

ASSESSMENT POLICY

Assessment Policy

1. Introduction

Student assessment is a vital part of the learning process. It is integral to students' formation and the development of graduates who are capable of making a significant contribution to society. Assessment is the process whereby student learning outcomes are determined, feedback is given to students on their progress and final result grades are awarded. Accordingly, this Policy applies to all coursework units, practical assignments and final exams offered by JHM EDUCATIONAL TECHNOLOGIES College. This Policy and Procedures reflects the values in the College's Mission Statement and the student-centered learning paradigm.

2. Rationale for Assessment

The three key objectives for quality in student assessment in higher education are to:

- guide and encourage effective approaches to learning;
- validly and reliably measure expected learning outcomes, in particular the higher order learning that characterizes higher education; and /or define and protect academic standards.

The following general principles underpin the Assessment Policy and Assessment Procedures:

- a. Assessment should be an aid to successful learning and should encourage students to apply their knowledge and skills in an analytical and critical manner;
- b. Modes of assessment should be specifically linked to the learning outcomes of a unit and course including outcomes for the development of graduate attributes;
- c. Assessment requirements should be based on pre-determined and clearly articulated criteria that describe standards of knowledge, skills, competencies and/or capabilities;
- d. Students should receive feedback on their work in a timely manner that assists them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work;
- e. Assessment should be inclusive and equitable for all students;
- f. Assessment should be valid and reliable;
- g. Students and staff should act in accordance with the Academic Regulations, the Academic Honesty Policy and the Assessment Policy and Assessment Procedures;
- h. Assessment should enable the College to certify that the grade awarded corresponds to the students' performance and that the student has met unit and course requirements;
- i. Assessment should involve reasonable workloads for both staff and students commensurate with the credit points allocated to a unit and the nature of the discipline. The requirements of each individual assessment task in a unit should also be commensurate with the proportion of marks allocated to that task;
- j. Assessment processes and procedures should conform to the highest ethical and moral standards; and

- k. JHM EDUCATIONAL TECHNOLOGIES College regards assessment as a confidential matter. No person involved in the process should divulge to any unauthorized person any information related to an individual student's assessment or grades.

3. Marking

Marking is the process of assigning an assessment score or grade and/or comments to a piece of work produced, performed or submitted by a student according to criteria for that assessment task.

3.1 Marking protocols

Lecturers-in-Charge must ensure that:

- marking is fair and consistent across the student cohort;
- internal moderation processes are established in units with more than one marker;
- marking is consistent with set marking criteria and academic standards;
- marking is not to be delegated to any other member of staff, except to academic staff contracted to mark assessment, without the approval of the Head of School;
- where other markers are employed, specific information is provided by the Lecturer in-Charge as to what is to be marked, the marking scheme, how many pieces of work are involved, and the date by which assessed work must be returned to the Lecturer in-Charge;
- Comments on the assessment tasks submitted by the student are made on the exercise/assignment or on a marking sheet that is returned to the student with the assignment.

3.2 Feedback

Before they begin their final examinations, students are entitled to timely and constructive feedback related to achievement of learning outcomes on all assessment tasks completed during the semester, with the exception of items submitted within the last two weeks of semester. Timely feedback is within three weeks of submission or at least 48 hours before a related assessment is due for submission.

Feedback on a students' progress in a unit should be both in a quantified form, such as scores or grades, and a qualitative form such as comments, model answers or suggested readings.

Marks for assessment tasks in large classes may be posted on a notice board to indicate the group mean and distribution of marks or grades. Student identity numbers only must be used in any such posting to preserve confidentiality.

Students should be given the opportunity to discuss their performance and the feedback received with an appropriate academic staff member. Students may apply to the Lecturer-in-Charge to view their final examination script after the official release of results.

Lecturers-in-Charge may discuss final result grades, including final examination results, with students after the official release of results.

3.3 Conflict of interest

Lecturers-in-Charge, or other staff appointed to mark assessment items, have a responsibility to assess students work fairly, objectively and consistently across the student cohort in a unit. Academic staff who considers that they may be or be perceived to be affected by a conflict of interest must bring this to the attention of their Head of School.

3.4 Allocating and recording final result grades

Lecturers-in-Charge are responsible for collating and recording the results for all assessment tasks and recommending a final result grade for each student in a unit. Each student's aggregate marks for a unit are allocated a grade according to the descriptors for each grade as listed in Table 2. The Head of School or nominee ratifies the final grade results.

Final result grades are not provided to students until results have been officially released by the College.

3.5 Post-assessment moderation

Lecturers-in-Charge are required to review the distribution of final grades in a unit. Lecturers-in-Charge are also required to provide relevant evidence to the Head of School or nominee to substantiate a decision to deviate significantly from the academic standards detailed in section 3.2. Where such evidence is not provided, the results will be reviewed in line with the required standards reflected in the recommended distribution of grades.

Table 2 – Grading Descriptors

Final Result Grade	Notation	Range Guide (%) ¹	Descriptor ²
Distinction	D	80-100	Clear attainment of most learning outcomes, with a high level of understanding of the unit content and development of relevant analytical and interpretative skills to a high level.
Credit	CR	65-79	Sound attainment of some major learning outcomes, with good understanding of unit content and development of relevant skills.

Pass	P	50-64	Satisfactory attainment of a range of learning outcomes, with basic understanding of unit content and development of relevant skills.
Fail	F	0-49	Little or no attainment of learning outcomes, with limited understanding of course content or skill development

4. Supplementary Assessment

Supplementary assessment may be approved in accordance with the Academic Regulations.

4.1 Purpose of supplementary assessment

Supplementary assessment is provided to Students who fail certain subjects in their course examination but will have to continue to the next level without repeating. Supplementary assessment is a re-assessment of the student's overall grade or the mark for an individual assessment item or a deferred assessment. It consists of a new item of assessment designed to give students the opportunity to demonstrate their achievement of the learning outcomes specified for the unit and to progress in and/or complete the requirements of their course.

4.2 Grades allocated on the basis of supplementary assessment

The highest grade which can be awarded to students who successfully complete supplementary assessment requirements will be a Pass (P) grade.

Students who are unsuccessful in meeting supplementary assessment requirements will be awarded a Fail (F) grade.

Senior Management Team

Agreed Date:.....