



Applied Engineering College
كلية الهندسة التطبيقية



AEC ASSESSMENT POLICY

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AEC ASSESSMENT POLICY

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4.1 Objective

The objective of this chapter is to develop student and staff understanding of the Applied Engineering College (AEC) Assessment Policy. Developing cross college comprehension of the policy should result in:

- Assessments are fair, reasonable and transparent
- Promotes student learning (Assessment for and of learning)
- Enables the AEC to maintain its developed academic standards

4.2 Authority

Chaired by the Vice Dean of Academia the College Curriculum Development Committee (CCDC) is the college's authority for the design, monitoring and implementation of this policy and its procedures.

4.3 Scope

The procedures outlined in the chapter apply to:

- All module assessments offered by the Applied Engineering College
- All academic management and teaching staff who design and implement module assessments
- All part-time, guest lecturers who teach on any module

4.4 AEC Assessment Philosophy

At the AEC assessment is used to form academic judgements about the degree of student performance and the learning that has taken place over a set period. Mapped to our module learning outcomes the college promotes the usage of different assessments formats within each module. Incorporating different assessment methods enables our students to demonstrate their skills and knowledge across different contexts. The inclusive approach across all theoretical and practical assessments means we can cater for all students who will all have different assessment needs. All our assessments are underpinned by our core values:

- ✓ Assessments are academically rigorous and valid
- ✓ Assessments are mapped to learning outcomes
- ✓ Assessments are fair and economical

4.4.1 Constructive Alignment

In enhancing the quality and validity of our assessments we develop our assessment, so they are aligned to our module learning outcomes and our teaching methodologies (see figure 2). This approach intends to reveal what the students have learnt, what we want them to learn and how we intend them to learn it. Thus, our assessments, learning outcomes and teaching methodologies are all aligned to support each other:

- Assessments: What kind of assessment activities will uncover if students have achieved the learning outcome?
- Learning outcomes: What do I want my students to know?
- Teaching methodologies: What kind of teaching activities can I use to reinforce the required learning outcomes and assessment.

