

# **MANAGEMENT OF EXAMS AND EXTERNAL ASSESSMENT**

## **1. Principles and Policy**

This Assessment policy outlines the general guidelines for teachers/lecturers/tutors and its learners and how they should approach the assessment of qualifications delivered by the Future Focus. The qualifications applicable are those that are home-grown and approved by the National Commission for Further and Higher Education (NCHFE). Qualifications should be assessed according to the approved application.

The tutors/teachers/lecturers should be aware that the assessment might vary from one qualification and from one module to another within the same qualification.

Every assessment will be based on the following principles:

- i. Validity – the assessment proposed is related to the course work;
- ii. Authenticity – the learner produces work which is not plagiarised;
- iii. Fairness – the assessor treats every piece of work proportionally equal;
- iv. Reliability – the assessor keeps in mind that if it was corrected by another assessor, there would have been approximately the same outcome
- v. Sufficiency – the assessment proposed is enough to assess the learnt abilities of the learner according to the module competences.

The tutor/lecturer needs to ensure that when creating marking sheets, questions to be used in assessments are to consider the above principles. Any assessment

that goes against the above principles, might deem the assessment invalid.

## **2. Procedure**

The method of assessments is determined according to the approved method within the qualification. This can vary in its forms from examination, multiple-choice-question test, presentations, assignments, logbook and other forms that might be appropriate according to the content of the module and the qualification.

Assessments will be verified through an internal verification process. A random sample is taken by an appointed Internal Verifier from the work of learners within one group following the same qualification. The Internal Verifier has to be qualified at a higher level than the assessor. The aim of the Internal verification is to ensure that quality standards are adhered to and these are improved according to the recommendations of the Internal Verifier.

Assignments usually carry a word count. Though this is a guide however, assignments should never be less than 20% less or more than the expected average. If the word count says 'less than [no of words]', then the learner is expected to produce a piece of work which is less than the expected number of words but learners should always keep to the rule of the 20% less.

In case of short or overly lengthy assignments, assessors have the right to reject assignments on these grounds. Learners will be made aware of such regulation.

Work must be submitted for assessment on the date established by the assessor, however the learner can ask for an extension unless this is not reasonable or not based on valid grounds. Unsuccessful submission on the deadline, is not enough valid ground for referral or any other penalty in the marking. The marking must be done against the criteria.

A learner is made aware that every submission is to be authentic. By default, any submission is considered in itself a declaration of authenticity. The learner is made aware that in case the work is found to be plagiarised, this is not corrected and the learner needs to resubmit his/her work taking also in consideration the Malpractice and Plagiarism policy that Future Focus has in place.

### **3. Assessment**

The tutor/lecturer will assess a piece of work on the criteria of the module or qualification and will pass or refer a learner based on these criteria. Though presentation, literacy or numeracy are important, they will not be the criteria by which a learner passes or fails. In the event that a lecturer/tutor cannot make a proper assessment due to presentation or literacy, the assignment will be given back to the learner for reworking and the assignment cannot be adequately marked. In the event that such an assessment is an examination then, the learner is requested to resit for the examination.

All assessments will be assessed according to three grades:

- i. Pass (outcomes over 50%)
- ii. Fail (less than 50% after the number of submissions available according this policy are exhausted)
- iii. Refer (outcomes less than 50%)

Notwithstanding the above, lecturers/tutors might deem helpful to students to give them marks, however this will be just an indication overall of how the student fared and is to be considered unofficial. In the event that assessment is an examination, the third form of grading that is 'refer' is not used. The pass means that the learner has attained more than 50% of the marking.

Marking sheets are provided according to the type of assessment in order to ensure that the outcomes, criteria and learner performance are adequately marked.

The student will be given the marking sheet of every module at the end of the course together with feedback regarding performance in that particular topic. The marking sheets will use verbs like: "list", "identify" or "explain" something. The assessor when planning examination papers, assignments and other forms of assessment needs to provide a prototype answer of the questions proposed. The assessment questions need also to be based on the notes and lectures delivered.

Learners at the beginning of the course will be made aware that if they have learning difficulties or other disabilities, need to bring these to the attention of the tutor/lecturer or at least Head of School. The learners need to bring to the attention of what type of help would be useful. The school will consider the requests one by one and if the need arises, it would provide the required assistance.

#### **4. Appeals procedure**

Learners have the right of appeal on a result of an assessment. In order they benefit from a right of appeal, they lodge the appeal within 30 days of the publication of the results and the piece of work is reassessed by an independent assessor appointed by the Head of School. The decision of the second assessor appointed after the appeal, is final.

#### **5. Resits and Resubmissions procedure**

In the case of written examinations, students will be allowed to do a resit examination. Resits may be taken up to a maximum of two times within the following two years. In the case of assignments, students will be allowed to reformulate an assignment when this is marked as 'refer'. The learner can

Quality Assurance Policies and Procedures

resubmit an assignment for a maximum of three times within the following two years.

Policy review date: July 2020