
Assessment

APPROACH

1. Scheduling and Notification of Assessments

- 1.1. Assessment periods are to be scheduled as part of course planning process.
- 1.2. Course schedules are to be disseminated to students upon commencement of the course.
- 1.3. In the event of changes to the course 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:
 - i. 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.
 - ii. Collusion
 - Student A copies Student B's work with B's knowledge.
 - iii. Commission
 - Paying someone else to prepare coursework for you.
 - iv. 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. This Policy should be set and communicated to ensure academic integrity, including reporting and managing of academic dishonesty.

3. Code of Conduct – 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 including 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 of the potential conflict of interest.
- 3.4. Invigilators must at all times, adhere to all Invigilator Code of Conduct and Conduct of Examination document, including any examination rules and instructions 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 to the Director.
- 3.6. This Policy should be set and communicated to ensure academic integrity, including reporting and managing of academic dishonesty.

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 APSR 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.
- 4.4. For courses with external academic partners, the Assessment Plans, Criteria and Grading Awards would need to adhere strictly to those of the School's Academic Partner.

5. Assessment Setters, Vetter, Markers and Moderation Policy

- 5.1. For all Examination and Assignment Paper Setters and Vettors, Examination and Assignment Paper Markers and Moderators, the following will apply:
 - 5.1.1. Person shall not have any relations (family, friends, or similar relationships) to any candidate of the examination.
 - 5.1.2. Person must meet the minimum qualifications to teach the modules.
 - 5.1.3. 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,
 - 5.2.1. For assignments and examinations, respective lecturers teaching the class are allowed to mark the assignments submitted.
 - 5.2.2. In lieu of a suitable candidate, external markers may be appointed.
- 5.3. For the selection of Moderators, they should neither 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 by the Examination Board.
- 5.5. Post-assessment Moderation will be conducted as and when necessary, based on the judgement of the Director and 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: -
 - i. Validity: Assessment Process assesses the actual competency of the individual learners based on approved learning outcomes
 - ii. 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

- iii. 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 and or Awarding Body 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 assessment 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:
 - i. Extension of submission date
 - ii. Special examination arrangements
 - iii. 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. Post-assessment analysis should be conducted and utilized as part of the course review.
- 9.2. Data from post-assessment analysis should minimally include student assessment performance and taking into account any relevant benchmarks.
- 9.3. Action plans, if any, should be developed to help improve any weaker areas or academic elements, including curriculum, resources, and delivery.

PROCESS

1. Preparing, Scheduling and Notification of Assessments

- 1.1. Dates of all Assessments would be scheduled according to the course schedule.
- 1.2. The dates for the assessment period will be informed to students at the start of each module.
- 1.3. As part of the implementation and conduct of the actual assessments, the Programme Management Executive will prepare the Examination Timetable that will include timing, modules, and venue for each programme.
- 1.4. Programme Management Executive will also prepare the List of Student Names, Examination Seating Plan, Examination Attendance Sheet and checking their eligibility to take the examinations.
- 1.5. Programme Management Executive will then send the Examination Timetable to students via email. This is to facilitate communication of assessment information to all students.
- 1.6. Communication to students should be done at least one week prior to the start of assessments.
- 1.7. The Programme Management Executive is to make use of the Examination Planning Checklist to document the completion of the various examination preparation activities as included in the 'Process' section of this POM.

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

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

- 2.2. 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 Student Handbook.
- 2.3. For Invigilators taking part in the Examination, they would be informed of the Invigilator Code of Conduct and Conduct of Examination document during their briefing sessions prior to the start of the examination. All Invigilators would need to sign off to acknowledge that they have been briefed in the Invigilator Code of Conduct and Conduct of Examination document.
- 2.4. All Staff handling any part of the conduct of examination process, including graded assignments, would need to note down any examination incidents, including academic dishonesty by students in the Examination Tracking and Invigilation Form and report to the Director immediately upon completion of the examination. Depending on the severity of the event, the Director would decide what are the follow up actions to take.
- 2.5. Any students found with a verified academic misconduct will be subjected to the penalty:

