Mazoon College

Assessment of Students' Learning Policy

Policy title	Assessment of Students' Learning Policy
Policy number	TL001
Version no	V1.1
History	( ) new (√) revised
Status	Approved
Policy owner	Quality Assurance Department
Approved by	22 February 2019
Approval date	22 February 2019
Effective from	22 February 2019
Review date	22 February 2023

Contents

Abbreviations

ARD	Admission and Registration Department
CGPA	Cumulative Grade Point Average
GFP	General Foundation Program
GPA	Grade Point Average
HOD	Head of Department
MoHE	Ministry of Higher Education

Definitions

Assessment	A process of judging students' achievement of learning outcomes by examining a sample of their work (Brown, Bull and Pendlesbury 1997: 8)
Assessment instruments	Devices used to assess students' performance, such as examination question paper, project brief, assignment question/topic, oral presentation topic, etc.
Summative assessment	Assessment that is used to make a judgement on students' achievements for the purpose of making an educational decision (Luckett and Sutherland 2000: 101), such as promotion to the next level of study.
Formative assessment	Assessment used to provide feedback to students for developmental purposes (Luckett and Sutherland 2000: 100)
Final assessment	It is a summative assessment of the course content, administrated at the end of the semester, through a variety of methods to measure the achievement of learning outcomes of the course.
Graduate attributes	Qualities, skills and understandings that students should develop during their learning period in the institution. (Barrie 2012).
Course learning outcomes	Specific and measurable statements concerning knowledge and skills students should demonstrate at the end of a learning component.

1. Introduction

A framework to ensure the validity, reliability and fairness of all assessments used during the learning process is important for the effectiveness of assessment. The assessments determine the grades and awards in a particular course, and determine the extent to which the students have achieved the learning outcomes.

2. Purpose

The *Policy on the Assessment of Student Learning* provides guidance to staff and students on assessment and academic progress. The assessment policy assures the quality of assessment and marking. It provides the guidelines to measure, grade, judge, and record students' achievement of learning outcomes. It also provides for a fair and valid assessment of students' achievement of the learning outcomes for a course and/or program. Mazoon College is committed to applying a valid, reliable, transparent, and accessible system to all students' assessment consistently across the academic departments.

3. Rationale

Assessment plays a crucial role in the learning experiences of students and it is therefore important for the assessment process to be robust, transparent, fair, valid, and reliable in order to ensure that graduates meet the expectations of stakeholders.

4. Scope

This policy is applicable to all assessments (summative and formative) for undergraduate and postgraduate programs in all academic departments including the General Foundation Program (GFP) Department at Mazoon College. Assessments include any activities for which grades are awarded and which will be used to make academic decisions. For example, about academic promotion of students, graduation of students, or students to be on probation. It therefore includes small-scale assessments and assignments, as well as mid-semester and final assessments.

5. Policy statement

This policy is based on the underlying principle that assessment is an integral part of the learning process and therefore needs to be developmental in nature, as well as being a reliable and valid means of judging the learners' performance that is aligned to learning outcomes and graduate

attributes. Assessment enhances the students' performance and development through feedback of assessment. The analysis of assessment results is the basis of planning for improvements in the teaching and learning process in a systematic manner. Mazoon College adopts an outcome based learning and teaching approach and the student assessment judges the achievement in the learning outcomes of this process. Assessment methods used to determine students' achievement of learning outcomes should be varied and should accommodate various approaches to learning. In addition, they should be aligned to the specific requirements of the discipline. They should also be sufficiently robust to discourage rote learning and verbatim retrieval of knowledge.

6. Implementation guidelines

The assessment process is structured into the following sections

6.1 Assessment design criteria

6.1.1 *Appropriateness*

The design of assessments should be appropriate to the achievement of the learning outcomes, the graduate attributes of the College and program (where applicable), and the discipline.

6.1.2 *Formative assessment*

Formative assessments should be conducted to give students constructive feedback that will enhance their learning experience and assist them in achieving the learning outcomes. A variety of different methods should be used for formative assessment practices.

6.1.3 *Summative assessment*

Summative assessments provide the students and other stakeholders with an evaluation of the students' learning achievements. Sufficient summative assessments should be conducted to ensure that the assessment result is reliable. A variety of different methods should be used for summative assessment practices.

