

|  |
| --- |
| Gambia College |
| Assessment Policy |
|  |
|  |
| **Gambia College** |
| **6/20/2018** |

|  |
| --- |
|  |

Contents

[Policy Statement 4](#_Toc81784085)

[Application of this Policy 4](#_Toc81784086)

[Definitions 4](#_Toc81784087)

[Assessment Principles 5](#_Toc81784088)

[Assessment Design 6](#_Toc81784089)

[Quality Assurance, Moderation and Review 6](#_Toc81784090)

[Notification to Students of Assessment Requirements 7](#_Toc81784091)

[Attendance and Participation Requirements 7](#_Toc81784092)

[Submission 8](#_Toc81784093)

[Personal Circumstances Affecting Assessment 8](#_Toc81784094)

[Appeals 8](#_Toc81784095)

[Protocols for Schools 8](#_Toc81784096)

[Gambia College Grade Descriptors 9](#_Toc81784097)

[Requirements to graduate 10](#_Toc81784098)

[Associated Policies 10](#_Toc81784099)

# Policy Statement

Assessment is a core academic activity and an essential component of the teaching and learning process.

Assessment includes:

1. Design and specification of activities or tasks that students undertake to support their learning;
2. provision of feedback as guidance for students' learning;
3. moderation of assessment activities;
4. award of marks or grades; and
5. determination and award of final result grades.

This policy sets out the principles that underpin Gambia College’s approach to assessment.

# Application of this Policy

This policy applies to:

1. all coursework units offered by Gambia College , including professional experience units, and those coursework units completed as part of a research projects and/or portfolios;
2. students undertaking such units;
3. Academic and/or professional staff with responsibility for designing, administering or making decisions relating to assessment.

# Definitions

Terms used in this policy and the associated procedures are consistent with the Gambia College glossary of Terms. In addition, the following words and expressions have the meanings listed below:

**Assessment:** Assessment is the process of evaluating students’ performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the unit and

the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.

**Assessment schedule:** The series of assessment tasks comprising the total assessment for a unit/.modules.

**Assessment tasks:** The single components of an assessment schedule.

**Criterion-referenced assessment:** Assessment based on pre-determined and clearly articulated criteria which are directly drawn from the unit learning outcomes.

**Due date:** The date and time by which an assessment task must be submitted.

**Portfolio assessment:** artefacts/showcase,process and evaluation

**Learning outcomes:** Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a student has acquired and is able to demonstrate as a result of learning.

**Moderation (of assessment):** A quality review and assurance process which supports assessment design and marking activities. It involves confirmation that the assessment tasks and marking are valid, equitable and reliable.

**Rubric**: A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work.

**Standards:** A framework which explains what can be expected at different levels of achievement of a learning outcome.

# Assessment Principles

Assessment must be designed to contribute to high quality student learning and underpin the development, delivery and quality assurance of units and courses. Assessment should both help students learn (assessment for learning) and measure explicit evidence of their learning outcomes (assessment of learning).

Assessment:

1. must be standards-based and provide evidence of the level of achievement with respect to learning outcomes and graduate attributes;
2. must be a transparent process carried out with honesty, integrity and confidentiality in line with the Gambia College vision and mission;
3. is integral to pedagogically informed learning and teaching;
4. must comprise a variety of tasks which are reasonably achievable by students; and
5. must be fair, inclusive and equitable for all students.

# [Assessment Design](http://handbook.acu.edu.au/handbooks/handbook_2018/general_information/assessment_policy#collapseFive)

**Standards based, criterion-referenced assessment**

Assessment marking and grading will be criterion-referenced and will use standard-based grading. Criteria and standards of achievement are set in advance of teaching and assessment. Student performance is evaluated according to those criteria and set standards.

**Number and weighting of assessment tasks**

The assessment schedule for any particular course must be limited to:

* Continuous Assessment- Presentations, assignment, test, quizzes, etc. - 30%( where portfolios or case study are not applicable 40%)

Portfolio/ (product/showcases, evaluation, electronic products, process portfolio) or case study 10%

* End of Term/Semester Examination - 60%

Unless justified and approved by theacademic board, no individual assessment task should have a weighting of more than 60 percent of the total assessment in a unit.

# Quality Assurance, Moderation and Review

Quality assurance of assessment should occur at both the course and the unit level. Schools are responsible for establishing a quality assurance regime for the assessment in courses and units/modules. This will include both internal and external moderation and benchmarking of assessment.

Quality assurance of assessment must be maintained at every stage of the assessment cycle.

Assessment tasks must be subject to routine assessment moderation processes and review through consensus moderation practices, including peer review, to ensure that they reflect appropriate assessment design and grading.

As part of the Gambia College Quality Assurance Framework professional development opportunities that are related to design, implementation and moderation of assessment should be provided to staff.

# Notification to Students of Assessment Requirements

Assessment tasks, including marking criteria, must be clearly communicated to students in the Course Outline at the commencement of the study period in which the course is being undertaken.

Changes to the assessment tasks after a Course Outline has been published are only permitted with the written permission of the Head of School or their delegate. Students will be notified by the Head of School or delegate in writing.