Types of Academic Penalty	Penalty Incurred
Plagiarism	Tier 1 – Less than 20%: Acceptable range Tier 2 – 21%-30%: Students will need to attend academic counselling Tier 3 – 31% - 50%: Students will need to attend academic counselling and resit for the assignment Tier 4 – More than 51%: Re-module Repeated offence will be actioned to the higher tier / expelled.
Collusion / Impersonation / Improper Conduct in Formal Examinations / Contract Cheating /Falsification of Data or Citations	Student will be marked with a 'Fail' and will need to resit or re-module at the discretion of the Examination Board

3. Assessment Plan, criteria for grading and awards

- 3.1. Development of criteria for grading and awards are done as part of the course design and development process and reference should be made to POM 5.1.1 Course Design and Development.
- 3.2. For actual criteria of grading and awards for individual courses, reference should be made to individual course design and development proposals.

4. Setting, vetting and storage of Examination Papers

- 4.1. Before the start of each examination period, the Head of Academic 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.
- 4.2. The designation of the setters should adhere strictly to the Assessment Setters, Vetter, Markers and Moderation Policy found in the 'Approach' section of this POM.
- 4.3. Respective lecturers who are designated to set the Examination Papers will need to set the papers 1 - 2 weeks prior to the examination date and it should encompass both the Examination Questions, Answers and Marking Schemes.
- 4.4. All Examination Paper / Questions would need to be vetted by the Director as per the principles of Reliability, Validity and Fairness using the Assessment Validation Checklist. If there are changes to be made, the Director will include their comments in the checklist for amendments to be made, before it is sent to the Examination Board for approval. 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. Upon approval by the Examination Board, an Examination Board representative will sign off on the Assessment Validation Checklist.
- 4.5. 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.
- 4.6. Upon approval of the Examination Papers, the Programme Management Executive will need to proceed to print out the Examination Papers and store them in a secured location.
- 4.7. The Programme Management Executive will also need to ensure that the Examination Papers are printed in a secured location that students and teachers have no access to.
- 4.8. 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.
- 4.9. For courses that are conducted in association with External Academic Partners, the setting and vetting, of Examination Papers will follow the Academic Partner's process.

5. Conduct of Examination, Marking and Moderation

- 5.1. On actual day of all Examinations and upon ensuring that the Examination Papers have not been tampered with, the Programme Management 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.

- 5.2. Invigilators must be present at the examination venue at least 30 minutes before the start of the examination and notify the Programme Management Executive should there be issues with the examination venue and/or issues with conflict of interest as stated in the Invigilator Code of Conduct and Conduct of Examination document which they will be briefed on. This will also be acknowledged by the respective Invigilators via signing off on the document.
- 5.3. Invigilators are to read out the examination instructions to students 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 immediately upon completion of the examination.
- 5.4. 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.
- 5.5. Invigilators should hand the scripts and Examination Tracking and Invigilation Form back to the Programme Management Executive for marking.
- 5.6. The Director will designate markers based on the Assessment Setters, Vetter, Markers and Moderation Policy found in the APSR Manual: Student Assessment.
- 5.7. Examination Papers will thus be distributed to the designated markers for marking.
- 5.8. Markers are to hand back all Examination Papers to the Programme Management Executive upon completion.
- 5.9. Moderation would be conducted based on the following scenario: -
 - i. The School employs a sample marking moderation procedure. Lecturers will take sample scripts from a subject that they are competent in, but did not set, vet or mark the paper, to review and perform a second marking.
 - ii. Should there be major discrepancies between the original and moderator's mark, the respective Lecturer should fill in their findings the Moderation Form and inform the Director.
 - iii. The Director will then call the relevant parties to discuss an action plan for moderation, and document the decision in the Moderation Form.
 - iv. The Moderation Form shall then be submitted to the Examination Board, who will discuss the following:
 - Examination Details
 - Parties Involved
 - Issues/Problems Identified
 - Moderation Action Plan

- v. The Examination Board will discuss and make the necessary amendments to final results before the release of results.
- vi. If there are no major discrepancies, results can be released to students according to the grades given by the original marker.
- vii. An Examination Board representative will sign off on the Moderation Form.

