



# Assessment Policy

## DOCUMENT INFORMATION

Status: Approved by AIC Senior Management Committee

Responsible for implementation: AIC Academic Head

Responsible for review: AIC Dean

Current version review date: May 2024

## Version Control

History of amendments	Version/ pages/ section affected	Summary of changes
Last amended September 2020	Version 1.1 had changes to what students can expect.	
Last amended May 2023	Version 1.2 has new additions of principles and guidance.	Addition of types of assessments.

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

## 1. Purpose

1.1 The purpose of assessment is to evaluate learning outcomes in terms of acquired knowledge, developed understanding, and gained skills. It plays a central role in the learning process and provides a platform to explore learning experiences, express attitudes, and demonstrate critical insights.

1.2 This Policy outlines the fundamental principles, processes, and procedures governing assessment for all programs and short courses offered by the different accredited bodies.

1.3 The Policy is in accordance with the assessment practices followed at AIC Campus fitting the assessment criteria put forward by the different accredited bodies it is affiliated with.

1.4 The primary objective is to ensure that all students actively participate in the assessment process, understand the standards expected for their program of study, and grasp the requirements needed to achieve these standards.

AIC is committed to pursuing high standards for assessment with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.



Honorary Dean

08/05/2023

## 2. Principles of Assessments:

2.1. AIC Campus acknowledges that assessment serves multiple important purposes:

- It plays a significant role in shaping students' learning experiences, determining their progression through programs, and empowering them to identify, monitor, and enhance their learning.
- It serves as a measure of student achievement, influencing decisions on their readiness to advance, qualify for an award, or demonstrate their competency in practice.
- It forms the primary basis for recognizing students' accomplishments, leading to the recommendation of appropriate qualifications and/or academic credit.
- It facilitates valuable feedback to students, enabling them to improve their performance and optimize their learning journey. Additionally, it allows faculty to assess the effectiveness of their teaching methods and their students' learning outcomes.

2.2. These principles are drawn closely from the guidance provided in the Quality Assurance guidelines given by the different accredited bodies AIC Campus is in affiliation with and align closely with the Quality and Standards conditions outlined by these awarding bodies.

2.3. All assessments must follow the below criteria:

- Assessments should be valid; there should be a direct connection between the learning opportunities provided by the program, the assessment tasks given to students, and the intended learning outcomes of each module. Different assignments may focus on specific module learning outcomes. Assessment should not only serve as evidence of what the student has learned (assessment of learning) but also enable the student to further learn and progress (assessment for learning). Validation, internal verification of assignments prepared, and external examination procedures ensure that learning outcomes are appropriately assessed concerning mode, quantity, level, and content. Valid assessment ensures that students demonstrate their knowledge and skills in the manner intended by the assessment design.
- Assessments must be clear and transparent, with well-defined processes that are consistent and easily accessible to all. AIC Campus achieves this by publishing generic

level and grade descriptors, which serve as guidelines for assessment, and requiring programs to use them in developing their own assessment guidelines. All assessments must be suitable for the respective level of study (foundation, diploma, higher diploma, degree and Masters) and should be based on relevant external references, such as subject benchmarks requirements. The assessment processes and procedures employed by each program must be made readily available to its students.

- Assessment should be reliable and consistent. Assignments must be evaluated according to well-defined standards, allowing assessors to apply these standards uniformly. This necessitates the establishment of clear and consistent processes for assignment creation, marking, and moderation, fostering effective learning. External examination and periodic review/validation and audits by the accredited universities serve as external verification of the standards. The College's generic marking frameworks and level and grade descriptors help clarify these standards. While generic marking frameworks and descriptors have been developed to promote comparability across all University programs, each program must customize them to ensure they closely align with the program's nature and subject, reflecting its specific aims and outcomes and guidelines set by the different accredited universities.
- Assessment should be designed and evaluated in a manner that consistently demonstrates the attainment of knowledge and skills over time and demonstrate a sense of continuity and growth throughout the students' academic journey. This ensures that the qualifications awarded to students align with sector-recognized standards and remain comparable with those achieved in the affiliated institutions, both at the time of qualification and over time. As they advance through their program, students should deepen their knowledge, understanding, and skills. Moreover, they should recognize connections between learning at different levels and gradually become more self-reliant in their learning process. The learning outcomes of every module in all programs should align with the development of subject-specific and general tertiary education skills. The generic level descriptors of AIC Campus provide guidance to programs in incorporating continuity and progression into their courses, and the assessment methods used should reflect this progression.
- Assessments should be designed to enable students to be assessed effectively in a manner that is challenging and at the same time adequately comprehensive, offering an appropriate level of difficulty and rigor in line with the program's academic standard. The assessments should aim to test relevant skills effectively. Additionally, the design of

assessments should take measures to reduce the likelihood of academic misconduct, such as plagiarism, self-plagiarism, and contract cheating. Furthermore, the assessment methods should enable the detection of misconduct, should it occur through the use of plagiarism software.

