



Eden Global Business School, EGBS– Assessment Policy

1. Policy statement

- The School recognises that regular assessment and effective feedback make a major contribution to the development of learning and in enabling students to realise their full potential.
- Both formative assessment and summative assessment are central to the School's teaching and learning
- Assessment strategies should be embedded in schemes of work as well as course and unit guides and understood by students.
- Assessment should occur regularly, appropriately, fairly and accurately.
- Records of regular assessments should be maintained and shared with students through Moodle and other means
- Assessment should be sensitive to individual needs of students and take account of disabilities and learning difficulties.

2. The Purposes of Assessment

To identify, both formatively and summatively, the positive achievements of each student and the areas of their work needing to be improved.

- Formative assessment is aimed at recognising the positive achievements of each student and identifying the area of their work that need to be improved.
- Summative assessment enables the tutor and student to know how the quality of their work relates to the standards of external awarding bodies.
- To understand, clarify and share learning intentions, eliciting evidence of students' learning and providing feedback that moves them forward.
- To further anticipate and identify each student's individual learning and additional support needs so that appropriate help and guidance can be provided.
- To identify the level of challenge from which each individual student would benefit

- To encourage students to act as learning resources for one another through methods such as peer assessment and peer tutoring and mentoring .
- To encourage students, individually and collectively, to take greater responsibility for their own learning through methods such as self assessment.
- To inform the process by which each student set targets for attainment with their tutor
- To enable tutors to evaluate students' understanding and progress and determine revisions to the way courses are taught and managed

3. Policy Objectives

- To help students understand how they will be assessed and how their overall progress is monitored.
- To encourage students to be reflective and evaluate their own performance and set targets for improvement.
- To encourage students to be resourceful and to take responsibility for their own work
- To support a culture of reciprocal relationships where students collaborate appropriately with others
- To maintain an ethos which encourages resilience in facing challenges and emphasises the importance of fulfilling commitments and meeting deadlines.
- To ensure that the student tracking system records the standard to which each student is working in each course, enabling this to be compared to an aspirational target grade based on prior achievement.
- To ensure that assessment, internal verification and moderation procedures and practices follow regulatory body requirements.
- To deter plagiarism and encourage good practice in the use of sources.

- To ensure that those with a legitimate interest, including parents and carers are informed clearly and regularly of students' progress.
- To support tutors and teams by encouraging the sharing of good practice within and between teams and making available appropriate staff development and resources.
- To ensure that teams work in accordance with the School's Equality Policy.
- To obtain feedback from students to monitor how the policy is working through the quality assurance system and also Student Voice.

4. Responsibilities

a) The School Management Team are responsible for:

- The quality of provision and services offered to learners.
- Ensuring a commitment to continuous improvement.
- Supporting developments to improve the quality of assessment.
- Promoting staff development and the sharing of best practice in assessment.
- Reviewing this policy annually

b) The Head of Curriculum is responsible for:

- Overseeing the Learning and Development Team which encourages the development of good practice through "research lessons" and sharing best practice within and between clusters, including around the theme of "Assessment for Learning".
- Acting as a point of consultation and advice about assessment issues and procedures
- Overseeing the calendar of coursework deadlines.
- Chairing panels called to hear appeals against internal grading of coursework or over the late submission of coursework.

c) Curriculum for Student Progress is responsible for:

- Overseeing the core studies programme and individual progress reviews within.
- Overseeing the annual reporting cycle.
- Overseeing the development and use of the Student Tracking System (STS).
- Chairing panels called to hear appeals against internal grading of coursework or over late submission of coursework

d) The Quality Manager is responsible for:

- Being the Quality nominee for the OTHM , programmes and other qualifications of EGBS.
- Monitoring of the internal verification of the courses.
- Facilitating networking and training of lecturers and instructors including in assessment.
- Coordination of the processes for obtaining students feedback, including questionnaires and focus groups.

e) The Exams Officer is responsible for:

- Disseminating information to the awarding body.
- Entering and registering students for the appropriate examinations and resits in a timely manner, processing the results and disseminating certificates Advising School managers of the awarding body's procedures for dealing with plagiarism and misconduct in examinations. Advising School managers on the awarding body's appeals procedure if there is justified dissatisfaction with the decisions of an external verifier.

g) Principal supported by Programme Leaders. are responsible for:

- Leading and developing assessment practice and procedures within their School.
- Monitoring assessment practice and procedures within their School and to ensure that assessment processes and criteria are reviewed annually by Programme teams.
- Disseminating best practice within School.
- Ensuring that an appropriate volume of work is set for students by Programme teams and tutors.

