Assessment

POLICY MANUAL

1. Scheduling and Notification of Assessments

1.1 Assessment periods are to be scheduled as part of course planning process.

1.2 All assessment schedules are to be disseminated to students upon commencement of the course.

1.3 In the event of changes to the initial Assessment Schedule, students are to be notified to ensure that they are aware of the changes.

2. Code of Conduct (Students) - Student Academic Honesty Policy

2.1 There is an expectation for students to be authors of their own work and to acknowledge when they use other authors' words or ideas when preparing their assignments and/or assessments.

2.2 Any examples of inappropriate use of sources or use of others' work in place of your own, will be penalised.

2.3 Failure to understand and follow protocol on academic conduct may ultimately result in a student being subjected to disciplinary actions or terminated from their course.

2.4 Academic misconduct can be broken down into the four categories below:

- Plagiarism

- Plagiarism involves the incorporation by a student in an assessment, material which is not their own in the sense that all or a substantial part of the work has been copied without any attempt at attribution or has been incorporated as if it is the student's own work when it is wholly or substantially the work of another person.

- Collusion

- Student A copies Student B's work with B's knowledge.

- Commission

- Paying someone else to prepare coursework for you.

- Contract Cheating

- Allowing someone or an organisation to draft or complete an assessment task on your behalf. Contracting another person to do the work for you. Purchasing work from another source. Allowing or contracting another person to edit and substantially change your work.

- Falsification of data / false citation

- Manipulating or altering data to present a misleading or inaccurate results, or listing a source that does not actually exist.

- Cheating under examination

- Any form of communication with other students or external sources. Bringing unauthorised materials / technology into the examination.

2.5 It is not always possible to find the source of the work, but a judgement may be made as to whether the work is original or not by using other evidence. The following are acceptable forms of evidence of plagiarism:

- Text from a known source

- Unusual writing structure

- Changes in font

- Work not in keeping with the student's usual standard.

- Uses American spelling when convention is English.

- Changes in referencing convention

- Old references

- Inappropriate referencing style

- Excellently written essay with poorly written introduction and conclusion

- Web addresses still attached.

- Doesn't answer the question.

- No personal views

- Student unable to discuss the work in a way that shows satisfactory understanding when asked by a lecturer in a meeting.

2.6 The code of conduct for students will be communicated via the student handbook.

3. Code of Conduct – Staff and Invigilators

3.1 Invigilators must observe at all times the strictest security and confidentiality concerning any assessment materials.

3.2 All staff of the school can act as an invigilator except in the instance where:

- Invigilator has a relation (family, friends, or similar relationships) to any candidate of the examination.

- Lecturer teaches the class that is being examined.

- Any external persons may be appointed to be an invigilator subject to the above.

3.3 Invigilators who have any relations to the candidates taking the exam, is to immediately inform the Director / AEB Member of the potential conflict of interest.

3.4 Invigilators must at all times, adhere to all Invigilator Instructions, including any examination rules and policies, that are given to them.

3.5 All staff taking part in any examinations and/or graded assignments would be required to report any academic dishonesty and/or integrity issues. This would be handled by the Director / AEB Member on a case-by-case basis.

3.6 The code of conduct will be communicated to lecturers/invigilators through the staff handbook

4. Assessment Plan, criteria for grading and awards

4.1 All Assessment Plans, Criteria and Grading Awards are developed during the Course Design and Development Stages. Reference should be made to C5.1.1 Manual Course Design and Development and its related documentations.

4.2 Assessment Plans would need to encompass the Assessment Frequency, Mode of Assessment, Assessment Objectives, and weightage.

4.3 Criteria for Grading and Awards would need to encompass the different Grades, Range of Marks associated with each Grade and the Course Award Completion Requirements.

5. Assessment Setters, Vetter, Markers and Moderation Policy

5.1 For all Examination Paper Setters, Examination Paper Vetter, Examination and Assignment Paper Markers and Assessment Moderators, the following will apply:

- Person shall not have any relations (family, friends, or similar relationships) to any candidate of the examination.

- Person must meet the minimum qualifications to teach the modules.

- Person has not engaged in private tuition and/or coaching or any similar other work with any candidates that has direct monetary benefits.