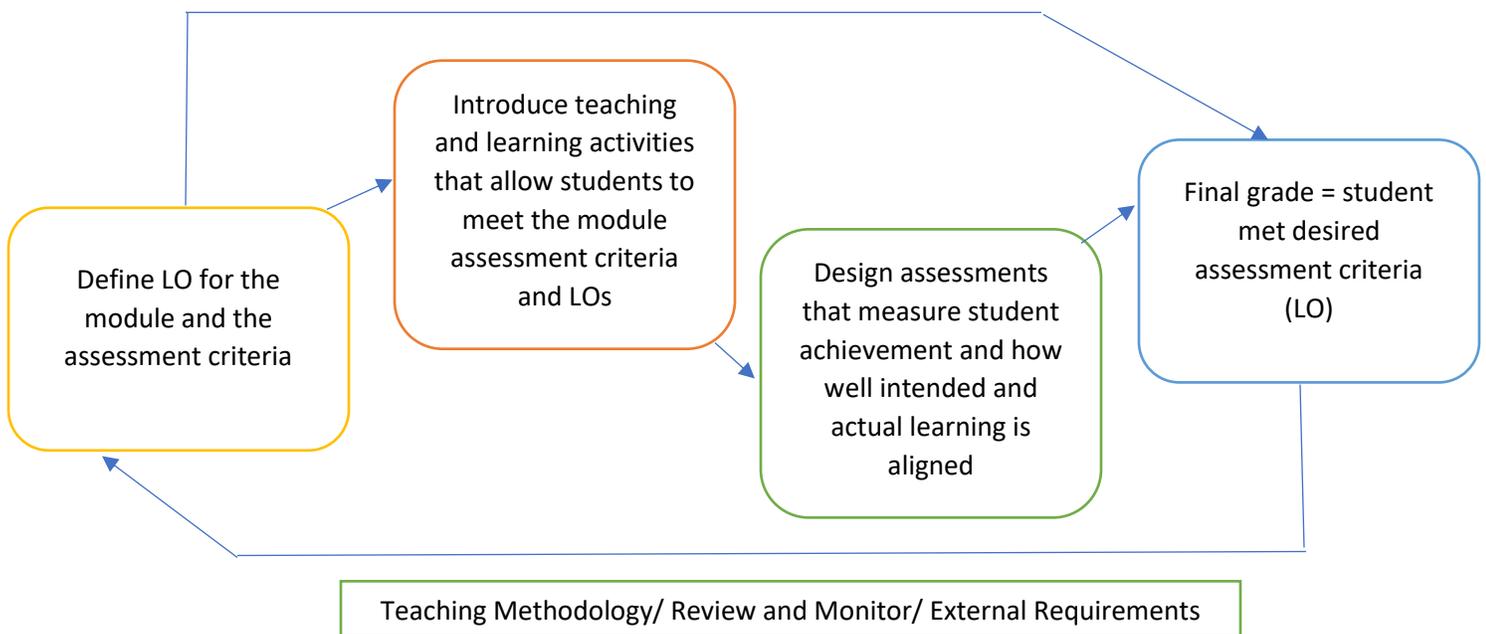


Figure 4.1: Constructive Alignment Process

4.4.2 Understanding Assessment

Each module will incorporate both formative and summative assessment methods. The formative assessments which include end of class questions or workshops quick quizzes do not form part of the student final grade but utilize assessment for learning principles. Our rationale being students learn most by doing and making mistakes. Knowing they can do so, and it will not affect their final grade means they are motivated to participate, make a mistake and then receive instant feedback. The lack of grading gives students the freedom to be experimental, challenging their own beliefs and developing their cognitive skills.

Summative assessments are what our students are most familiar with. During the semester they will have different forms of exams which will be aggregated to determine whether a student has fulfilled the specified learning outcomes. Within each module the assessment methodology **must** include a variety of assessment methods (see 4.5)

4.4.3 Redefining Formative Assessment

Traditionally, formative assessment has been used to provide specific feedback to students and teachers to guide future learning without being formally graded. At the AEC we have redefined the term, so it meets the need of our students and increases their engagement with the content and more importantly the learning process. Formative assessment or micro assessments play a key role in not just helping us understand ‘what’ learning has taken place but encouraging and motivating our students to focus and participate in the process. We found the traditional approach (gradeless) was not having the required academic outcome (learning). Thus, we decided to re-construct our approach to assessment and the role of formative assessment. We have piloted, evaluated an on-going assessment approach using micro-assessments to establish a ‘what works’ approach within our given context. For an assessment to be classed a micro-assessment it must:

- Be no more than 5% of the overall module tariff
- Include multiple feedback opportunities to enhance learning
- Offer students in-class support

4.5 Types of Assessment

All modules **must** use a variety of assessment methods. These **should** include:

- Presentations or Oral Exam

- Written Quiz/ Test
- Mid-term Exam
- Final Exams
- Projects
- Homework
- Lab/ workshop practical's
- Groupwork activity
- Assignments

4.6 Module Assessment Plan

Student learning will be continuous with changes taking place throughout the module.

Therefore, the module assessment plan needs to enable lecturers to utilize both formative and summative assessments. It is the responsibility of the Module Coordinator to exercise their professional judgement to create relevant, economic and fair assessments that meet the needs of the module being taught.

4.6.1 Approval of the Assessment Plan

The module assessment plan is submitted for approval at the beginning of every semester to the Head of Department and to the Vice Dean of Academia. They have the responsibility to make sure the plan is following the guidelines outlined in this chapter.

4.6.2 Changes to the Assessment Plan

Once the assessment plan has been logged with Head of Department, Vice Dean of Academics and shared with the students then no changes should be made. If a change is required, then this must be agreed by Head of Department and how it will impact on learning outcomes and its overall demands on the students.

4.7 AEC Grade and GPA

All module grades will follow the AEC grading structure:

Table 1: GPA scale out of 5

Evaluation	GPA Range
Excellent	$4.50 < A \leq 5.00$
Very good	$3.50 < B \leq 4.50$
Good	$2.75 < C \leq 3.50$
Satisfactory	$2.00 \leq D \leq 2.75$
Fail	$0 \leq F < 2.00$