6.1.4 *Demonstrating complexity of learning achieved*

Assessments should be designed to ensure that the students are able to demonstrate their high cognitive thinking skills, and the complexity of the learning that they have engaged in, aligned to the National Qualification framework level of the course and/or program.

6.1.5 *Application of knowledge*

While assessing knowledge is an important component of the assessment process, the design of the assessment should ensure that the students are able to demonstrate the application of knowledge and skills in integrated assessment tasks.

6.2 Assessment grading

6.2.1 *Grading for Bachelor and Associate Degrees[1]*

The following rules apply to Bachelor and Associate Degrees:

- The pass mark in every course is 70 %.

- Marks between 57 and 69" rank a *Conditional Pass* (students is not required to repeat these course as long as their CGPA ≥2).

- The scale of percentages listed out in Table 1 will determine the final grade in the course.

Letter Grade	Marks	Points
A	90 and above	4
A-	87-89	3.7
B+	83-86	3.3
B	80-82	3
B-	77-79	2.7
C+	73-76	2.3
C	70-72	2
C-	67-69	1.7
D+	63-66	1.3
D	60-62	1
D-	57-59	0.7
F	Below 57	
I	Incomplete	
W	Withdrawal	

Table 1: Grading Scale for undergraduate programs

[1] These values can be changed at the discretion of the College.

Assessment of Students' Learning Policy V 1.1

- The Grade Point Average (GPA) or the Cumulative Grade Point Average (CGPA) is the average of the summation of the marks obtained by a student.
- GPA or the Semester Average is calculated as follows:

The entire courses' points in a semester

$=$ The number of points obtained in a certain course

$\times$ The number of Credit hours of the course

$$GPA = \frac{\text{The entire courses 'points in a semester}}{\text{Total number of credit hours achieved (passed) in that semester}}$$

Performance Grading Schema of **CGPA.**

Cumulative GPA	Performance Grading Schema
3.50 – 4.00	Excellent
3.00 – 3.49	Very good
2.50 – 2.99	Good
2.00 – 2.49	Satisfactory
1.99 or less	On Probation

Table 2: Performance Grading Schema of **CGPA.**

- The Cumulative Grade Point Average (CGPA) is calculated as follows:

$$CGPA = \frac{\text{The summation of the entire courses' points}}{\text{Total number of credit hours for all achieved courses}}$$

Assessment of Students' Learning Policy V 1.1

6.2.2 *Allocation of the marks in undergraduate courses*

Course assessment is based on mid-term assessment, final exams, assignments, projects, presentations, class participation, and any other assessment method defined in the Course Information for Students which details the nature of the assessments. Generally, the semester assessment marks are allocated as follows:

Assessment scheme			
Assessment Component	Assessment Type	Allocated Marks	
Course Work	Assignment 1/ Project 1/Quiz	15 %	60 %
	Mid-Term Assessment	20 %	
	Assignment 2/ Project 2/ Presentation/ Group task	15 %	
	Class Participation (active involvement in class activities and formative assessments as applied)	10 %	
Final Assessment			40 %
Total			100 %
Class Participation: 10 Marks (includes participation of students in classes, attendance homework and lecturers' assessment about the students regarding his or her academic behavior and conduct during the study)			

Table 3: Assessment scheme for undergraduate courses

6.2.3 *Allocation of marks in GFP*

Description	Percentage
Quiz 1	15%
Mid-term Exam	20%
Quiz 2	15%
Participation	10%
Speaking (English) / Assignment (Math & IT)	10%

Assessment of Students' Learning Policy V 1.1

Final Exam		30%
	Total	100%

Table 4: Summary of GFP Assessment Plan

6.2.4 Grading for Master's Degree programs

Master's program in Economics and Business Studies Department, Computing and Informatics Department, and English Department are offered based on collaboration with different universities abroad. Each of the masters or postgraduate programs makes its own arrangements about the assessment allocation and there is no standardization as in the undergraduate programs. Assessment in these programs will be applied according to the scheme provided in program portfolio as approved by the Ministry of Higher Education (MoHE)

Assessment of Students' Learning Policy V 1.1

6.3 Assessment feedback

Providing a constructive feedback to students in the mid-semester assessment and other components of coursework assessments is mandatory except for the final assessment. Feedback to students takes place in their coursework to help them to improve their performance in the future and needs to be provided within a reasonable space of time to allow for the students to benefit from the learning before the next assessment.