6. Setting, vetting, marking and moderation of Assignments

- 6.1. Lecturers in charge of the respective modules are to prepare all assignments prior to the start of the term.
- 6.2. Lecturers designated to teach the Modules would be given the authority to set 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.
- 6.3. The draft assignments are to be submitted to the Director who will vet the assignments as per the principles of Reliability, Validity and Fairness using the Assessment Validation Checklist. If there are changes to be made, the Director will include their comments in the checklist for amendments to be made, before it is sent to the Examination Board for approval. 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. Upon approval by the Examination Board, an Examination Board representative will sign off on the Assessment Validation Checklist.
- 6.4. 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.
- 6.5. Students are to submit the assignments by the stipulated deadline to respective lecturers.
- 6.6. Following which, lecturers are to grade the assignments and provide feedback to the students within 2 weeks of the assignment due date.
- 6.7. Moderation would be conducted based on the following scenario: -
 - i. The School employs a sample marking moderation procedure. Lecturers will take sample scripts from a subject that they are competent in, but did not set, vet or mark the paper, to review and perform a second marking.
 - ii. Should there be major discrepancies between the original and moderator's mark, the respective Lecturer should fill in their findings the Moderation Form and inform the Director.
 - iii. The Director will then call the relevant parties to discuss an action plan for moderation, and document the decision in the Moderation Form.
 - iv. The Moderation Form shall then be submitted to the Examination Board, who will discuss the following:

- Assessment Details
 - Parties Involved
 - Issues/Problems Identified
 - Moderation Action Plan
- v. The Examination Board will discuss and make the necessary amendments to final results before the release of results.
 - vi. If there are no major discrepancies, results can be released to students according to the grades given by the original marker.
 - vii. An Examination Board representative will sign off on the Moderation Form.
- 6.8. For courses that are conducted in association with External Academic Partners, the setting, vetting, marking and moderation of assignments will follow the Academic Partner's process.

7. Approval of Assessment Results, Awards and Appeals

- 7.1. 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 Management Executive. These would need to be submitted to the Examination Board and/or Awarding Body for their final approval prior to release to students.
- 7.2. All such approval will need to be documented in the Examination Board Meeting Minutes.
- 7.3. For results / awards that are from courses with any External Academic Partners, the School will need to adhere to their assessment results and award approval process.
- 7.4. Final examination results and awards must be released within three months upon completion of the final examination for all courses.
- 7.5. Upon release of results, students who are dissatisfied with the outcome may submit an Assessment Appeal Form to the Student Services Department. Students are given 7 working days to submit an appeal after the release of exam results.
- 7.6. The Programme Management Executive is to acknowledge the receipt of the Assessment Appeal Form within 3 working days and proceed to submit the appeal to the Director.
- 7.7. The Director 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.
- 7.8. Comments in relation to the re-mark must be stated in the Assessment Appeal Form, which would then be circulated to the Examination Board for review and approval.
- 7.9. All decisions signed off by the Examination Board will be final.
- 7.10. The Programme Management Executive will inform the student of the final decision within 4 weeks (for in-house (Courses) or 4 Weeks (for Courses with External Partners) from the appeal request.

- 7.11. For results / awards that are from courses with any External Academic Partners, the School will need to adhere to their appeal process and any decision made by the External Academic Partners will be final.
- 7.12. 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 Assessment Appeal Form.

8. Special Provisions on Assessments

8.1. Resits for Examinations (if applicable):

- i. Resit Examination Dates will be set by the Academic Department.
- ii. The Programme Management Executivewill inform the student of the Resit Examination Date and collect the resit fee (if any) from the student.

8.2. Deferred Sitting of Examinations:

- i. Students are to submit a request for deferred sitting of examinations to the Student Services Department together with any supporting documents to support their case.
- ii. The Director 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.
- iv. For courses with External Academic Partners, the decision to allow deference of examination lies with them and the Academic Department would need to seek their approval.

8.3. 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 Student Services Department.

9. Post Assessment Analysis

- 9.1. Module Assessment Results, in areas of Examination Passing Rate and Quality of Pass with reference to Benchmark Targets that are taken from the Performance Outcome Report, with the Post Assessment Analysis of each individual Module, should be analysed and reviewed within the Course Review Report.
- 9.2. To provide a deeper analysis, the post assessment analysis should also analyse if overall performance of students for the assessments is aligned to module learning objectives. It should also identify areas where students are excelling and struggling and any further actions that can be taken to adjust assessment questions/materials.