Policy: Assessment and Moderation

Policy Reference: A-AB-005
Version: 2
Person Responsible: Deputy CEO Academic Services

1. Policy Statement

Assessment at every level in Bahrain Polytechnic is based on determining the achievement of Intended Learning Outcomes. Decisions regarding grades awarded to students for courses of study and items of assessment are based on the attainment (or otherwise) of those Intended Learning Outcomes at pre-specified performance levels.

Assessment procedures and practices are underpinned by key principles. Moderation procedures and practices ensure that these principles are enacted. Assessment is:
1. Authentic
2. Multi-dimensional
3. Developmental
4. Reflective
5. Aligned
6. Fair, valid, reliable and clear.

2. Definitions

Aligned	Describes an assessment task in which there is coherence between the Graduate Profile, Learning Outcomes, teaching and learning strategies adopted, and the assessment task.
Assessment	The collection and evaluation of evidence to establish the level of a student's performance. It includes any process before the determination of the final grade such as check marking, double marking, blind marking and norming.
Assessment criteria	Assessment criteria specify how student performance in respect of the course learning outcomes are to be recognised and translated in practice. They are statements which specify the standards that must be met and what evidence will be taken to show achievement of learning outcomes.
Assessment method	The method used to directly assess student achievement of a learning outcome(s), for example: an assignment, practical activity, project, examination paper or written test, portfolio of work, recital and peer review.
Assessment	The set of rules under which assessment will be conducted, details of

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specifications	the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of study.
Assessor	The person who makes judgements about student achievement of an assessment task.
Authentic	Describes an assessment task that is close to 'real world' situations, allowing students to demonstrate skills and concepts in situations they will face outside the classroom.
Clear	Describes an assessment task in which instructions, procedures and requirements are communicated as unambiguously as possible to students.
Controlled assessment	A formal final examination or supervised test conducted at a pre-specified time in which the results contribute to summative assessment.
Developmental	Describes an assessment task that reflects the learner's development from novice to expert practitioner.
Fair	Describes an assessment task that ensures each student is treated as equally as practicable.
Feedback	Feedback is a consequence of performance and can be conceptualised as information provided regarding aspects of students' learning performance or products including corrective information.
	Feedback is part of formative assessment – it can be used to clarify and correct conceptual and skills-based errors or underdeveloped ideas. Feedback can help learners to generate higher level responses.
Formative assessment	Activities of assessment that are directed at supporting, encouraging, motivating and enhancing learning. Its purpose is to:
	• inform students on their progress and provide guidance for improvement;
	• inform teachers about what students know, their misunderstandings and difficulties, and where best to direct teaching efforts.
Group assessment	Group work is most valuable where it is designed to achieve learning outcomes related to the development of collaborative skills. The assessment focus is on the process of working in a group:
	• collaboration and cooperation
	• analysing the task and assigning responsibility for its components
	• leadership, teamwork, delegation and coordination
	• preparation and presentation of a report
	• awareness of issues that arose and techniques for managing difficulties.
Learning outcome	A statement which clearly identifies the knowledge, skills and attributes that a student will be able to demonstrate as a result of successfully completing part of a course. Learning outcomes reflect the achievement of course aims.
Graduate profile	Descriptions of the knowledge, skills and dispositions that Bahrain

attributes	Polytechnic aspires to develop in its students and that all graduates will demonstrate on completion of their programmes of study.
Monitor	A person, external to Bahrain Polytechnic, who monitors degree programmes and related qualifications, to reassure all stakeholders that the requirements of the Programme Approval document are being implemented and managed as planned.
Moderation	A process carried out after the determination of final marks for an individual assessment task that is designed to ensure assessments tasks are consistent with policy and that provides feedback which is used to make improvements. Moderation is described in terms of: • pre-assessment moderation: occurs before an assessment takes place • post-assessment moderation: occurs after the marking of an assessment. Moderation may be: Internal: conducted by a staff member within Bahrain Polytechnic. External: conducted by an individual not employed by the Polytechnic. External moderation checks internal moderation for consistency and may be required for external accreditation.
Moderator	A person who checks the validity and reliability of assessment processes against standards and stated course/programme outcomes.
Multidimensional	Describes an assessment task that models the varied process-based tasks that professionals perform in their practice – tasks that are underpinned by appropriate knowledge, skills and attitudes.
Peer Assessment	Assessment in which students judge and comment on each other's work.
Reassessment/Resit	The opportunity for a student to undertake an assessment task or activity again.
Rubric	Rubrics are scoring tools that list the assessment criteria for a piece of work and against each of these describe the value levels, standards of performance and the associated grade that would be attributed to that level of performance.
Reliable	Describes an assessment task that gives results that are a consistent and accurate representation of what is measured - across time/students/courses.
Reflective	Describes an assessment task in which students actively engage in self-assessment and reflection as the basis for future ongoing professional development and self-directed learning.
Self Assessment	Students identifying standards and/or criteria to apply to their own work, and/or make judgements about the extent to which they have met these criteria and standards.
Standards-based assessment	Assessment methods in which a clearly stated set of criteria (standards) allows reasonably objective judgements about student achievement or non-achievement connected with the learning outcomes.
Achievement-based assessment	Measures student performance in relation to criteria which are specified in terms of grades or levels.

