



ASSESSMENT POLICY

Version 1.0

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Assessment Policy

1. Introduction

Jeryk EC is committed to ensuring that all assessments are conducted in a fair, transparent, valid, and reliable manner. Assessments are a fundamental part of the learning process, designed to measure learner achievement against clearly defined learning outcomes. They serve not only as a tool for evaluating performance but also as a means to provide constructive feedback, support learning, and guide improvement.

This policy provides a comprehensive framework for the design, implementation, review, and monitoring of all assessments across Jeryk EC programmes. It ensures that assessments are aligned with programme objectives, reflect industry and academic standards, and comply with regulatory and awarding body requirements. By maintaining high standards of assessment, Jeryk EC promotes learner confidence, academic integrity, and professional credibility.

2. Scope

This policy applies to all learners, teaching staff, administrative personnel, and any individuals involved in assessment processes at Jeryk EC. It encompasses:

- All types of assessments, including formative and summative assessments.
- Coursework, assignments, projects, presentations, practical assessments, and examinations.
- Assessments delivered in-person, online, or through blended learning formats.
- Internal and external moderation, verification, and quality assurance processes.
- Learners with special needs who may require reasonable adjustments or special considerations during assessments.

The scope ensures that every assessment activity is conducted fairly, consistently, and transparently, providing accurate measures of learner achievement while maintaining academic standards.

3. Types of Assessment

Jeryk EC employs multiple assessment methods to evaluate a range of learning outcomes, skills, and competencies:

- **Formative Assessments:**
These are ongoing assessments conducted throughout a module or unit to provide learners with feedback on their progress and understanding. They help identify learning gaps and support improvement. Examples include:
 - Quizzes and short tests
 - Participation in class discussions or online forums
 - Reflective journals or learning logs
 - Draft submissions of assignments or projects
- **Summative Assessments:**
Summative assessments evaluate learner achievement at the end of a module or unit and determine the level of competency attained. These assessments contribute to the final grade or award. Examples include:
 - Written assignments, essays, and reports
 - Examinations (online or in-person)
 - Case studies and applied projects
 - Practical demonstrations, simulations, or presentations
- **Other Assessment Methods:**
To address diverse learning needs and programme requirements, additional assessment methods may be used, including:
 - Portfolios of work demonstrating cumulative learning
 - Professional discussions or oral examinations
 - Peer and self-assessment exercises
 - Workplace-based assessments for vocational or professional programmes

All assessments are designed to align with learning outcomes and ensure that learners are evaluated holistically, covering knowledge, skills, and application.

4. Assessment Design and Implementation

4.1 Assessment Process

To ensure clarity, fairness, and consistency, all assessments at Jeryk EC are conducted through a structured, step-by-step process:

a) Assessment Registration

- Learners are formally registered for each assessment through the student management system or via course administration.
- Assessment schedules, deadlines, and submission requirements are communicated clearly in advance.

b) Issuing Instructions

- Detailed assessment instructions, including learning outcomes, marking criteria, format requirements, and submission guidelines, are provided to learners.
- Any special arrangements, reasonable adjustments, or prior learning considerations are applied at this stage.

c) Submission of Assessments

- Learners submit work via designated channels (online portals, email, or in-person submission).
- All submissions are logged, and learners receive confirmation of receipt.
- Academic integrity checks, including plagiarism detection tools (e.g., Turnitin), are conducted before marking.

d) Marking and Evaluation

- Assessments are marked according to pre-defined criteria aligned with learning outcomes.
- Marking is conducted by qualified assessors trained in the relevant subject area.
- Feedback is documented to provide constructive guidance on strengths and areas for improvement.

e) Recording and Reporting

- Marks, feedback, and assessment outcomes are securely recorded in the student management system.
- Learners are notified in writing of results, including feedback and any further action required (e.g., resubmission or additional assessment for partial recognition).

f) Post-Assessment Review

- Assessors participate in moderation and standardization activities to verify marking accuracy and consistency.
- Any discrepancies or adjustments are documented and communicated to ensure transparency and fairness.

4.2 Assessment Conduct & Submission

Assessments are designed and implemented according to rigorous procedures to ensure validity, reliability, and fairness:

- **Alignment with Learning Outcomes:**
Each assessment is mapped to the relevant unit or programme learning outcomes. Assessment tasks are designed to measure specific knowledge, skills, and competencies, ensuring that all intended outcomes are adequately covered.
- **Transparency and Guidance:**
Learners are provided with detailed assessment instructions, marking schemes, rubrics, and submission guidelines prior to assessment. This ensures clarity on expectations, assessment criteria, and standards.
- **Assessment Conduct:**
Assessments are conducted in secure, controlled, and ethical environments. For online assessments, secure platforms with monitoring mechanisms may be used to maintain academic integrity. Examination protocols, including identification verification and time restrictions, are strictly enforced.
- **Submission and Feedback:**
All assessments must be submitted by the deadlines communicated in advance. Constructive and timely feedback is provided to guide learner improvement and support future learning. Feedback highlights strengths, identifies areas for development, and provides actionable recommendations.