Table 2: Mapping of GPA out of 5 with marks out of 100% and letters

Symbol	Mark	Value									
A+	100	5	B+	89	4.5	C+	79	3.5	D+	69	2.5
	99	5		88	4.5		78	3.5		68	2.5
	98	5		87	4.5		77	3.5		67	2.5
	97	5		86	4.5		76	3.5		66	2.5
	96	5		85	4.5		75	3.5		65	2.5
A	95	5	B	84	4	C	74	3	D	64	2
	94	4.75		83	4		73	3		63	2
	93	4.75		82	4		72	3		62	2
	92	4.75		81	4		71	3		61	2

91	4.75		80	4		70	3		60	2
90	4.75							F	<60	Fail

4.8 Notification of Form of Assessment:

At the beginning of each semester, all students must receive a Module Plan that includes an assessment description and outlines:

- (i) the number, nature and forms of assessment;
- (ii) the weighting accorded to each assessment;
- (iii) The connection between each assessment and the Module Learning Outcomes

4.8.1 Student Awareness of Assessment

During the 1st week of the semester students will be given and introduced to the module. This will include the module content, learning outcomes and the planned assessment schedule. Once the students have received their module plan it is their responsibility to become familiar with:

- (i) Assessment submission date(s), time(s) and location(s), deadline(s)
- (ii) The exam code of conduct:
 - (a) academic integrity; (b) the conduct of examinations; (c) the format and substance of written forms of Assessment, especially graduate thesis.

4.9 Late Submission

Table 3: Late Submission Penalties

Academic Days Late	Penalty
1	- 10%
2	- 15%
3	- 20%
4	- 25%
5	- 30%
More than 5	Student Failed

The AEC applies a penalty for the late submission of assessed work. The penalty is applied universally to all assessments. For each day late, a percentage of grade available to the student will be removed e.g. 1 day late will mean only 90% of the grade is available because of the 10% penalty.

4. 10 Feedback on Assessment

The college acknowledges the important role of feedback throughout the learning process and in continually developing meaningful student learning opportunities. As such, the AEC is committed to providing effective and timely feedback as a key part of its teaching and learning framework. Thus, the college defines effective feedback to be:

- ❖ Criteria based: Feedback sessions with students should be led by the assessment criteria and how they help inform decisions on the achieved learning outcomes. The feedback students receive should incorporate the developed and communicated criteria to explain performance and areas for improvement.
- ❖ Appropriate: When feedback is given is paramount to aid learning. Consequently, when the assessment is given the feedback needs to be applicable to the learning experience.
- ❖ Sufficient and Adequate: The feedback provided should be a learning opportunity and be:
 - More than just a grade or a general phrase

- Provide for both formative and summative assessments
- Constructive in highlighting weaknesses which will leave to improvement
- Clear and detailed
- Clearly linked to assessment grade criteria

Departments may offer different feedback approaches that are discipline appropriate; these must adhere to the established feedback definition and should be evident in the learning process.

4.11 Quality Assurance Measures

To enhance the academic integrity and governance of the assessment, the AEC promotes the usage of quality assurance measures. Each department is responsible for communicating what measures they use to all stakeholders at the beginning of all semesters. Appropriate Quality Assurance Measures include assessments:

- Proof-reading Papers
- Anonymous Grading
- Second Marking
- Benchmarking
- Moderation
- Sampling
- External Examiners Review

4.11.1 Assessment Moderation

Moderation of assessments is the process of scrutinizing the marking process to ensure that all students are treated fairly and consistently in summative assessments and that there is a shared understanding of academic standards that students are expected to achieve.

The process of moderation of assessments includes:

Second Marking:

The college operates a process of internal second marking/moderation to ensure that assessment criteria are applied fairly, consistently and at the appropriate level for all students. The second and

first marker moderates the initial marks awarded through a sample of work for each module: the sample must be no less than 10% of the group size or 3 pieces of student work, whichever is greater. The second marking process should:

- Use Anonymous student/ Anonymous first marker approach
- Be applied to both theoretical and practical assessments. In the case of practical assessments provision should be made for both markers to be present or an agreed alternative e.g. video recording
- The sample of student work passed to the second marker, should include a selection of low, medium and high student grades, and must include assessments with initial marks below the pass threshold
- The second marking process should demonstrate that the results variation between them and the first marker is no greater than $\pm 10\%$.

