

Business School of Commerce and Management

Abuja, Nigeria

“PROCEDURES FOR THE CONDUCT OF ASSESSMENTS”

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Introduction

Assessment is a vital part of the learning and teaching process. In addition to providing a measure of the students' achievement on qualification-based courses, it also provides diagnostic information that assists both staff and students in the ongoing improvement of the learning and teaching process. To contribute usefully to both of these functions, it is essential that assessment:

- is fair and ensures parity of treatment and comparable assessment demands in subjects of equal level and credit;
- is reliable, ensuring that assessment decisions are made consistently throughout the organisation;
- is valid, by ensuring that each assessment relates to the intended outcomes of the subject(s) studied;
- is transparent, in that it is clear to students, staff and external auditors the criteria and methods by which students' work is being judged.
- recognises and respects equality and diversity.

Scope

The policy applies to all programmes offered by the organisation where all or part of the programme is formally assessed.

Principles of fair assessment

1. All assessment must be conducted rigorously and accurately and in accordance with the awarding body's published criteria and standards.
2. Assessments/coursework developed and delivered by organisation staff must be conducted by reference to open and defined standards described in marking/assessment schemes, covering the required skills, knowledge and understanding.
3. The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by the awarding body.
4. Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.
5. The organisation will designate assessment staff whose knowledge, skills and understanding are appropriate for the units they assess. Staff will maintain their competence by regular staff development organised internally or externally.

Initial Assessment

As part of the induction process all new full-time, non-advanced students will undertake an initial assessment or pre- course evaluation. This will be used to assess Core Skill levels and to inform decisions about any additional learning support which students should be offered.

Credit Transfer

College positively encourages students to claim credit in their current course of studies for any relevant qualifications and/or experience gained previously according to the awarding body rules and procedure

Internal Assessment

1. Internal assessment must be conducted in line with the principles outlined earlier.
2. Written and oral feedback must be given to students as soon as possible after assessment. In the case of written or other product work submitted the feedback must be given within 3 working weeks of the official submission date. Feedback should be as helpful as possible to the student, i.e. confirming what has gone well and giving clear guidance on what the student needs to do in order to improve on their performance.
3. Students will be permitted an initial attempt and one further summative attempt. A third summative attempt may only be offered where there are appropriate mitigating circumstances.

External Assessment

1. External assessment will be administered strictly in accordance with instructions issued by the relevant awarding bodies.
2. For coursework assessment (whether internally or externally assessed) the Director will liaise with all awarding bodies.

Assessment Appeals

1. All students must be informed of the College's Appeals Procedure at the start of their course. The Academic Appeals Procedure must be followed in all cases where a student disagrees with the outcome of an assessment.
2. Rights of appeal against a decision involving academic judgement are limited. Academic appeals will be considered only on matters of procedure, competency and/or prejudice.

3. A student may be able to appeal the result of an external examination depending on the regulations of individual awarding bodies. Where an appeal is allowed, it may be originated either by the student or the organisation, again depending on the awarding body. Students should seek advice from the Director, who, if appropriate will appeal on their behalf.

Academic Deceit

1. The organisation takes academic integrity very seriously. Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all assessments, by means of coursework or examination.
2. Any student found to have violated this obligation and to have engaged in academic dishonesty will be penalised under college's academic misconduct policy.