

<b>DOCUMENT TYPE</b>	<b>D</b>	
<b>ACADEMIC</b>	<b>1</b>	
<b>TEACHING AND LEARNING</b>	<b>1</b>	
<b>ASSESSMENT</b>	<b>2</b>	
<b>NUMBER</b>	<b>002</b>	
		Policy Database Document Reference Number <b>112002D</b>

## ASSESSMENT PROCEDURES


<b>Parent Policy Title</b>	Assessment Policy																						
<b>Associated Documents</b>	<p>Academic Integrity Policy  Different Instances of a Subject Policy  Student Code of Conduct  Examinations Policy  Policy for People with Disabilities, Mental Health Issues and/or Ongoing Medical Conditions  Responsibilities of Subject Co-ordinators Guidelines  Subject Co-ordinator Comparability of Assessment Proforma  Instance Comparability of Assessment Proforma  Ombudsman Policy  Student Complaint and Grievance handling Policy  Privacy Policy</p>																						
<b>Preamble</b>	The University's approach to assessment in all subjects is criterion-referenced, and includes both summative and formative assessment.																						
<b>General</b>	<p>Assessment should be equitable, objective and auditable.</p> <p>Assessments throughout a subject should have inter-related sequences of tasks, which continue through other subjects in the same course.</p>																						
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<b>1. Reliability of assessment</b>	Information obtained from an assessment task should be consistent and dependable. To ensure this, marking schemes aligned to the assessment criteria should be provided to all markers for all items of assessment.																						
<b>2. Validity of assessment</b>	An assessment task should measure performance against the specified learning criteria.																						

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<b>3. Choosing assessment methods</b>	<p>Consideration must be given to:</p> <ul style="list-style-type: none"> <li>• Pedagogical basis for selection</li> <li>• Credit points allocated to the subject</li> <li>• Staff workload</li> </ul>
<b>4. Approaches to assessment and feedback</b>	<p>Various types of formative assessment can be used, including:</p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher individual feedback</li> <li>• Teacher group feedback</li> </ul> <p>Feedback should aim to promote learning, be informative and constructive. It should address expected learning outcomes, identify strengths and weaknesses, give guidance on how to perform better and encourage students to develop strategies to prepare for future tasks.</p> <p>Various forms of feedback may be given, including:</p> <ul style="list-style-type: none"> <li>• On line discussion</li> <li>• Tutorials</li> <li>• Written individual explanations</li> <li>• Lists of assessment criteria provided to students</li> </ul> <p>Feedback should be effective in its communication to students and its demands on staff time.</p>
<b>5. Feedback Timing</b>	<p>Feedback should be provided with sufficient time for students to rectify misconceptions before their next assessment is due. Students should be advised of the nature, extent and timing of feedback they can expect for each assessment task.</p>
<b>6. Student Rights</b>	<p>Students should be fully informed of assessment criteria, their relationship to anticipated learning outcomes and the performance expectations on which grading is based.</p>
<b>7. Students with a disability</b>	<p>The University will ensure that students with identified disabilities or needs have appropriate opportunities to demonstrate their achievement of learning outcomes.</p> <p>Assistance and advice about reasonable adjustments would be available from the Equality and Diversity Centre. Options may include additional time in examinations. Any such arrangements should be agreed at the commencement of a subject and provided in writing to the affected students.</p>
<b>8. Integrity and Moderation</b>	<p>Where there is more than one marker, selected pieces of work from each assessment task should be reviewed by the subject co-ordinator to verify the level and consistency of the marks allocated by the markers.</p> <p>This process increases the reliability of the assessment process and application of standards, promotes consistency, supports objectivity and</p>

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	establishes a shared understanding of standards and fairness in assessment.
<b>9. Anonymity</b>	All examinations should be marked anonymously, except in circumstances where this is not feasible – for example, examinations of practical or clinical skills.
<b>10. Assessment Sequences</b>	Subject and course schedules of assessments should have inter-related sequences of tasks including both summative and formative assessment.
<b>Status</b>	Revised Format. Prior approval Academic Board August 2007 The implementation of the latest version of these procedures supersedes all previous versions of these procedures.
<b>Approval Body</b>	Academic Board August 2007
<b>Initiating Body</b>	Academic Committee
<b>Definitions</b>	<p><b>Formative assessment:</b> monitoring student progress against standards and providing them with feedback comparing their progress to the standards with a view to helping them to achieve the standards.</p> <p><b>Summative assessment:</b> making judgement about student achievements against explicit standards and translating that judgement into a grade; used at the end of a subject.</p> <p><b>Criterion-referenced assessment:</b> students work is assessed with reference to written criteria derived from explicit learning outcomes.</p> <p><b>Normative assessment:</b> grades are awarded based on a predetermined distribution. The most common form of normative assessment assumes grades/marks are distributed according to a standard normal distribution curve. Each student's grade in the subject is determined in part by how well other students in the subject do.</p>
<b>Date Effective</b>	1 January 2008
<b>Next Review Date</b>	December 2010.
<b>Keywords</b>	Assessment, moderation, criterion-referenced, subject, learning outcomes, student work, assignment, formative, summative
<b>Owner/Sponsor</b>	Deputy Vice-Chancellor
<b>Author</b>	Pro Vice-Chancellor (Curriculum and Academic Planning)

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