Results Variation:

In case there is a variation in the grade the following process will be used:

- In cases where the grades given by the first and second markers vary by less than $\pm 10\%$, the grade awarded by the first marker would be considered final.
- Cases where there is a **consistent variation** between the grades given by first and second markers must be referred to the HoD for consideration. In these cases, the HoD must decide to either i) appoint a third marker, or ii) apply the process for the scaling of marks across the module.
- In cases where the grades given by the first and second markers vary by **more than $\pm 10\%$** , the HoD should appoint a third marker. The final mark for the piece of work is based upon the third marker agreeing with that awarded by either the first or second marker.
 - This may, in the interests of fairness, include a recommendation to the HoD to consider an appropriate scaling of marks to all students assessed on the module
- Cases where there is no correlation between the grades awarded by the three different markers bring into question whether an appropriate standardization process has been completed and the extent to which there is shared understanding amongst staff of the academic standards that students are expected to achieve. The HoD must refer such cases to the Vice Dean (Academic) for investigation.

Scaling of Marks:

In certain cases, the grades of the entire module group may require an appropriately scaled adjustment. This would typically be to rectify anomalies in mark distributions that arise from unanticipated circumstances. This process should only be used in exceptional circumstances and requires approval from the HoD. The HoD must investigate the cause(s) of such anomalies and take suitable measures to ensure that these do not repeat, and that similar issues are identified and rectified, which may include increasing scrutiny of assessments at the Exam Committee stage, before students are subjected to the assessment. **The HoD must log such instances and include these and the circumstances, processes taken to resolve the issues in annual reporting.**

Responsibilities: Once lecturers have completed the initial marking, they must inform their HoD for the appointment of a suitable second marker:

- It is the responsibility of individual lecturers to inform their HoD, in writing as soon as they have completed the marking, and to pass on a sample of the assessed work to them. The HoD then selects a sample of the exams to be moderate
- It is the responsibility of the HoD to appoint suitable second marker for the moderation of assessed work.
- The HoD is responsible for information exchange in terms of moderation of assessments and for taking appropriate actions, some of which are described above.
- Once the process of second marking is complete, it is the responsibility of the lecturer to ensure that Moderation Reports are uploaded to the departmental Google Drive.
- It is the responsibility of the HoD to produce audit trail of the moderation of assessments, including records of moderated pieces of work and any information exchange in exceptional cases indicated above, must be available for review by auditors.

4.12 External Examiner

The role of External Examiners in AEC assessment procedures is clearly defined in the Quality Handbook Chapter: External Expertise Involvement.

4.13 Unfair Practice Policy

AEC reserves the right to enforce the ‘Cheating and Plagiarism Policy’ in accordance with the College’s Code of Conduct.