- Ensuring that all programme teams adhere to assessment, progress review, target setting and reporting and recording procedures and deadlines.
- Acting as required in appeals and misconduct/plagiarism cases.

Assessing the impact of assessment practices on students with disabilities and learning difficulties and ensuring Programme teams have access to appropriate advice and guidance.

- Implementing processes for obtaining feedback from students on assessment practice within the School.

h) Programme Leaders, supported by Tutors are responsible for:

- Explaining their assessment and marking policy to students; specifying details on the setting, marking, returning and recording of student work and adherence to deadlines.
- On a weekly basis, setting all students independent study tasks – either whole assignments or particular tasks as parts of longer term assignments or projects. Monitoring the completion of tasks and meeting of deadlines by individual students.
- Providing regular feedback, including via STS, aimed at improving student performance (such feedback will take various forms, partly depending on the nature of each course, but it should include written feedback on an assignment at least once each half term).
- Ensuring consistency of assessment standards and procedures within Programme teams.
- Publishing course materials providing guidance on internal and external assessment arrangements including: deadlines; word limits; details of how much help and guidance tutors are allowed to give e.g. looking at drafts etc.; rules on plagiarism; and moderation procedures.
- Keeping up-to-date team and individual records of work that has been assessed and, where appropriate, the mark or grade given; The assessment of the work of their students against national standards; if they are responsible for internal verification, they should provide the internal and external verifier with all the information they require and ensure and guarantee the authenticity of each student's work.
- Providing realistic grade of assessment practices upon students with disabilities and learning difficulties and, where possible and in accordance with awarding bodies' regulations, make appropriate modifications.

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- Taking account of student feedback when planning the development of assessment methods for each scheme of work.
- Considering assessment methods practices and procedures within the Programme.
- Developing assessment practice through the Teaching and Learning Development Programme, including through research lessons and projects.

5. Procedures

a) Initial Assessment

- Pre enrolment interviews for students with learning difficulties, disabilities or special medical circumstances are carried out by the Additional Support team.
- Additional support requirements are discussed with the student on the basis of, information from previous school and reports from external agencies.
- Profiles of individual students' learning needs will be available from the start of the course

b) Coursework/Portfolio work Issues: Deadlines and Central collection

Clarity on when coursework deadlines fall in the year and the importance of meeting them.

Benefits to all members of the School community and its importance in preparing students for expectations of Higher Education and employment.

For the purpose of this policy, coursework is defined as any piece of work which contributes to the final mark or grade of a course undertaken at the School.

- All students should meet published coursework deadlines.
- A calendar of coursework deadlines for the term will be published at the beginning of the term. After these, changes should be very rare and require the authorisation of the Principal for any changes.
- Coursework should be handed in to a central point and a receipt issued.

- Students may apply for extension to coursework deadline for legitimate reasons.

Teachers should ensure that students are aware that if they fail to meet a coursework deadline their work may not be marked.

- Students may appeal to the Principal for Student Progress when work has been produced after the deadline.
- It is unacceptable for students to miss lessons in order to meet coursework deadlines.
- For long projects and individual studies, frequent interim deadlines should be built in to help students structure their work and to provide necessary guidance, supervision and feedback. Failure to meet these interim deadlines should be treated seriously and trigger action via the student disciplinary process.