5.2 For the selection of Examination and Assignment Paper Markers,

- For assignments, respective lecturers teaching the class are allowed to mark the assignments submitted.

- For examinations, respective lecturers are allowed to mark the examination papers.

- In lieu of a suitable candidate, suitable markers may be appointed. The marker must meet the minimum qualifications to teach the modules.

5.3 For the selection of Assessment Moderators, they should nether be the Setter, Vetter, or Markers for the Assessment.

5.4 Pre-Assessment Moderation should be conducted as part of the vetting process of Examination Papers / Questions / Assignments by the Examination Board.

5.5 Post-assessment Moderation will be conducted as and when necessary, based on the judgement of the Examination Board. This would need to be done if there are any issues brought up that goes against the Principles of Assessments.

5.6 The Principles of Assessments would need to encompass the following: -

- Validity: Assessment Process assesses the actual competency of the individual learners based on approved learning outcomes

- Reliability: The assessing of actual competency of individual learners should be based on a set of comprehensive guidelines that should be consistently applied by all assessors

- Fairness: The consideration of learner needs and profile, including ensuring that each learner is informed of and understands each assessment mode, while retaining the option to challenge any assessment outcomes via appeals.

6. Assessment Material Storage and Reproduction Policy

6.1 All Assessment Materials are to be treated with the strictest confidentiality and security by all parties handling and/or with access to any Assessment Materials.

6.2 Once the assessment materials have been produced, including any further reproductions, the School will need to ensure that all movements of the materials are recorded and tracked.

6.3 The School shall ensure that all Assessment Materials are kept in a secured location, where access is only granted to authorized staff.

7. Assessment Results, Awards and Appeals Policy

7.1 All Assessment Results and Awards would need to be approved by the Examination Board prior to their release.

7.2 Students are to be informed of all assessment results, including awards for graduating students, within 3 months from the date of the last examination.

7.3 Actual graduation ceremonies can be conducted beyond the stated timeframe.

7.4 Information about appeals, including period and timeframe of any appeals, are available in the respective Student Handbook and are given to students during the Student Orientation.

7.5 All appeals are to be submitted in writing, within 7 working days from the release of assessment results and the results of the appeals are to be made known to the students within 4 weeks.

7.6 No appeal will be accepted for the re-grading of a paper in which the student has passed.

7.7 Only one appeal per examination is allowed.

7.8 All appeals will be managed in a fair and impartial manner, without any discriminatory practices.

8. Special provisions on Assessments

8.1 Special provision may be made in cases of disability, chronic and temporary illness, or any other major disruptions to study which would affect a student's ability to submit an assessment task or sit for an examination.

8.2 Special provisions may include:

- Extension of submission date

- Special examination arrangements

- Re-sitting and/or deferred sitting of assessments.

8.3 Students may submit a request for special provision to the School, together with any supporting documents for their consideration.

8.4 For any failures of modules, the school will allow a maximum of 1 re-sit (i.e., re-examination / assessment) and the maximum mark is capped at a Pass Grade.

8.5 The School will allow only a total of 2 re-modules for each module unless otherwise stated or approved.

9. Post Assessment Analysis

9.1 After each assessment, the statistics of the performance of the students is to be compiled, detailing the number of passes and fails, and the performance of the students per question to determine any areas of concern.

9.2 Action plans, if any, should be developed to help improve any weaker areas or academic elements, including curriculum, resources, and delivery.

9.3 Post-assessment analysis findings should be utilized as part of the course review.

OPERATION MANUAL

1. Preparing, Scheduling and Notification of Assessments

- Dates of all Assessments would be scheduled according to the Course Schedule.

- The dates for the assessment period are originally included in the Course Schedule, which has been sent to students before course commencement.

- As part of the implementation and conduct of the actual assessments, the Programme Executive will prepare the Examination Timetable that will include timing, modules, and venue for each programme.

- Programme Executive will also prepare the List of Student Names, Examination Attendance Sheet and check their eligibility to take the examinations.

- Programme Executive will then send the Examination Timetable to students via email. This is to facilitate communication of assessment information to all students.

- Communication to students should be done at least one week prior to the start of assessments.

