCE: LWP21
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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 consider the following parameters: • Teaching staff are familiar with 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 will be carried out during teaching sessions and practical sessions. • Formative feedback is provided to all students on all assessments undertaken. • Methods of assessment and assessment criteria 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. • Fees may be charged when students request changes to the assessment dates. These fees are being charged to cover additional costs incurred when holding assessments. The policy and procedure for assessment at Learning Works ensures that all the above criteria are

effectively adhered to.

B. DEFINITIONS

1. Assessment

Learning Works will be working towards a gradual shift from an assessment of learning to one that includes an assessment for learning. This implies that the 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-led, or self-assessment. 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 defines the summative assessment schedule as a plan which defines the start dates, end dates, and/or duration of an assessment 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 assessments 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 once 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 marking criteria are as follows:

Failure -	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 these cases, the administration will contact the students concerned and offer the necessary guidance and support.

Submission of work needs to be within the deadlines indicated. From the 2nd of January 2023, assignments/assessment components submitted beyond the submission date but within three working days (i.e., excluding weekends and public holidays) will be accepted as an authorized late submission. In such cases, the maximum mark that will be awarded will be the pass mark (50%). Work submitted beyond three working days after the submission date will be deemed non-submission and graded with zero. In such cases, the course participant will fail the module and be allowed to resubmit the component. The mark of the module will be capped at 50%.

Students attending courses at MQF levels 1-4 will have the possibility of submitting work on two successive occasions for each module. This does not include requests for appeals which will be considered separately. Students following Language Courses have the possibility of resubmitting work or doing re-sits, depending on the mode of assessment, on two occasions only for the entire course.

In the case of students attending Courses at MQF levels 5-7, course participants will have the possibility of resubmitting work, only once for each module, apart from having the right to appeal.

Resubmission of work needs to be carried out within ten working days in the case of courses at MQF levels 1-4 and fifteen working days for courses at MQF levels 5-7. Failure to abide by these timeframes may lead to failure in the module/s and ultimately in the course.

If students request an extension for the final dissertation in Level 6/7 courses, they need to complete this form: <https://forms.gle/u4U7ALE81LKncYxa6> The extension needs to be agreed to by their dissertation tutor.

Course participants who are unable to hand in their assignments due to health or other serious reasons by the due deadline may apply for an authorized extension to submission before the deadline. The administrative staff of Learning Works will accept requests for an extension on the Appeal Form which will be decided by the Appeals Board set up by the Institution. Appeals requested after the deadline will not be automatically accepted.

Assessment criteria are those listed in the approved application form.

Similarly, the same procedure will apply in the case of tests/examinations where re-sits will be held.

Portfolio of Evidence / Practice Portfolio/Reflective Journal

Some of the courses require students to present a Portfolio of Evidence/Practice Portfolio or a Reflective Journal which are formative types of assessment.

The Portfolio/ Reflective Journal confirms the knowledge, understanding, and skills learned 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/reflective journal(s) and how to show practical achievement and understanding of the knowledge to successfully complete the unit.

Evidence in the portfolio/journal may take the following forms:

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

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

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, participants do not need 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 the assessment. The procedure to be followed is that indicated in LWP 14.

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