c) Standards Moderation

- When there is more than one tutor assessing work, internal standardisation should take place involving all involved with that unit:
 - o The work of all assessors across the mark range should be sampled.
 - o Teams must exchange work and discuss standards during the marking process as well as at the end both to support assessors and aid consistency.
- When there is only one tutor assessing work, Programme Leaders should ensure they are familiar with the standards required and that exam board procedures are followed.
- Teachers will only provide, or at least give an indication of, internally moderated coursework grades to students (otherwise students are not sure how well they have performed or whether it is worth doing another assignment where that option exists with the proviso that all marks are subject to external moderation.
- Where work has not yet been internally moderated, teachers should be very careful about relaying their opinion about the standard of the work. Any indication of the likely eventual mark should be accompanied by the

- caveat that the work has not yet been internally moderated and will be subject to external moderation.

d) Internal Verification of Programmes

- The Internal verifier for the course will normally support assessors by offering guidance and advice on a regular basis and facilitate ongoing staff development and training for assessors.
- Programme teams should meet at least once each term to standardise marking.
- The Programme Leader should include the deadline dates for submission, assessment and internal verification in the scheme of work and course and unit guides.
- Internal verifiers should:
 - o Have lead IV status and training for their course.
 - o Establish procedures to develop a common interpretation of standards between assessors.
 - o Sample each term's evidence of assessment decisions made by all assessors to monitor and ensure consistency in the interpretation and application of standards within the team.
 - o Establish record-keeping systems and documentation used for assessment and internal verification.
 - o Co-ordinate, review and agree assessment decisions with the assessors and external verifier.
- Where an assessor is also the internal verifier, their work must be internally verified by a different member of staff.

e) Academic misconduct and plagiarism

- Course tutors must explain what constitutes plagiarism in their courses and the seriousness of the issue. Information on this issue should be in the student handbook and coursework assignment briefs for each course. Tutors must be vigilant for plagiarism and to guard against it. Students need to know that this is the case.
- Core studies tutors will communicate and reinforce School and awarding body expectations and standards with regard to avoidance of plagiarism.

- Course tutors and core tutors will encourage students to develop the habit of acknowledging sources and copyright through footnotes and bibliographies, lists of sources and acknowledgement of assistance these are skills which should be introduced via the core studies programme and reinforced in each course.

Schemes of work should include formative tasks to help students develop good practice in referencing and feedback should include comments on referencing.

- Awarding bodies regulations on academic misconduct and plagiarism will be followed. All coursework must be authenticated as original by the student and the tutor. The School cannot authenticate work it does not believe to be original.
- If a tutor suspects plagiarism or academic misconduct has taken place it must be acted upon. The Heads of School and Programme Leader should be informed before the issue is raised with the student.
- Where a student has been found to have plagiarised external coursework in one subject, their work for other subjects should also be scrutinised.
- If plagiarism or academic misconduct is discovered prior to the date for final submission, the Programme Leader should resolve the matter, in consultation with the Principal of School. The decision on whether or not to submit work for that unit should be made.
- Where work leans too heavily on a particular source but stops short of plagiarism this should be reflected in the mark awarded and the comments made on the work.
- If plagiarism is detected early enough it may be possible to submit a replacement assignment, but none of the work which contributed to the misconduct should be submitted.
- If plagiarism is discovered at a late stage and the work of a student cannot be authenticated then no mark should be given for that work and no work will be submitted for that unit or part of a unit.
- A meeting with the student should take place and the student will be informed of the appeals procedure. A letter will go to the student and to their parents with a copy placed in their file.

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f) Certification and Re-sitting Units

- The school will pay for a student's first attempt at any examination and the student will pay for any re-sits.

g) Reasonable Adjustments

The general principles which are applied to decisions about special considerations reasonable adjustments for assessment are as follows: The nature of the reasonable adjustment will be determined according to the assessment needs of the individual learner.

- A learner requiring reasonable adjustments should not be given an unfair advantage.
- Arrangements must be such that they do not mislead future users of the certificate about the learner's achievement and competence.
- Arrangements should not reduce the validity and reliability of the assessment and must not compromise the integrity of the assessment;
- Account should be taken of the learner's usual method of working.

g) Appeals Procedure

- If students or staff wishes to appeal against the decision of the external awarding bodies, the procedures of those bodies need to be followed and the Exams Officer informed.