2. Assigning of Invigilators, including setting and communication for the Code of Conduct for Staff, Invigilators and Students

- Prior to any Examinations and based on the Examination Timetable, the Programme Executive will assign Invigilators and inform them of their Invigilation Schedules.

- All Code of Conducts and Assessment Policies, including the Student Academic Honesty Policy, for students would be given to students during the Student Orientation through their respective Student Handbook.

- All Staff handling any part of the conduct of examination process would need to adhere strictly to the Code of Conduct - staff and invigilators. This is made available to all relevant staff in the Approach Section of the APSR Manual: Student Assessment which is available in the School's Knowledge Management System.

- For Invigilators taking part in the Examination, they would be informed of the Code of Conduct - Staff and Invigilators during their briefing sessions prior to the start of the examination. All Invigilators would need to sign off that they have been briefed in the Examination Tracking and Invigilation Form.

- All Staff handling any part of the conduct of examination process, including graded assignments, would need to report to the Director / AEB Member in the event that there is any academic dishonesty or integrity issues. Depending on the severity of the event, the Director / AEB Member would decide what are the follow up actions to take. The Student Disciplinary Process should be adhered to for purpose of managing these events, if applicable.

3. **Assessment Plan, criteria for grading and awards**

- For development of criteria for grading and awards, reference should be made to APSR Manual: Course Design and Development.

- For actual criteria of grading and awards for individual courses, reference should be made to Course Design and Development Proposal.

4. **Setting, vetting and storage of Examination Papers**

- Before the start of each examination period, the Director / AEB Member will discuss the format, focus and guidelines for each examination and designate the lecturers that are to set the Examination Papers for each module. This will include explaining the need to ensure that the assessment will need to assess the actual competency of individuals based on the approved learning outcomes in ensuring validity of the assessment process and consideration of learning needs and profile while retaining the option of appeals to ensure fairness is given to all learners. The comprehensive assessment guidelines and sharing will ensure the reliability of the assessment process – i.e. based on set of guidelines that will be applied by all lecturers.

- Respective lecturers who are designated to set the Examination Papers will need to set the papers 4 weeks prior to the examination date and it should encompass both the Examination Questions, Answers and Marking Schemes.

- All Examination Paper / Questions would need to be vetted and approved by the Examination Board. A designated Examination Board Member could be assigned to vet and approve the Examination Papers if it is more appropriate. The role of the Examination Board is to ensure that the Examination Paper / Questions adhere to the Principles of Assessments prior to approving.

- The vetting process of the Examination Paper / Questions, including the revision of any questions would constitute as the pre-assessment moderation process. These would need to be documented in the Examination Board Meeting Minutes.

- Upon approval of the Examination Papers, the Programme Executive will need to proceed to print out the Examination Papers and store them in a secured location.

- The Programme Executive will also need to ensure that the Examination Papers are printed in a secured location that students and teachers have no access to.

- All copies printed and/or reproduced will need to be documented under the Section: Exam Paper Tracking in the Examination Tracking and Invigilation Form. Any movements of the Examination Papers would also need to be recorded in the Form.

5. **Conduct of Examination, Marking and Moderation**

- On actual day of all Examinations and upon ensuring that the Examination Papers have not been tampered with, the Programme Executive shall collect the respective Examination Papers and hand them over to the Invigilators, who would acknowledge receipt on the Examination Tracking and Invigilation Form.

- Invigilators must be present at the examination venue at least 30 minutes before the start of the examination and notify the Programme Executive should there be issues with the examination venue and/or issues with conflict of interest as stated in the Code of Conduct - Staff and Invigilators which they will be briefed on. This will also be acknowledged by the respective Invigilators via signing off on the Examination Tracking and Invigilation Form.

- Invigilators are to read out the Rules of the Examination prior to the start of the examination and must ensure that they are adhered to during the entire duration of the examination. Any incidents during the examination must be highlighted and noted down in the Examination Tracking and Invigilation Form and reported to the Director / AEB Member immediately upon completion of the Examination.

- At the end of the examination, Invigilators will collect all Examination Papers and count the number of scripts to ensure that all copies are accounted for. The number of scripts collected should then be documented in the Examination Tracking and Invigilation Form.

- Invigilators should hand the scripts and Examination Tracking and Invigilation Form back to the Programme Executive for marking.

