

SUMMARY OF ASSESSMENT AND EXAMINATION OF COURSEWORK POLICY

Assessment:

- is critical to the quality of learning as it frames how students learn and what students achieve
- enables judgements about how students work meets appropriate standards
- plays a key role in fostering learning and the certification of students.

Students learn most effectively when they:

- are genuinely interested in, and can see the relevance of, what they are learning
- are appropriately challenged and have clear understanding of what is expected of them
- differences in background and approaches to learning are recognised and respected
- are encouraged to take responsibility for their learning and to develop their own conceptual understanding of a subject
- are given opportunities for feedback and for critical reflection
- have some choice and flexibility in how they are assessed, as well as tasks that they perceive to be 'authentic' i.e. related to real-life situations.

Core principles:

- guide and enhance student learning – develop a conceptual understanding of a subject and the ability to use knowledge appropriately
- aligned with and directly related to the aims and expected learning outcomes for each course, the course structure, and the teaching methods employed
- expectations regarding assessment, including criteria for grading, are to be transparent and clearly communicated to students
- progressive and provides opportunities for feedback
- weighting of individual tasks to reflect the relative importance of the learning outcomes they are designed to achieve as well as the size, timing, and level of difficulty of the task

Two main approaches to awarding grades:

- **Standards- referencing assessment** – assesses the achievements of students against a predetermined standard
- **Norm-referenced assessment** – grades students by comparing their achievements with that of other students undergoing the same assessment