

## Bahrain Polytechnic Quality Management System

### Policy Section: Academic

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### Policy: Assessment

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. Verification and 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

<b>Achievement-based assessment</b>	Measures student performance in relation to criteria which are specified in terms of grades or levels.
<b>Aegrotat Pass</b>	A passing grade granted for an assessment task that the student was unable to complete due to illness. Evidence must be available that the student would have passed the assessment if present.
<b>Assessment</b>	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.
<b>Assessment criteria</b>	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.
<b>Assessment method</b>	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.
<b>Assessment specifications</b>	The set of rules under which assessment will be conducted, details of the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of study.
<b>Assessor</b>	The person who makes judgements about student achievement of an assessment task.
<b>Authentic</b>	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.
<b>Clear</b>	Describes an assessment task in which instructions, procedures and requirements are communicated as unambiguously as possible to students.
<b>Competency-based assessment</b>	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'.
<b>Controlled assessment</b>	A formal final examination or supervised test conducted at a pre-specified time in which the results contribute to summative assessment.
<b>Constructive alignment</b>	Coherence between the Graduate Profile, Programme Intended Learning Outcomes, Course Intended Learning Outcomes, teaching and learning strategies adopted and the assessment task.
<b>Developmental</b>	Describes an assessment task that reflects the learner's development from novice to expert practitioner.
<b>External Examiner</b>	An academic from another institution who reviews the assessment process to ensure that the standards for a degree programme and course assessment tasks are set and maintained at the appropriate levels and that student performance is properly judged against these standards.
<b>Fair</b>	Describes an assessment task that ensures each student is treated as equally as practicable.
<b>Feedback</b>	<p>Feedback is a consequence of performance and can be conceptualised as information provided regarding aspects of students' learning performance or products including corrective information.</p> <p>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.</p>
<b>Formative assessment</b>	<p>Activities of assessment that are directed at supporting, encouraging, motivating and enhancing learning. Its purpose is to:</p> <ul style="list-style-type: none"> <li>inform students on their progress and provide guidance for improvement;</li> </ul>

	<ul style="list-style-type: none"> <li>inform teachers about what students know, their misunderstandings and difficulties, and where best to direct teaching efforts.</li> </ul>
<b>Graded Competency-based assessment</b>	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’
<b>Group assessment</b>	<p>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:</p> <ul style="list-style-type: none"> <li>collaboration and cooperation</li> <li>analysing the task and assigning responsibility for its components</li> <li>leadership, teamwork, delegation and coordination</li> <li>preparation and presentation of a report</li> <li>awareness of issues that arose and techniques for managing difficulties.</li> </ul>
<b>Learning outcome</b>	A statement which clearly identifies the knowledge, skills or attributes that a student will be able to demonstrate as a result of successfully completing part of a course.
<b>Graduate profile attributes</b>	Descriptions of the knowledge, skills and dispositions that Bahrain Polytechnic aspires to develop in its students and that all graduates will demonstrate on completion of their programmes of study.
<b>Moderation</b>	The review of a sample of marks/assessment judgements and comments on assessment tasks to ensure that marking criteria have been fairly, accurately and consistently applied during marking.
<b>Multidimensional</b>	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.
<b>Peer-Assessment</b>	Assessment in which students judge and comment on each other’s work.
<b>Reassessment/Resit</b>	The opportunity for a student to undertake an assessment task or activity again.
<b>Rubric</b>	An assessment judgement tool that lists the assessment criteria for a piece of work and against each of these describes the weighting, standards of performance and the associated grade that would be attributed to that level of performance.
<b>Reliable</b>	Describes an assessment task that gives results that are a consistent and accurate representation of what is measured - across time/students/courses.
<b>Reflective</b>	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.
<b>Self-Assessment</b>	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.

<b>Standards-based assessment</b>	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.
<b>Summative assessment</b>	Assessment that contributes to a course grade and which provides a measure and record of what student learning has been achieved. It can be used to: <ul style="list-style-type: none"> <li>• determine students' access to further learning;</li> <li>• credential students for degrees and professional practice; and</li> <li>• demonstrate that standards are appropriate (accountability).</li> </ul>
<b>Test</b>	An assessment activity which is carried out under examination-like arrangements, but occurs during normal semester time, not an official examination period. A test can perform a useful formative learning function for students and tutors as well as a summative function.
<b>Valid</b>	Describes an assessment task that makes judgements against only the specified Learning Outcomes.
<b>Verification of Assessment Task</b>	The process conducted before an assessment task is issued to check that: (1) the learning outcomes will be fully addressed by the task and; (2) the marking criteria are aligned with the learning outcomes.

### 3. Application

#### 3.1 People:

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

#### 3.2 Processes:

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

### 4. External Requirements

This policy ensures Bahrain Polytechnic meets the standards set by the Higher Education Council (HEC), the Education & Training Quality Authority and relevant professional accreditation bodies.

### 5. What is Expected:

- Assessment tasks demonstrate the principles of assessment set out in this policy.
- Assessment tasks are verified to ensure that they are aligned with the learning outcomes and the key principles of assessment are enacted.

- Assessment tasks incorporate feedback that supports student learning and is prompt, informative and provided throughout the learning process.
- Assessment results are moderated to ensure that marking criteria have been fairly, accurately and consistently applied during marking.

## 6. Key Dates

First Approved:	10 December 2014 by BoT
This Version Approved:	(2) 14 December 2020 by BoT
Next Review Date:	4 years from this versions approval date or as required

## 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 Procedures
- Assessment Guidelines
- Assessment Cover Sheet
- Internal Assessment Verification Form
- External Assessment Verification Form
- Internal Moderation of Marking Form
- External Examiner Assessment Moderation Form