- The Director / AEB Member will designate markers based on the Assessment Setters, Vetter, Markers and Moderation Policy found in the APSR Manual: Student Assessment.

- Examination Papers will thus be distributed to the designated markers for marking.

- Markers are to hand back all Examination Papers to the Programme Executive upon completion.

- Moderation would be conducted based on the (but not limited to) following scenarios: -

    i. Issues identified with regards to Examination Questions

    ii. Examination Results / Performance of Students that warrant an investigation (i.e., Extreme scores – either very low or very high)

    iii. Issues that go against the Principles of Assessments.

    iv. Identification of the need to moderate based on Director / AEB Member and/or Examination Board judgement.

6. **Setting, vetting, marking and moderation of Assignments**

- Lecturers in charge of the respective modules are to prepare all assignments prior to the start of the term.

- Lecturers designated to teach the Modules would be given the authority to set and approve the actual assignments. These will be based on the Course Materials that are developed during the initial Course Design and Development Process. Reference should be made to APSR Manual: Course Design and Development and their relevant documentations.

- Students are to submit the assignments by the stipulated deadline to respective lecturers.

- Following which, lecturers are to grade the assignments and provide feedback to the students within 2 weeks of the assignment due date.

- Moderation would be conducted based on the (but not limited to) following scenarios: -

    i.   Issues identified with regards to Assessment Questions

    ii. Assessment Results / Performance of Students that warrant an investigation (i.e., Extreme scores – either very low or very high)

    iii. Identification of the need to moderate based on Director / AEB Member and/or Examination Board judgement.

7. **Approval of Assessment Results, Awards and Appeals**

- Upon completion of the marking and moderation (if any) of all Assessments, the final results and list of students to be awarded any Certifications would need to be compiled by the Programme Executive. These would need to be submitted to the Examination Board and/or Awarding Body for their final approval prior to release to students.

- All such approval will need to be documented in the Examination Board Meeting Minutes.

- Final examination results and awards must be released within three months upon completion of the final examination for all courses.

- Upon release of results, students who are dissatisfied with the outcome may submit an Examination Appeal Form to the Academic Department. Students are given 7 working days to submit an appeal after the release of exam results.

- The Programme Executive is to acknowledge the receipt of the Examination Appeal Form within 3 working days and proceed to submit the appeal to the Director / AEB Member.

- The Director / AEB Member is to review the appeal request and decide if it is a valid appeal. If the request qualifies for an appeal, a different marker will be designated to reassess the student's assessment.

- Comments in relation to the re-mark must be stated in the Examination Appeal Form, which would then be circulated to the Examination Board for review and approval.

- All decisions signed off by the Examination Board will be final.

- The Programme Executive will inform the student of the final decision within 4 weeks from the appeal request.

- The Examination Board will need to review and approve any changes to any Assessment Results and/or Awards upon the completion of the Appeal Process. This would be documented in the Examination Appeal Form.

8. **Special Provisions on Assessments**

    -   Resits for Examinations (if applicable):

        i.   Resit Examination Dates will be set by the Academic Department.

        ii. The Programme Executive will inform the student of the Resit Examination Date and collect the resit fee (if any) from the student.

    -   Deferred Sitting of Examinations:

        i.   Students are to submit a request for deferred sitting of examinations to the Academic Department together with any supporting documents to support their case.

        ii. The Director / AEB Member will review the request and make the decision to allow or disallow the student to defer his/her examination.

        iii. For deferred exams, the process outlined for assessments will be followed.

    -   Other Special Provisions on Assessments

        i.   For any extensions of assignment submission dates and/or any special examination arrangements, Students may submit a request for special provision together with any supporting documents to the Academic Department.

9. **Post Assessment Analysis**

    -   The Programme Executive will compile the statistics of the passes and failures, along with the statistics of correct / incorrect answers per question and provide it to the lecturer/marker.

    -   Lecturer/marker will review the data and provide comments/analysis to determine any areas for improvement. Action plans, if any, should be developed to help improve any weaker areas or academic elements, including curriculum, resources, and delivery.

    -   The Post Assessment Analysis will be provided to the Academic and Examination Board for review and the findings used as part of the course review.