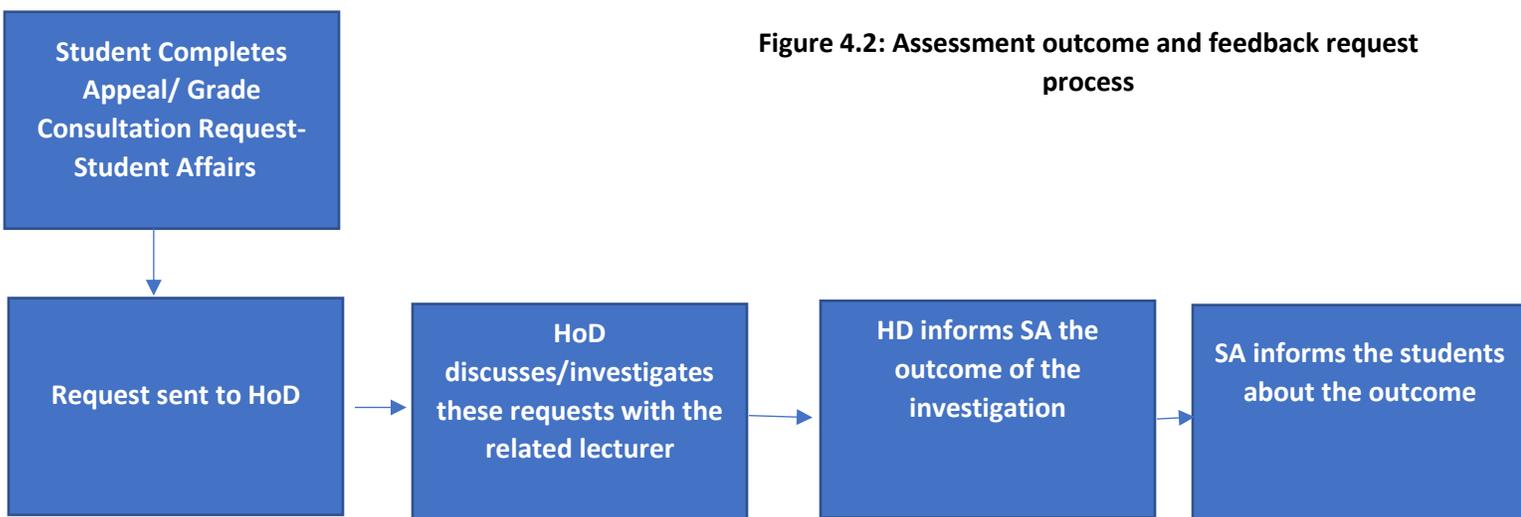
- AEC will enforce and maintain the ‘Cheating and Plagiarism Policy’ meaning that student misconduct will warrant immediate suspension from the college until an internal investigation is completed.
- If found guilty the college has the right to expel the student. Also, it will be recorded on the student’s academic transcript that he failed a module because he was caught ‘cheating’ or committing ‘academic fraud’. This will be reviewed when the student graduates.
- The ‘Cheating and Plagiarism Policy’ will be enforced in the following cases where Academic Fraud has been identified: this includes, but is not limited to:
 - (i) Cheating on a test or assignment that is graded;
 - (ii) Plagiarism (see definition below)
 - (iii) Unauthorized collaboration of graded work
 - (iv) Alteration of academic records of any sort
- Examples of cheating: Possessing an unauthorized electronic device in an exam setting, being found with unauthorized paper in an exam setting, unauthorized communication inside or outside an exam setting. Copying or allowing their work to be copied.
Definition of Plagiarism:
“ ...passing off someone else’s work, either intentionally or unintentionally, as your own, for your own benefit.”
(Carroll 2007, p. 9 cited in Plagiarism in Higher Education QAA Handbook)
- Students who are suspended because of the ‘Cheating and Plagiarism Policy’ will receive formal notification in writing.
- Students wishing to appeal suspension or expulsion must complete an Appeal Form within 7 working days of receiving the formal notification in writing. The appeal will be dealt with by senior academic management.

4.14 Assessment Appeals and Consultation

The AEC has developed a fair, consistent, robust and transparent system to address student appeals and is committed to acknowledging, investigating and resolving those brought to its attention. Also, students have the right to a grade consultation with their module lecturer where feedback and any questions regarding the assessment and the outcome can be clarified.

Every student has the right to a consultation after an assessment where he has received a grade.

For all summative exams the student will have 7 academic days after their exam to submit a request form. The grade consultation process is:



4.15 Assessment Retake Policy

Students are not allowed to retake an assessment within a module unless they have an authorized excuse.

4.15.1 Module Retake Policy

If a student receives a failing grade (F) for a module then he must complete a re-take exam. The AEC has established a systematic approach to student retakes that offers a supportive and documented process:

Retake Examination Steps			
Exam	Week	Task	Documentation
1st Retake Exam	#1	Student Registration	Retake Exam Registration Form
	#2	Advisory Session	Retake Exam Advisory Form
	#3	Tutorial(s)	Tutorial Attendance List
	#4	Examination	Exam Paper & Attendance List
	#5	Grading - Moderation - Result	Grades List & Moderation report
2nd Retake Exam	#6	Student Registration	Retake Exam Registration Form
	#7	Advisory Session	Retake Exam Advisory Form
	#9	Tutorial(s)	Tutorial Attendance List
	#10	Examination	Exam Paper & Attendance List
	#11	Grading - Moderation - Result	Grades List & Moderation report

4.15.2 Multiple Failure

In case a student fails 2 retakes his academic performance is reviewed by:

1. Student Affairs
2. Student Council
3. Head of Department
4. Vice Dean of Academics

Then his case his heard before the Examination Board. If there is no special circumstances around his performance he is expelled from the college. Student Affairs is responsible for notifying the student and update the college information system.

If a student who has been expelled from the college is unhappy with the Examination Board outcome he has the right to appeal the decision:

