

6. Assessment

Assessment is an essential feature of the teaching and learning process, is properly managed, and meets the requirements of accreditation bodies and employers.

Elements of the Criterion

Assessment design

- 6.1 Assessment is recognized as a key motivator of learning and an integral part of the teaching and learning process. It is used to inform teaching practice and improve the curriculum.
- 6.2 Assessment information (including learning outcomes, assessment criteria as well as assessment procedures and dates) is provided in all courses, modules or topics.
- 6.3 The level of challenge of the assessment in a programme is appropriate for the level of the qualification to which it leads.
- 6.4 There is a range of formative and summative assessment tasks and methods which ensure that all learning outcomes are validly assessed.
- 6.5 Assessment, especially of experiential or workplace learning, is designed in terms of predetermined outcomes and criteria.
- 6.6 A range of parties is involved in assessment of learners: for example, there might be self-assessment, peer assessment, tutor assessment and/or assessment by workplace mentors.
- 6.7 For each programme, there is at least one integrated assessment procedure which is a valid test of the key purposes of the programme.
- 6.8 There are effective procedures for recognizing prior learning and for assessing current competence.
- 6.9 In distance education delivery between countries, care is taken that the assessment activities are designed and administered in ways that do not disadvantage learners in a range of contexts.

Quality assurance of assessment

- 6.10 Staff involved in assessment are assessment-literate and competent to assess learning at the level required by the programme.
- 6.11 Where part-time tutors are involved in assessment, they are trained for the task, and academic staff monitor and moderate both formative and summative assessment to promote reliability and fairness.

- 6.12 The assessment strategy includes systems for internal and external moderation that meet the requirements of the accreditation body.

Assessment management

- 6.13 Marking procedures for both formative and summative assessment promote consistency and accuracy of marking, grading, and provision of feedback to learners.
- 6.14 There are clear procedures to receive, record, process, and turn around assignments within a timeframe that allows learners to benefit from formative feedback prior to the submission of further assessment tasks.
- 6.15 An appeal system is in place for when learners have a complaint about the fairness of the assessment.

Security

- 6.16 Arrangements for locally-administered summative assessments are secure.
- 6.17 Particularly when electronic methods are used, there are adequate systems to ensure security of personal information and security of identity during assessment processes. However, the security solutions are flexible enough to accommodate different programmes and styles of teaching and learning.
- 6.18 Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.
- 6.19 Assessment results are recorded securely and reliably and are available to all stakeholders including learners (as is appropriate).
- 6.20 Clear and efficient arrangements are in place to ensure that the integrity of certification processes is not compromised.