### **3. Guidelines for Assessments**

#### 3.1 Feedback to students

Feedback on assessment is a vital aspect of students' learning experience. They have the right to receive constructive and timely feedback on all their performance. This feedback should encompass all assessed work and be provided promptly, enabling students to use it effectively for improvement, both within specific modules and throughout the various levels of the programs offered at AIC Campus. Additionally, students are encouraged to provide feedback on their assessment experiences through the

#### 3.2 Workload and deadlines for returning assessments by students.

The quantity and timing of assessed work should be carefully monitored to strike the right balance. The workload of assessed tasks should be sufficient to produce a reliable and valid profile of achievement without becoming overly burdensome for both students and staff. During the validation process, assessments are carefully reviewed to ensure they effectively measure the achievement of learning outcomes. This includes considering the timing of assessments to ensure they are manageable, allowing students to make use of the feedback provided to enhance their learning. The timing of assessments is determined by program teams, and efforts are made to distribute summative assessments evenly across the module duration.

#### 3.3 Guidelines for assessments for students

Clear instructions must be given to students that outline the expectations for each assessment, including target word counts or equivalent measures for assignments, paper format, font size, APA formats, Harvard referencing etc. The consequences of not adhering

to these guidelines in line with the University's regulations should also be made explicit to students in class after assignments are released to students. The amount of marks deducted must be made clear.

### 3.4 Types of Assessments

Various forms of assessment are employed at the University, including summative, formative, and diagnostic assessments.

Summative assessment measures students' achievements in relation to the intended learning outcomes of a module within their program.

Formative assessment offers learners feedback on their progress and aids in their development, with reflective practice being one way to contribute to formative assessment.

Diagnostic assessment, on the other hand, gauges a learner's aptitude and preparedness for a program and identifies potential learning strengths and challenges. It is also used for assessing additional needs and recognizing prior learning (RPL). Throughout the program, diagnostic assessment can assist students in profiling their own skills and abilities, making it valuable for the students' assessment for personal development and improvement.

In some cases, assessment tasks may combine two or more of these assessment types, such as summative assessment also serving formative purposes.

### 3.5 Assessment Modes

AIC Campus encourages a diverse range of assessment modes which are sensitive to the diversity of students enrolled in the program, considering factors such as entry qualifications, social and cultural backgrounds, ethnicity, gender, age, religion/belief, and disability. When students with recognized additional needs encounter challenges with the standard assessment procedures, alternative assessments may be offered. This could involve changes to the location, timing, lighting or method of assessment, and such accommodations are made in collaboration with AIC Campus Diversity and Equal Opportunity and Inclusion policy.

The selected assessment modes should ensure authenticity and uphold the academic integrity of the assessment process. The specific choice and balance of assessment methods

align closely with module and level learning outcomes, and it is determined by the program tutors. The program specifications provide an overview of the assessment modes available, along with a glossary of related terms.

Furthermore,

Help students perform to the best of their abilities through assessment that's inclusive and supports their learning and future employment.

- Encourage, motivate and involve students in extensive learning.
- Provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy.
- Help students to develop, through timely and constructive feedback.
- Give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award.

**What you can expect as a student:**

- Pre-assessment activities, designed to help you understand what assessment is and how it works.
- Clear and transparent assessment guidelines and briefs, and marking criteria for each assessment, with clear information on how and when feedback will be provided, through program and module handbooks.
- Appropriate discussions on assessments with staff and other students.
- A range of assessment methods (these may include self-assessment, assessment by (and of) other students, and technology-aided assessments).
- Assessments that are valid and aligned to clear and realistic learning outcomes. There's normally two summative inclusive assessments for each 20-credit module, unless there are specific and overriding disciplinary or professional body requirements.
- Formative assessments where you can give, and receive (where appropriate), personal, group or general feedback which identifies where you can make improvements.
- A schedule that spreads formative and summative assignment deadlines throughout the year.
- The opportunity to use originality checking software and, where possible, to submit your assessment online.

- To have assessments marked anonymously, unless the school has approved a specific exemption or it's not practical because the assessment method involves direct contact between you and the examiner.
- To get provisional marks on all assessed work, including examinations, with personal, group or general feedback as soon as possible, and within a maximum of 20 working days.

### **As a student, we'll expect you to:**

- Engage with 'feed-forward' and 'feedback' in formative and summative assessments, and put in place any suggested improvements.
- Demonstrate that you've achieved academic and where appropriate professional standards through the completion of assessments.
- Meet the professional and ethical standards appropriate to the subject.
- Tell the program leader about any medical or other reasonable adjustments requiring modification to assessments at the start of the academic year or, as soon as possible.
- Comply with AIC Campus academic regulations, including those on assessment offences.

### **How AIC Campus supports this:**

- Providing staff development workshops in all aspects of assessment.
- Providing adequate resources and an ICT system that supports the assessment process.
- Providing digital tools to encourage innovative assessment.
- Appointing and training appropriately qualified external examiners.
- Recording and storing assessment data on the Student Record System.
- Making sure academic regulations and the assessment policy are accessible and regularly updated.
- Monitoring how the assessment policy is put in place across the Campus.