



VILLA COLLEGE

Academic Board

VILLA COLLEGE POLICY ON STUDENT ASSESSMENT

Policy No: VCPD/2012/04

Purpose

The Assessment of Student Learning Policy describes the way assessment is conducted in Villa College for all levels of academic teaching. The approach to the assessment of student learning is deeply embedded in disciplinary and professional cultures. It is the responsibility of each faculty to put in place specific procedures and responsibilities within the framework described in this Policy, unless otherwise prescribed by a partner university or examination body.

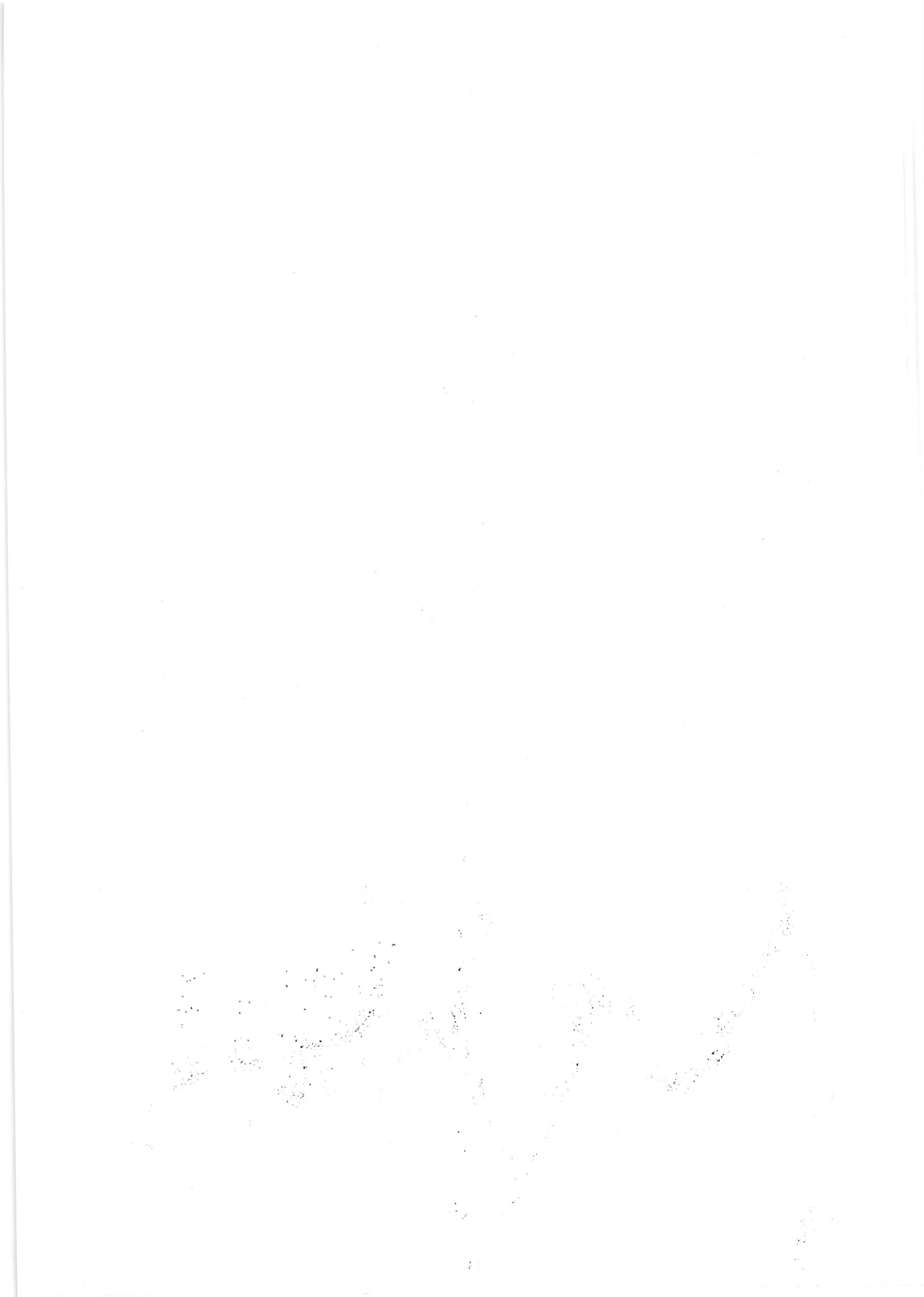
Scope

This policy applies to all levels of education administered by Villa College. This policy will have implications for

- students
- academic staff of the College, and
- others associated with responsibility for designing, administering and making decisions relating to assessment, by or on behalf of the College.

Implementation

It is recognised that the effective implementation of this Policy requires both an understanding of the underpinning educational principles and adequate resourcing. Its implementation must, therefore, be accompanied with appropriate professional development and support.



Definitions

Unless otherwise specified, the following definitions are specific to this Policy.

Academic Standard: A level of student learning that is assessed through specified learning outcomes and about which there is consensus within the relevant disciplinary community.

Assessment Criteria: The different aspects of an assessment task that are subject to separate assessment. Students are informed about the assessment criteria before they commence an assessment task.

Assessment Task: A task undertaken by students which requires them to demonstrate one or more of the learning outcomes of a module.

Award: award means the professional doctorate, degree, diploma or certificate awarded by Villa College or a partner university to a student enrolled in Villa College.

Constructive alignment: The term used to describe the alignment of course aims, learning outcomes, assessment tasks and assessment criteria.

Formative Assessment: Assessment where student performance does not contribute to their final mark or grade in the course. Formative assessment provides students with feedback on their learning.

Learning outcome: The form in which students demonstrate their learning and achievement of the aims of a module by undertaking an assessment task. In higher education learning outcomes are described using verbs such as "create", "evaluate", "compare", "criticise" etc. Module Outlines contain a description of both the aims and learning outcomes of the Module.

Module: A module means a subject of scholarly study taught or researched at Villa College:

- in a connected series of classes or demonstrations; or
- by means of practical work, including the production by students of essays or theses or case studies or the attendance and participation by students in seminars or workshops

Mark: A number associated with a particular grade either (a) used to enable different grades awarded to different assessment items to be weighted and aggregated or (b) a single overall mark resulting from the weighting and aggregation of marks awarded for individual assessment items.

Non-award: Non-award program means a course of study that does not lead to an award.

Program: A program comprises a set of modules upon completion of which can lead to an award or a non-award.

Reliability: Reliability is the extent to which an assessment item is able to elicit the same response on successive occasions.