6.4 Assessing guidelines

- Assessing guidelines must be provided with the assessment instrument (this may be in the form of a model answer, a rubric, a range of possible acceptable answers, or any other way of giving advice to the assessor as to what constitutes an acceptable answer from the students).
- The students' assessment scripts must clearly show how the grading was undertaken and where the marks have been allocated for acceptable responses.
- The assessor will assess the first presented answer in case if the candidate has answered more than the instructed number of questions.

6.5 Analysis and reporting of assessment results

The results of assessments are analyzed as per a standardized form that is presented to the College Council for approval. This reporting form changes from time to time as per the needs of the College and the courses.

6.6 Students' appeal for grade review

- Students have the right to appeal for a grade review through submission of a grade review application to the head of the concerned department for this purpose[2] *(Article 24 of*

  Students' Handbook).

- Students must submit the appeal within seven (7) days from the start of a following semester and the fees for submitting an appeal will be determined periodically.
- The grade review is applicable only to the final assessment.

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[2] This excludes Capstone or oral presentations.

- Upon approval of application, a designated committee of the department will review the answer booklet of the student to evaluate the validity and accuracy of grade awarded by the faculty member.

- In case a change in grade is necessary after the review of the committee, the amended grade information shall be provided to the Admission and Registration Department to update the new grade in student's assessment record.

6.7 Students' reassessment

Students have a right to **one** reassessment in the following circumstances and no exceptions will be made:

- Valid and approved evidence for absence from the final assessment.
- Having achieved a grade of D+ (63 – 66 %) in the final assessment.

7. Implementation guidelines

7.1 Roles and responsibilities related to assessment practices

7.1.1 *Heads of the academic departments*

The heads of academic departments assume the following responsibilities:

- Ensure the smooth-running and effective conduct of assessments.
- Provide oversight on assessment instruments.
- Ensure safe custody of question papers.

7.1.*2 Academic teaching staff*

Academic teaching staff have the responsibility to:

- Provide information to students about grading and assessment criterion in the course and explain the assessment criteria.
- Prepare assessment instruments and assessment criteria (marking schemes, model answers, rubrics, etc.) and submit to HoD for internal moderation.
- Apply the assessment methods in different courses as outlined in the course information sheet.
- Grade the students' responses (i.e. make judgements of assignments and assessment of presentations and other assessments (formative and summative) with honesty and integrity.

- Enter assessment results into online data system, keep record of assessment instruments and samples of students' answer sheets in assessment portfolio of courses.
- Submit assessment results to the HoD for internal moderation purposes.
- Coordination with other teaching staff where there are multiple sections of a shared course.
- Improve and update their assessment tools and methods at the end of each semester.

7.1.3 *Students*

Student have the responsibility to:

- Be familiarized with assessment procedures and policies.
- Utilize assessment feedback constructively.
- Provide feedback on assessments when required to do so, for the purposes of improving the assessment tools and methods.
- Submit assignment tasks in accordance with requirements set out in the course information sheet of relevant course adhering to the deadlines that have been set.
- Comply with academic integrity policy of the College.

7.1.4 *Admission and Registration Department (ARD)* The

ARD is responsible for:

- Preparing the assessment results for approval at the College Council.
- Publishing the assessment results for courses.
- Determining the GPA and CGPA for students.

7.1.5 *College Council*

The College Council is responsible for the approval of all assessment results before publication.

7.2 Approval of assessment results process

The assessment results must be approved by a meeting of the College Council before being released to students.

8. Monitoring and review

Monitoring of implementation of assessment policy is the responsibility of the academic departments. The heads of departments are responsible for ensuring that all the actions have been implemented according to the procedures and implementation guidelines of the policy and

that evidence is documented. Documents that can be used as evidence for an impact study on the *Assessment of Students' Learning Policy* can include but not be limited to the following:

- Moderation reports.

- Samples of assessment materials and students' work.
- End of semester report.

References

Barrie S C 2012. A research-based approach to generic graduate attributes policy. *Higher Education Research & Development*, *31*(1), 79-92.

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