# Attendance and Participation Requirements

Marks are not to be awarded for attendance however where there is a need for marks to be awarded for attendance it must not exceed 5%

Class attendance is compulsory for all students therefore all students must meet an attendance of 80% for all study periods. Except on circumstances beyond one’s control a student can be given an exception. In any case where compulsory or minimum levels of attendance are prescribed in accordance, the attendance requirements must be clearly stated in the Course outline, together with the reasons why attendance is required, the consequences of not meeting those requirements and the procedures to be followed should a student fail to attend any required class due to illness and/or personal circumstances beyond their controReliable evidence must however be provided.

Failure of student to meet 80%% attendance will lead to deferment/make up of lost time(where applicable) of course/module until the subsequent semester/term.

Until the *maternity leave°* is effective,pregnancy should not be deterrent to class and assessment attendance. Pregnant studentsare expected to attend and at all times. No staff should ask a pregnant studentout of a class without the knowledge of the Vice Principal.

Where a pregnant student cannot continue with classes, they can write through the head of school to the Registry for deferment of the course due to personal reasons and will join the subsequent semester/term/unit/module. Where a lecturer observe a pregnant student unable to continue the course/assessment activities, the matter should be forwarded to the Vice Principal.

Compulsory or minimum levels of attendance shall be prescribed for any professional experience or community experience program or any practical, laboratory or skill-based classes in which attendance is integral to achievement of the learning outcomes of the Course.

Refer to Assessment procedure of the Gambia college (chronic and mental health issues)

Every lecturer/tutor must keep attendance records for all classes where a compulsory or minimum attendance level is prescribed. The college should provide a standard register to record students’ attendance where compulsory minimum attendance is required.

# Submission

Students must be advised of submission requirements for assessment tasks via the course Outline.

Following formal submission, students may not resubmit an assessment task in an attempt to improve the result in that assessment task.

Penalties will be applied for late submission of assessment tasks

# Personal Circumstances Affecting Assessment

Special provision may be made in cases of disability, long and short term illness, chronic and temporary illness or other major disruptions to study which affect a student’s ability to submit an assessment task.

Special provisions may include extension of submission date, supplementary assessment, special examination arrangements, deferred examinations or other special adjustments.

Applications for special provisions must be made using the off or online Extenuating Circumstance Form (and submit to Programme Co-ordinatorand include any required supporting evidence in accordance with the Assessment Procedures. This form must be submitted at least 24 hours before the assessment and 72 hours before the due date for assignments exceeding a week.

# Appeals

Any appeal against an assessment decision should be forwarded to the Director of School and will be dealt with in accordance with assessment rules and regulations

# Protocols for Schools

Schools may develop School-level protocols on assessment to further define expectations relevant to professional accreditation or disciplinary practices or to clarify normal operational parameters.

Any such School assessment protocols must be:

1. consistent with and subordinate to the Gambia College Assessment Policy and Assessment Procedures; and
2. Published and communicated to students prior to the commencement of the study period in which the course is being undertaken and must remain in place for the study period in which the course is being offered.

# Gambia College Grade Descriptors

**The grades below represent the Gambia College grading system**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Final Result Grade** | **Notation** | **Mark Range  (%)** | **Numerical Equivalent** | **Descriptor** |
| Excellent | A | 85-100 | 5 | The student provided an exceptionally high quality performance and through this demonstrated an exceptionally high standard of learning achievement in relation to the course learning outcomes. |
| Very Good | B | 74-84 | 4 | The student provided a high quality of performance and through this demonstrated a high standard of learning achievement in relation to the unit learning outcomes. |
| Good | C | 60-73 | 3 | The student provided a sound quality of performance and through this demonstrated a sound standard of learning achievement in relation to the unit learning outcomes. |
| Average | D | 50-59 | 2 | The student provided a quality of performance that demonstrated thorough achievement of the unit learning outcomes. |
| Poor | E | 40-49 | 1 | The student provided a quality of performance that demonstrated achievement of some of the learning outcomes, but did not demonstrate achievement of a hurdle requirement. |
| Fail | F | 0-39 | 0 | The student did not provide a quality performance that demonstrated an acceptable standard of learning achievement in relation to the course learning outcomes |

**Note: lecturers/ tutors should emphasize assessment for learning**

# 

# Requirements to graduate

A pass requirement is needed for graduation. No student will qualify for graduation with a fail and/or incomplete coursework (IC) in any course or subject.

**Required Cumulative Grade Point Average (CGPA) for graduation**

A Minimum of 2.50 must be earned for a student to graduate.consult with Mr Njie

# Associated Policies

* [Academic Regulations](http://handbook.acu.edu.au/handbooks/handbook_2018/general_information/2018_academic_regulations)
* Assessment procedures
* [Examination Policy](http://handbook.acu.edu.au/handbooks/handbook_2018/general_information/examination_policy)
* [Student code of Conduct and Discipline Policy and Procedures](http://handbook.acu.edu.au/handbooks/handbook_2018/general_information/student_conduct_and_discipline)
* [Staff](http://www.acu.edu.au/policy/student_policies/assessment_policy_and_assessment_procedures/supplementary_assessment) Code of Conduct

Reference

* Australian Catholic University assessment Policy
* Oxford university assessment Policy