5. Assessment Review and Quality Assurance

5.1 To ensure that assessments remain fit for purpose and maintain academic standards, Jeryk EC implements a comprehensive quality assurance framework:

- **Internal Review:**
Assessment tasks, marking criteria, and grading rubrics are reviewed and approved by the Academic Team or Programme Leader before release. This ensures assessments are relevant, aligned with outcomes, and meet the required standards.
- **Internal Quality Assurance (IQA) and Moderation:**
IQA processes involve moderation of marked assessments to ensure consistency, fairness, and alignment with learning outcomes. Marking samples are reviewed, discrepancies are addressed, and corrective actions are implemented if necessary.

- **Standardization Meetings:**
Regular standardization meetings are held with teaching staff to ensure consistent application of marking criteria and grading across different assessors and programmes. These meetings provide a forum to discuss assessment expectations, share best practices, and maintain assessment integrity.
- **Feedback and Continuous Improvement:**
Learner performance data, assessment feedback, and IQA findings are systematically analyzed. Trends and patterns are used to inform curriculum improvements, teaching strategies, and future assessment design. Outcomes of reviews and actions taken are communicated to staff and relevant stakeholders to enhance transparency and learning quality.

5.2 Internal Quality Assurance (IQA)

To ensure assessments remain valid, reliable, and fit-for-purpose, Jeryk EC undertakes rigorous internal quality assurance processes:

- a) **Sampling Strategy**
 - A representative sample of assessments (typically 20–30% of all submissions) is selected for moderation.
 - Samples are chosen randomly and may include borderline cases, high-scoring work, and low-scoring work to ensure comprehensive evaluation.
- b) **Standardization Meetings**
 - Academic staff and assessors hold regular standardization meetings to:
 - Discuss marking consistency and interpretation of assessment criteria.
 - Review moderated samples and address any discrepancies in scoring.
 - Align understanding of learning outcomes and grading standards across all assessors.
- c) **Review and Feedback Integration**
 - Outcomes from IQA, moderation, and standardization are analyzed to identify patterns or issues in assessment design, delivery, or marking.
 - Recommendations are implemented to improve assessment clarity, fairness, and alignment with learning outcomes.
 - Feedback from learners, assessors, and external verifiers is incorporated into continuous improvement of assessments.
- d) **Documentation and Reporting**
 - All IQA activities, moderation records, meeting minutes, and corrective actions are documented and stored securely.
 - Reports are submitted to Academic Leadership and Top Management to maintain transparency, accountability, and audit readiness.

6. Responsibilities in Assessment

a) Learners are responsible for:

- Submitting authentic work and adhering to academic integrity standards.
- Following assessment guidelines and meeting deadlines.
- Seeking clarification or support if assessment requirements are unclear.

b) Teaching Staff are responsible for:

- Designing, delivering, and assessing assignments in accordance with programme outcomes.
- Providing timely, constructive feedback.
- Participating in moderation and standardisation activities to ensure fairness.

c) Administrative Staff are responsible for:

- Managing submission platforms, assessment records, and scheduling.
- Supporting assessment administration and ensuring compliance with policies.

d) Academic Leadership are responsible for:

- Overseeing assessment design, implementation, and review processes.
- Ensuring assessments comply with regulatory and awarding body standards.
- Monitoring assessment outcomes to maintain quality and integrity.

7. Appeals and Dispute Resolution

Learners who believe their assessment was unfairly conducted or marked may appeal in accordance with Jeryk EC's Appeals Policy. Appeals must:

- Be submitted in writing within the specified timeframe.
- Clearly outline the grounds for appeal with supporting evidence.
- Be reviewed by an independent panel not involved in the original assessment.

The outcome of the appeal is communicated in writing, including the rationale for the decision, ensuring transparency and fairness.

8. Policy Review and Continuous Improvement

This Assessment Policy is reviewed at least annually or more frequently when required due to:

- Changes in regulations, awarding body guidance, or institutional requirements.
- Findings from internal audits, IQA processes, or external verification.
- Feedback from learners, staff, and stakeholders.

All updates are approved by Top Management or the Academic Board and communicated to staff and learners via official channels. Continuous review ensures assessments remain valid, reliable, fair, and aligned with the highest academic and professional standards.