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Graded Competency-based assessment	Standards based assessment in which the criteria are worded in terms of a competence – what a student should be able to do. Grades at different levels may be used – 'achieve' 'merit' 'excellence'
Competency-based assessment	Standards based assessments in which the criteria are worded in terms of a competence – what a student should be able to do. The only 'grades' used are 'criteria met' and 'criteria not yet met'.
Summative assessment	Summative assessment is for the record and provides a measure and record of what student learning has been achieved to: • direct students' access to further learning; • credential students for degrees and professional practice; and • demonstrate that standards are appropriate (accountability).
Test	Tests are used during a course to determine student mastery or understanding of aspects of the course learning outcomes. They are assessment activities, which are carried out under examination-like arrangements, but occur during normal semester time, not an official examination period. Tests can perform a useful formative learning function for students and tutors as well as a summative function.
User assessed	Describes an assessment task in which students experience the fact that in a professional capacity they will encounter clients, users, professional bodies, peers, competitors and statutory authorities who will be assessing them.
Valid	Describes an assessment task that makes judgements against only the specified Learning Outcomes.

3. Application

3.1 <u>People:</u>

- This policy applies to all academic leaders and managers of learning and teaching, all teaching staff, all internal and external moderators and all students.

3.2 <u>Processes:</u>

- This policy applies to all Bahrain Polytechnic Programmes and Courses that are assessed.

4. External Requirements

This policy helps Bahrain Polytechnic meet National Authority for Qualifications & Quality Assurance of Education & Training requirements:

4.1 Assessment of student learning is appropriate for the learning outcomes sought and accurately reflects the academic standards achieved by students.

o There are policies on student assessment which set out: examination processes; grading schemes and marking criteria; rules for special consideration and re-examination;

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requirements for more than one piece of assessment; and the ways in which moderation is applied.

o These policies reflect research findings on good practice in assessment, so that assessment tasks are designed to ensure accurate measurement of student learning, in accordance with the learning outcomes for the subject and to provide early identification of student learning difficulties.

o These policies are implemented consistently throughout the institution.

o There are staff development opportunities on how to measure subject and programme learning outcomes through appropriate design of assessment and the use of varying assessment tasks.

3.2 The institution maintains accurate individual and aggregated data for all students and uses these data to improve student performance and/or the maintenance of academic standards.

o There is readily available and continuously updated data (together with trend data) on student attendance, attrition and progress rates, grade point averages and graduate outcomes.

o The institution uses a management information system to record and provide summary reports for management and academic staff so that effective planning and academic interventions can take place.

o Regular data reports to senior management and academic committees are used to identify problems and make improvements.

5. What is Expected:

- Assessment tasks demonstrate the principles of assessment set out in this policy.
- Assessment tasks are moderated to ensure that the key principles of assessment are enacted and assessment practices are refined and improved.
- Assessment tasks incorporate feedback that supports student learning and is prompt, informative and provided throughout the learning process.

6. Key Dates

First Approved: 10 December 2014 by BoT

This Version Approved: 10 December 2014 by BoT

Next Review Date: 4 year from this versions approval date or as required

Minor changes were approved on November 2015 on definitions and Post-assessment Moderation

7. Links and Related Documents

7.1 Related Policies

- A/AB/003   Academic Integrity and Honesty
- A/AB/012   Credit Recognition

- A/AB//017   Results and Reporting
- A/AB/019   Recognition of Academic Excellence
- A /AB /025   Student Appeals

7.2 Associated Documents

- Assessment Code of Practice
- Assessment Procedures
- Moderation Procedures
- Assessment Guidelines
- Moderation Guidelines
- Assessment Cover Sheet
- Pre-Assessment Moderation Form
- Post-Assessment Moderation Form

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