



ICHAS

Section 7– Policies and Procedures on Teaching, Learning & Assessment

Subject:		Procedures associated with the Formation of Assessment	
Date Approved by Board of Directors:			July 2019
Policy Version	1/2019	Date due for Revision	February 2024
Parent Policy	Policy on Assessment of Learners		

INTRODUCTION

The following procedures are followed in devising and formulating the various forms of assessment employed at ICHAS. Assessment Methodologies ICHAS employs a broad range of assessment instruments to ensure the fair facilitation of varied learning styles across the student population. Assessment types include:

- Continuous Assessment
- Practical Assessment
- Project Assessment
- Terminal Assessment
- Placement Assessment
- Thesis/Dissertation/Research Report
- Group Assessment
- Written/Oral Examination

RESPONSIBILITIES

ROLE/ PERSON	RESPONSIBILITY
Registrar	In co-operation with the Programme Director has overall responsibility for the co-ordination of assessment formulation. Assessment review – including review of the continued applicability, relevance and suitability of assessments (includes cyclical refresh of content) Assessment formulation – assessment planning for the next academic year.
Programme Directors, in co-operation and collaboration with the Registrar	In co-operation with the Registrar has overall responsibility for the co-ordination of assessment formulation. Assessment timing, weighting and scheduling issues – reviewing outgoing academic year and preparing for incoming academic year.

Lecturers	Assessment content – ensuring alignment with programme learning outcomes, adherence to stated programmatic assessment strategy and ensuring inclusion of all assessment types (diagnostic, formative and summative)

PROCEDURES

Assessment Development Meeting

An assessment development meeting occurs annually comprising of the Vice President (Academic Affairs), the Registrar, Programme Directors and all module leads/lecturing Staff. The meeting addresses the following:

- Assessment content – ensuring alignment with programme learning outcomes, adherence to stated programmatic assessment strategy and ensuring inclusion of all assessment types (diagnostic, formative and summative)
- Assessment review – including review of the continued applicability, relevance and suitability of assessments (includes cyclical refresh of content)
- Assessment timing, weighting and scheduling issues – reviewing outgoing academic year and preparing for incoming academic year.
- Assessment formulation – assessment planning for the next academic year.

Assessment Specification

Assessment specifications contain the following:

- Modular brief – (including name, codes, weighting, assessment type,)
- Assessment rationale – (including relevant coursework summation, learning outcomes being assessed)
- Assessment instructions – (formatting, word count, durational boundaries, submission dates)
- Assessment discipline (policy on late submission, non-submission repeat opportunities)

Specification on Word Count and Durational Timeframes

- All written assessment have a word count and all oral presentation should assessment is applied to a single module.
- Variations of plus/minus 10% leeway are applied to word counts and specified timeframes
- normally have a specified timeframe.

- Specified word count's and specified timeframes are aligned with stage level assessment requirement as outlined in the validated documents.
- Variations of plus/minus 10% leeway can be applied to word counts and specified timeframes
- Where the word count/specified time frame is exceeded any written material beyond the stated allowance are not marked and should normally be indicated in the examiner's feedback
- Failure to meet the word count results in reduction of marks on a sliding scale 5% mark reduction for every 10% shortfall.
- Word count excludes title page and bibliography/references lists and appendices.

Examination Papers

Examinations papers are developed and formulated according to the same procedures outlined above with the following addendums:

- Examination papers are designed to a standardised template to be used across all modules.
- Examination papers undergo a rigorous editing review which is the responsibility of the module leads/lecturer(s) setting the examination and the overseeing Programme Director.
- In addition to typographical editing careful attention should be given to instructional elements of the examination paper with emphasis on consistency, accuracy and clarity.
- Edited examination papers are submitted for moderation to the Vice President (Academic Affairs).
- Examinations papers are finalised prior to the commencement of the semester.
- Timeframes for examinations are aligned to credit weightings (e.g. 5 Credit – 2 Hours, 10 Credit 3 Hours) and adjusted appropriately in circumstances where the examinable component is less than 100% of the overall modular mark.
- In the case of unseen examinations, the finalised paper is stored securely (password protected in the case of digital storage).

Linked Policies or Procedures

Linked Policies	Policy on Teaching & Learning Policy on Assessment of Learners
Linked Procedures	Procedures associated with Teaching & Learning Procedures associated with Assessment of Learners